Mada Maagarishtauo Awa Hee Aadsa Maa
Aru Maa Giguckiigash
(The ones that teach our children how everything on this earth works)

Fort Berthold Community College Preconditions Report
Submitted November 25, 2009

Fort Berthold Community College will provide quality Academic, Cultural, and Vocational Education and Services for the Mandan, Hidatsa, and Arikara Nation.
Fort Berthold Community College

Mada Maa'garishtauo Awa Hee Aada Maa Aru Maa Giguckiigash
(The ones that teach our children how everything on this earth works)

November 25, 2009

Preconditions Report

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Precondition 1.1

A letter from the institution’s chief executive officer that designates the unit as having primary authority and responsibility for teacher education programs.
INSERT LETTER FROM PRESIDENT MASON
Precondition 1.2

Programs for the preparation of teachers and other school personnel at Fort Berthold Community College

All programs offered from the main campus:

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Degree Awarded</th>
<th>Where the Program is Administratively Housed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Associate of Arts</td>
<td>Teacher Education Department</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Associate of Arts</td>
<td>Teacher Education Department</td>
</tr>
<tr>
<td>Child Development Associate CDA Credential</td>
<td>Child Development Associate Certificate</td>
<td>Teacher Education Department</td>
</tr>
</tbody>
</table>

A Bachelor of Science in Elementary Education will be awarded upon accreditation of the *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program.
Precondition 1.3
Fort Berthold Community College Organizational Chart
Precondition 2.1

Job description of the professional education unit head (Vice President of Academic Affairs and Director of Teacher Education)

Vice President of Academic Affairs: Dr. Clarice Baker – Big Back
Director of Teacher Education: Anna Rubia
POSITION DESCRIPTION: Vice President of Academic Affairs (Currently: Dr. Clarice Baker – Big Back)

DEPARTMENT: Academics

ACCOUNTABLE TO: President of Fort Berthold Community College

DUTIES AND RESPONSIBILITIES:
- Responsible for all academic areas of the college
- Recruit, supervise, and evaluate all academic staff
- Develop curriculum
- Coordinate schedule planning
- Recruit and advise students
- Locate funding sources and write proposals
- Manage all instructional budgets
- Participate in Budget and other college committees
- Coordinate BUSH faculty development project
- Serve as President’s advisor regarding faculty, curriculum, and administration issues
- Other duties as assigned

MINIMUM QUALIFICATIONS:
- Master’s Degree in Education Administration
- Experience working in a two year college helpful
- Experience working with government agencies
- Experience working with grants and budgets

Fort Berthold Community College will provide quality Cultural, Academic, and Vocational Education and Services for the Mandan, Hidatsa, and Arikara Nation.
Curriculum Vitae
Clarice Baker/Big Back
Dean of Academic Services
Fort Berthold Community College

EDUCATION

1993  Ph.D., Curriculum and Instruction
      The Pennsylvania State University
      University Park, PA

1987  Math and Computer Science
      Eastern Montana College

1981  Gifted/Talented Certification
      Moorhead State University

1977  M.Ed. Educational Administration
      The Pennsylvania State University
      University Park, PA

1975  Elementary Education
      University of Mary
      Bismarck ND

PROFESSIONAL EXPERIENCE

2000- Present  Vice President of Academic Affairs
                Fort Berthold Community College
                220 B Th Avenue North
                PO Box 490
                New Town, ND 58763

1997- 2000  Director, Elementary Teacher Education Program, University of North Dakota, Fort Berthold Community College, New Town, ND
            Twenty-one students earned their degrees.

1993-2000  Assistant Professor, Department of Teaching and Learning,
            College of Education and Human Development, University of North Dakota, Grand Forks, ND

1992  Graduate Teaching Assistant, The Pennsylvania State University,
      Department of Curriculum and Instruction, University Park, PA
1988-1991 Principal/Superintendent, Lame Deer Public School, Lame Deer, MT
1984-1987 Middle School Instructor, Busby School, Busby, MT
1980-1982 Teacher/Facilitator, United Tribes Educational Center, Bismarck, ND
1978-1979 Elementary Principal, Busby Elementary School, Busby, MT

PROFESSIONAL CERTIFICATION
Montana Elementary Principal Certification
Montana Superintendent Certification
Montana Teaching Certification
Gifted/Talented Certification

PUBLICATIONS


PRESENTATIONS TO PROFESSIONAL GROUPS
Baker Big Back, C. Block Scheduling: Improving Retention for Native American Students American Indian Higher Education Consortium Spring 2003


Baker Big Back, C. (spring 1997) National Conference on Race and Ethnicity in Orlando, Florida (Paper accepted; not able to present due to illness

Bake /Big Back, C.(Fall 1997). Reflective Coaching and The Native American Teacher National Indian Education Conference, Rapid City, SD.


PRESENTATIONS TO COMMUNITY GROUPS

UND/FBCC Elementary Education Program
Twin Buttes Administration and Staff Fall 1997
New Town Administration and Staff Fall 1997
Mandaree Administration and Staff Spring 1998
Fort Berthold Community College Board, July 1997
Tribal Council of The Three Affiliated Tribes Spring 1998
UND Elementary Faculty Spring 1997

SPEECHES TO COMMUNITY GROUPS

May, 1998 Fort Berthold Community College Graduation
August, 1998 Fort Berthold Community College GED Graduation
August, 1997 Fort Berthold Community College GED Graduation

RESEARCH IN PROGRESS

Reflective Coaching and the Native American Teacher
Student Experiences in the UND/FBCC Collaboration Elementary Education Program
Eminence Credential Courses and Their effect on Tribal Elders
TCUP: Research and Practice with SMET Students
Hidatsa Language Immersion

DOCUMENTS WRITTEN

Final Report to Philip Morris (1998)
Evaluation of Fort Totten Program (1998)


Gifted and Talented Program Evaluation, Mandaree School, Mandaree, ND (1997)

Two-year Liberal Arts Program with an emphasis in Elementary Education

Four-year Elementary Education Program with an Area of Concentration in Tribal Languages and Culture.

**CURRICULUM WRITTEN**

Integrating Language and Culture into the Curriculum 1996-1999

**GRANT PROPOSALS SUBMITTED**

Teacher Training Grant  Funded at One Million Dollars, Fort Berthold Community College

Administration for Native Americans Fort Berthold Native Language Planning Project, with Mike Cross and Liz Yellow Bird.  February, 1998.  $48,000.

Lannan Foundation.  Invited to complete a formal grant application in the amount of $20,000.00 after the preliminary application.  (1998).

Kellogg Tribal College Initiative $108,000.00.  Not funded.  (1997)


Philip Morris, $22,000.  (Funded).  (1997-98).

Philip Morris, $6,500 (Funded). (1998-99).

Native American Scholarship Fund. $84,000.  Did not meet criteria. (1998).


Three Affiliated Tribal Council. $5,000.00.  Tuition for students.

Program 477- Three Affiliated Tribes. $15,000.00  Grant funded for student tuition.  (1998-99).

**CONSULTATIONS**

Writing Curriculum for Knife River Indian Villages 2005-2006
Reviewing State Social Studies Curriculum.
Rock Creek Day School, Bullhead, SD (1995)
Reflective Coaching—presented to the staff of the Twin Buttes Elementary School (1997).
Gifted and Talented Program—Mandaree School, Mandaree, ND (1997-98).
Bilingual Program at Four Winds, Fort Totten, ND
Bilingual Program at Parshall, ND.

**COURSES TAUGHT**

Introduction to Teaching and Learning- Fall 94, Fall 95, Spring 95, Sp. 96, Fall 97, Spring 2002
Social Studies TEAM-Fall 94, Fall 95, Spring 95, Fall 96
CTL Social Studies in the Elementary School-Spring 95, 96, 97, Fall 98
CTL 522-Elementary Social Studies-A Whole Language Approach-Spring 96
Constructivist Teaching Practices-Summer 97.
CTL 538-Supervision of Student Teaching-Fall 97, Fall 98, Sp. 98, Fall 98
Constructivist Teaching: Integrating Language and Culture into the Curriculum – Spring 97, Summer 97.
CTL 590 Curriculum-Summer 97, Fall 2001
Hidatsa Language in the Elementary Classroom-Fall 98.
T&L 498 Integrating Language and Culture into the Curriculum- Spring 98, Summer 2001
T&L 432 Strategies for Classroom Management – Spring 98
T&L 422 Education of the Gifted and Talented-Summer 98
T&L 433 Multicultural Education Fall 2001

**STUDENT TEACHERS SUPERVISED**
List can be made available

**PROFESSIONAL MEMBERSHIPS**
Selected for The Directory of Native American and Alaskan Women
American Indian Leadership Fellowship Award
J. Ralph Rackley Memorial Fund Award
Nominated for Phi Delta Kappa
Award from Students for Service Provided for Elementary Teacher Education Program

**ADVISORY COMMITTEES SERVED ON**
UND/FBCC Elementary Education Program
Project Star
State Native American Curriculum, 1992-1996
Social Studies Committee for Grand Forks Public School 1994-97

FACULTY DEVELOPMENT ACTIVITIES

Technology partnership with Grand Forks Public Schools
Multicultural in-service with Elementary Education Faculty
Elementary Retreat, May 1998
FBCC College Retreat June 1998
POSITION DESCRIPTION: Director of Teacher Education *(Currently: Anna Rubia)*

DEPARTMENT: Academics

ACCOUNTABLE TO: Vice President of Academic Affairs

DESCRIPTION: The Director of Teacher Education is responsible for the operations of the Office of Teacher Education and the implementation of faculty policies in all matters including admissions criteria to the teacher education program, program operations, field experiences, program development, and assessment. He/she will supervise undergraduate students through the admissions and retention process as well as the coordination of field experiences and pre-service programs.

DUTIES AND RESPONSIBILITIES:
- Coordinate the delivery of the objectives and goals of the education program as it relates to FBCC and its successful completion of its students
- Recruit the necessary personnel of the project position, adjunct faculty, and related instructors for the course work
- Coordinate with the grants writer for future funding sources to further the education process with students at FBCC
- Work regularly with the Grants/Contracts Accountant to ensure appropriate use of funds, the orderly flow of education budgets and compliance with state and federal regulations and procedures
- Other duties as assigned

MINIMUM QUALIFICATIONS:
- Master’s Degree in Education
- Excellent oral and written communication skills
- Knowledge of and experience in working in curriculum development, higher education, and course development
- Administrative and budgeting experience
- Experience in leadership, team-oriented management style, and the ability to communicate effectively

*Fort Berthold Community College will provide quality Cultural, Academic, and Vocational Education and Services for the Mandan, Hidatsa, and Arikara Nation.*
EDUCATION

1992 (19 graduate hours) Pennsylvania State University
State College, Pennsylvania
(Special Education)

1981 (15 graduate hours) Moorhead State University
Moorhead, Minnesota
(Gifted Education)

1977 M.ED. Pennsylvania State University
State College, Pennsylvania

1972 B.S. Mary College
Bismarck, North Dakota

1970 A.A. Bismarck Junior College
Bismarck, North Dakota

TEACHING EXPERIENCE

• Taught six years in elementary schools on Indian reservations in the
  states of North Dakota and Montana.
• Taught teacher certification classes in cultural awareness/education
  at the college level.
• Taught education courses at the community college level and
  University level for pre-service teachers.
• Supervised student teachers at public school levels.
ADMINISTRATION EXPERIENCE

- Supervised K-12 school system as a Superintendent, with Indian population on an Indian reservation (4 years).
- Supervised K-8 school system as a Principal with Indian population in an urban and reservation setting (7 years).
- Supervised Federal Projects for Title IV, Title VII, Administration for Native Americans (ANA) and State Chapter I Projects.

CURRICULUM DEVELOPMENT EXPERIENCE

- Co-authored teachers’ manual for North Dakota State Tribal Curriculum.
- Developed Indian curriculum materials for Senior High level in the Fine Arts area.
- Designed a Science curriculum kit, K-8 for Gifted/Talented Indian students.
- Developed Gifted/Talented Indian curriculum in Tribal Government, endangered animals and environmental conservation for 5-6 grade.

RESEARCH/Writing

- Disseminated through monthly newsletter format current information, Federal Register updates teacher information and specific requests for a Technical Assistance Center.
- In cooperation with the Department of Public Instruction and the North Dakota State Historical Society, developed a children’s newspaper with content and activities on the North Dakota reservations.

INSERVICE TRAINING

- Provide in-service training to administrators, teachers and parents in Gifted Education, Social Studies, Cultural Differences and Indian Curriculum on a State and National level.
- Consultant to School Districts in the development of Cultural Curriculum.
In-service training to School Districts, State and Regional Conferences on Civil Rights Compliance.

EMPLOYMENT HISTORY

2006 to current
Director of Teacher Education/Instructor
Fort Berthold Community College
New Town, North Dakota

2002-2006
Superintendent, Mandaree School
Mandaree, North Dakota

1999-2002
Education Specialist/Private Sector
Casey Family Program
New Town, North Dakota

1997-1999
Principal, Twin Buttes School
Twin Buttes, North Dakota

1996-1997
Elementary/Middle School Principal
Mandaree School
Mandaree, North Dakota

1994-1996
University Faculty Instructor
Center for Teaching and Learning
University of North Dakota
Grand Forks, North Dakota

1992-1994
Coordinator for Race and National Origin
Department of Public Instruction
State Capitol
Bismarck, North Dakota

1988-1991
Elementary Principal
Theodore Jamerson Elementary School
Bismarck, North Dakota
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>Curriculum Specialist</td>
<td>Technical Resource Center II</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1987-1988</td>
<td>Cognitive Style Mapping Director</td>
<td>United Tribes Technical Center</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1986-1987</td>
<td>Johnson O'Malley Director</td>
<td>United Tribes Technical Center</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1985-1986</td>
<td>Junior High Teacher</td>
<td>Theodore Jamerson Elementary School</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1985</td>
<td>Bilingual Education Coordinator</td>
<td>Department of Public Instruction</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1984</td>
<td>ANA Development Officer</td>
<td>United Tribes Technical Center</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1983-1984</td>
<td>Dissemination Specialist</td>
<td>Northern Plains Resource Center II</td>
<td>United Tribes Technical Center</td>
</tr>
<tr>
<td>1983</td>
<td>Principal, Twin Buttes School</td>
<td>Twin Buttes School</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1982-1983</td>
<td>Chapter I Math Teacher</td>
<td>Twin Buttes School</td>
<td>Bismarck, North Dakota</td>
</tr>
<tr>
<td>1980-1982</td>
<td>Director of Title IV Gifted/Talented</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
United Tribes Technical Center
Bismarck, North Dakota

1979-1980  Director of Indian Curriculum Program
           United Tribes Technical Center
           Bismarck, North Dakota

1979  Title IV Science Curriculum Facilitator
      Theodore Jamerson Elementary School
      Bismarck, North Dakota

1978-1979  Title I Reading Teacher
           Busby School
           Busby, Montana

1975-1977  College/Dissemination Coordinator
           United Tribes Technical Center
           Bismarck, North Dakota

1974-1975  Title I Language/Reading Teacher
           Theodore Jamerson Elementary School
           Bismarck, North Dakota

1972-1974  Elementary Teacher
           Cannonball Elementary School
           Cannonball, North Dakota

1971  Remedial Math Teacher
      Richolt Elementary School
      Bismarck, North Dakota

PROFESSIONAL ACTIVITIES/LECTURES

- Presentation at State and National Education Conferences.
- Consultant to School Districts in the area of Indian Curriculum,
  Multi-cultural Curriculum, Gifted Education and Cultural Awareness.
- Participated in panel discussions and served on committees and advisory boards.
- Participated in evaluation teams for self-study to School Districts.

REFERENCES Upon request.
Precondition 3.1

The title pages and tables of content of the faculty handbook and the FBCC student handbook and entire Teacher Education Student Handbook
The ones that teach our children how everything on this earth works

rev. 07/09
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I. INTRODUCTION

Fort Berthold Community College through the Teacher Education Department is developing a four-year degree in Elementary Education with minors in Middle School Mathematics or Science. Personnel from the Teacher Education Department are working closely with the North Dakota Education Standards and Practices Board (ESPB) and the Higher Learning Commission (HLC) to successfully achieve this goal. A team representing ESPB and HLC will visit our campus in April of 2010 to closely assess the program. The Teacher Education Department expects to achieve full accreditation before the fall semester of 2010 when the second cohort will be starting.

The Fort Berthold Community College is able to begin this venture with funding from a five-year grant from the National Science Foundation. Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) was the name chosen for the project when the application was submitted. The grant will support three cohorts, starting a year apart, with tuition, fees, books, and a monthly stipend. The four-year degree in elementary education will become an integral part of the total college curriculum and will be self-supporting at the conclusion of the grant.
Welcome

Welcome to the Elementary Education Program. It is our earnest desire to help each participant have a worthwhile and successful experience. The entire college staff, and especially, the staff of the Teacher Education Department will make every effort to assist each member of the cohort(s) in attaining his/her goal of becoming a highly qualified, fully certified elementary teacher.

This Handbook includes all of the information with which candidates need to be familiar during their teacher education quest. However, the instructors will be providing details as each member continues on their educational journey. Please approach them with any question or need.

Congratulations for choosing and entering this rewarding and fascinating field. Hard work is expected, but the result will be entrance into an exciting and worthwhile career as a highly qualified, self-confident professional.
Teacher Education Program: Teacher Education Student Handbook

2009-2012

This Teacher Education Student Handbook contains pertinent information for your journey through the elementary education program. It is extremely important that you read this handbook, become familiar with the content and follow the policies that it contains.

I have received a copy of the Teacher Education Student Handbook and I understand that I am responsible for making myself aware of and for following the information, policies, and guidelines written within.

Candidate: _______________________________ Date: ____________________

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.

Ability to Maintain Criteria

Applicants to the Elementary Teacher Education Program must have a cumulative GPA of 2.50 with a C or better in all courses, except for Math 103 College Algebra in which they are required to have B or better. Upon acceptance into the baccalaureate degree program, candidates must maintain a minimum GPA of 3.0 on credits taken after their admission to the Teacher Education Program. A candidate who gets below a C in any required course(s) after admission to the Teacher Education Program will have to retake the course(s). A course may be retaken only one time. Failure to attain C or better on the retake will result in an exit from the program. (see page 23)

The Teacher Education Program also has a strict attendance policy. Failure to maintain 95% attendance in each course per semester may result in an exit from the Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program. (see pages 22-23)

I know that teaching is a very rewarding and demanding profession, and that the students of our communities deserve the best prepared and most committed individuals. I have read and I understand the Ability to Maintain Criteria; I agree to abide by the stipulations that it contains.

Candidate: _______________________________ Date: ____________________

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.
Praxis I or PPST (Pre-Professional Skills Test)

The Praxis I (Pre-Professional Skills Test) exam is taken during the sophomore or junior year. It is an assessment of a candidate’s basic skills in reading, writing and mathematics. The test must be passed with a composite score of 516 based on the Current Qualifying Scaled Scores, as established by the North Dakota Education Standards and Practices Board (ESPB), for PPST Reading – 173, Writing – 173, and Math 170. It is also possible to pass the PPST if the candidate has achieved a passing score on two out of the three tests, providing there is a composite, or combined score of 516 on all three tests. The candidate may retake any one or two of the test segments, or all of it if necessary to obtain passing scores.

The Teacher Education Department will pay the fees for the first time the exam is taken for any candidate accepted into the program. This may be contingent on successfully taking the Preparation for Praxis I course.

I understand the time requirements and process of taking the Praxis I/PPST (Pre-Professional Skills Test).

Candidate: _______________________________ Date: _______________________

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.

Praxis II

The Praxis II exam is taken the semester prior to student teaching. It is a two-part instrument that assesses knowledge of general and subject-specific teaching skills, principles of teaching and learning, subject assessment, and foundations of education. A candidate must successfully pass as per the North Dakota Education Standards and Practices Board’s (ESPB) cut scores in order to enter her/his student teaching experience.

The passing Praxis II scores have the following minimal requirements (as of 2006):
Elementary Education Curriculum Instruction Assessment 158
Principles of Learning and Teaching K-6 (PLT) 162

The Teacher Education Department will pay the fees for the first time the exam is taken for any candidate accepted into the program. This may be contingent on success and sincerity in the program up to that point.

I understand the time requirements and process of taking the Praxis II.

Candidate: _______________________________ Date: _______________________

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.
Confidentiality Statement

There are laws governing the protection of students and their records. North Dakota, through the Education Standards and Practices Board, has a Code of Professional Conduct for Educators. *Item seven under Principle I – Commitment to the Student – is “Shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law.” *Item 13 under Principle II – Commitment to the Profession – is “Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.”

A casual conversation with a colleague/friend could result in a breach of confidentiality and invoke serious consequences. The best place for an exchange of student information is in a professional setting.

I understand the need for confidentiality regarding students, their records, test materials and other sensitive information. I agree to abide by these professional practices.

Candidate: ____________________________ Date: ______________

*History: Effective July 1, 1995; amended effective August 1, 2002.
General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10
II. PURPOSES/GOALS AND MISSION

Purposes/Goals
The Fort Berthold Community College Teacher Education Department is designed to fulfill the following goals:

1. To provide associate degrees in early childhood education and elementary education and baccalaureate degrees in elementary education with a minor in middle school mathematics or science.
2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).
3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.
4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.

Mission
The mission of the Teacher Education Department is to integrate our four core merits of Comprehension, Constructivism, Culture and CREDE (principles of research, education, diversity, and excellence) in the Teacher Education Program. The four core merits will connect our children’s learning to their environment and make meaning in their lives.

Vision
Our teachers will create learning experiences that preserve our past and prepare and empower our youth for the future.
III. PHILOSOPHY, CORE BELIEFS/VALUES, CONCEPTUAL FRAMEWORK

Fort Berthold Community College Teacher Education Philosophy
The Fort Berthold Community College Teacher Education Department is guided by the following tenets:

1. Provide teacher education in our local environment
   a. Local cultural content in each subject area is a unique component of FBCC tradition.
   b. The number of Native American teachers will be increased in our communities’ schools.
   c. Native American teachers will be the new role models for future generations.
   d. Students’ needs will be met by providing a quality education at FBCC.
   e. Employ strategies to retain teacher education students in Fort Berthold.

2. Develop teachers who understand how children learn
   a. Students are taught using research-based best practices.
   b. The Teacher Education Program is standards-based, but adapted with the local culture.
   c. Constructivist teaching strategies are used throughout the curriculum as one of our four core merits as addressed in the mission statement.
   d. CREDE (Center for Research on Education, Diversity, and Excellence) techniques are an integral part of the total planning and development of an empowering experience.
   e. Comprehension and reflection must be taught to ensure inclusive understanding of all students’ learning styles.
   f. The use of technology will assist teachers in the understanding of learning styles of the children they teach.

3. Students need support
   a. The cohort method has a strong impact on student success.
   b. Special seminars, enrichment and cultural activities contribute to a well-rounded educational program.
   c. Students have a stronger sense of security in their home communities.
   d. Financial incentives aid with retention and completion of education programs.

Core Beliefs/Values
The Teacher Education Department’s core beliefs include the following value statements:

1. We believe that all children can learn.
2. We believe that learning is a lifelong practice. No matter how young or old, trained or educated, beginning or ending, we all have something to learn. Students gain knowledge everyday from their teachers and in turn, teachers learn everyday from their students.
3. We believe that both teachers and students should not only have high expectations of each other, but do everything they can to achieve them.
4. We believe in graduating teachers who are culturally aware and confident so in turn they can pass on those same traits to their students.
5. We believe in Constructivism. It’s guiding principles are (Constructivism, 2001):
   a. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
   b. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
   c. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
   d. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the “right” answers and regurgitate someone else’s meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

6. We believe that Mandan, Hidatsa, and Arikara teachers trained on Fort Berthold can have a deep impact on our communities.

7. We believe that teachers can confirm the meaning and relationship of learning to the life in which we live.

8. We believe that Mandan, Hidatsa, and Arikara teachers train our future leaders.

9. We believe it is essential for teachers to be trained well in content areas in order for them to pass on their comprehension to students.

10. We believe teachers should use age appropriate/developmentally appropriate materials.

11. We believe that continuing education is indispensable to ascertain the best practices for learning.

12. We believe in using research based techniques, technology and resources.

13. We believe in learning communities. A learning community (Bonk, 2004):
   a. Is a group of students who are enrolled in a similar group of classes and are actively engaged in learning together from each other.
   b. Instills a sense of loyalty to the group that drives the members’ desire to continue learning and help others.
   c. Requires members to be active in their learning, and not just reactive.
   d. Helps to meet members’ emotional needs by allowing expression of personal opinion, asking for help on specific tasks and the sharing of stories relevant to a particular issue.

14. We believe teachers and students can learn more by involving themselves within the community in which they live and interact.

15. We believe that in order to maintain a healthy existence, there must be a balance of all components of life.

16. We believe that teachers and students alike can be productive contributing members of the community.

17. Lastly, we believe that you should NEVER FORGET WHO YOU ARE.
FOUR CORE MERITS

The Mada Maagarishtawo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program is centered on four core merits. In the Native American culture, the number four is sacred. There are four elements, four directions, four colors of people, four chambers to the human heart, four periods of life, and for the Mandan/Hidatsa/Arikara tribes, four center poles to the earth lodge. Each of our four core merits will serve as a pillar of foundation for developing every candidate’s bridge to their own unique and exceptional pedagogy.

1. Culture

The cultural section of the Teacher Education Program is one of the foundations of the Fort Berthold Community College Values: “Our culture is a blessing that makes us unique. We must learn to appreciate, strengthen and practice it” (FBCC Academic Catalog 2008-2009, p. 8). It, being the particular society in which a group of people have been raised, the activities, the behavior and characteristics of a specific organization of people. The culture of Native American people of the Three Affiliated Tribes, the Mandan, Hidatsa and Arikara Nation are those common beliefs and practices that are passed on down to the succeeding generations. The people of the Upper Missouri River, due to their location and environment have deeply held beliefs as to their origin, stories and legends surrounding their patterns of life. These patterns can be seen in the language, governing practices, arts, customs, celebrations, food, religious practices, rituals and clothing of each of the Nations of people. Each member of the
Three Affiliated Tribes maintained separate bands, clan systems and separate ceremonial bundles. After the devastation of the smallpox epidemics of 1792, 1836 and 1837 these homogenous societies evolved for economic and social survival (www.mhanation.com). Their current survival is maintained by relying heavily on the oral traditions passed from one generation to the other in preservation of each Tribe’s language and culture.

These specific cultural traits can be woven in the curriculum of the program to best effect the study of issues that are pertinent to the Fort Berthold reservation and the impact from historic to present time. This research in formation of lesson planning can give students the basis to deeper understanding of the past and cultural connection of the area of which the people of the Three Affiliated Tribes have settled. Incorporating the cultural integration will strengthen the importance to students the acceptance of culture as a norm and not a subject that is taught in isolation to his/her learning.

2. Constructivism

For the past ten years, it has been mandated that culture, technology and constructivism be woven into every course offered at Fort Berthold Community College. Historically, many Native Americans have been hands-on learners. Their indigenous languages were spoken, not written. The *Mada Maagarishtauo Awa Hee Aadsa Mao Aru Maa Giguckiiigash* (The ones that teach our children how everything on this earth works) program aims at educating teachers by using methods that they can in turn use to teach their students, starting a cycle of enthusiasm about learning, specifically in science and mathematics.

There have been many teaching methods researched and explored, but no other fits the Native American approach like constructivism. Constructivism, in which the learner develops knowledge through experience, is a proven method of teaching and learning. The guiding principles are (Constructivism, 2001):

- Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
- Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
- In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
- The purpose of learning is for an individual to construct his or her own meaning, not just memorize the “right” answers and regurgitate someone else’s meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

Constructivism is so called because founders believed that learning meant constructing, creating, inventing and developing one’s own knowledge. Simply receiving, getting and hearing information is not equivalent to learning. Constructivism focuses on thinking and the process developed during that thinking rather than solely how much information a student can memorize (Marlow, 1998). Mestre (2005) states, “helping students understand somewhat less material but at a much deeper level… has more lasting effects than covering large amounts of
content superficially.” In the end, it is not how much material a student learned for an exam and then likely forgot, but how much material a student retains in the long run.

Most experts agree with the idea that learners not only construct new knowledge, but use their past experiences as a base upon which to add ideas. In a lecture-based classroom, instructors may not be concerned about this fact, and require students to memorize in a superficial manner. However, if the concepts do not agree with previously constructed knowledge, then the incompatible information will inhibit the learner’s education (Mestre, 2005). It is important for classroom information to be given to the student in a way that makes use of his everyday experiences so it can provide meaning to his life (Haney, 2003).

In addition to the standard education courses, each pre-service teacher in the Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigosh program focuses extra credits on either science or math. Over the past decade, there has been an increase in adopting “pedagogies of engagement” in science teaching (Mestre 2005). Within the science education community, constructivist teaching methods have become well accepted (Haney, 2003) and it appears to be the ideal pedagogy for Native American students. S. Phillips states, “Surprisingly little attention has been given to the teaching methods used in teaching ethnic minority students in this country...it is as if we have been able to recognize that there are cultural differences in what people learn, but not in how they learn” (Hankes, 1996). Constructivist methods are culturally responsive to customs valuing Native American pedagogy because they share common beliefs and insights about teaching and learning (Hankes, 1996).

Constructivism, along with culture, technology, and information literacy, is required in each course taught at Fort Berthold Community College. As a core merit for the Teacher Education Department it provides strength to our preservice teachers in understanding and working with their own students during student teaching and in their classrooms. In addition, it fits seamlessly with the learning styles of Native Americans as researched and described by CREDE (see section on CREDE).

3. Comprehension

Comprehension, or the ability to read for understanding, is an often overlooked area of a total reading program. According to the RAND Corporation (a nonprofit institution that helps improve policy and decision making through research and analysis), a definition of comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity of purpose for reading.”

“For too long, children have been reading extensively without becoming better readers.” (Graves, 1997) The answer, of course, is to teach them in a way that is interesting and addresses all of the critical areas of comprehension.

Listening is the first of the language skills that most children develop and serves as the foundation for subsequent language arts skills (Linebarger, 2001). There is other research that has affirmed the connection between listening comprehension and the development of reading comprehension (Badian, 1999; de Jon; der Leij, 2002).

In Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop, (1997, p. 22) the following cognitive strategies have been proposed as the reading comprehension curriculum:
● Using prior knowledge throughout the reading process;
● Identifying the main ideas and themes in a text;
● Questioning themselves, the authors, and the texts as they read;
● Creating visual images as they read;
● Drawing inferences as they read;
● Retelling or synthesizing what they have read;
● Using a variety of strategies to aid in comprehension (reread, use context clues, sound it out, etc.).

The importance of comprehension in the curriculum of all disciplines cannot be over-emphasized; it is at the forefront of all learning. All of the content courses such as, social studies, the sciences, literature and math, have reading as a central skill. The Fort Berthold Community College pre-service teachers will be trained in the use of all the recommended strategies for comprehension. The children they have in their future classrooms will be taught comprehension skills along with their reading skills.

4. CREDE Standards

CREDE is an acronym that stands for Center for Research on Education, Diversity & Excellence. At one point, there were 12 university-based national educational research and development centers funded by the U.S. Department of Education’s Office of Educational Research and Improvement to address nationally significant problems and issues in education related to cultural and linguistic diversity and second language learning.

CREDE’s research program is centered on a sociocultural theoretical framework that is perceptive to cultures and languages, but formidable enough to identify the larger commonalities that unite people. It is based on eight principles and philosophies:

● All children can learn.
● All children learn best when challenged by high standards.
● English proficiency is a goal for all students.
● Bilingual proficiency is desirable for all students.
● Language and cultural diversity can be assets for teaching and learning.
● Teaching and learning must be accommodated to individuals.
● Risk factors can be mitigated by schools that teach the skills that schools require.
● Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

Through CREDE’s dedication to education and research, it has developed a pedagogy centered on seven standards. The first five have proven to be effective in educating all students, especially at-risk students such as those from cultural minorities and economically disadvantaged families. The last two are specific to Native American learners, yet work for all students as well. There is not a specific curriculum linked to CREDE, only ideals for best teaching practices that can be used in any classroom, regardless of the grade level or group of
The Seven Standards of Effective Pedagogy that CREDE promotes for Native American students are:

1. Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.
2. Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.
3. Making Lessons Meaningful: Connect teaching and curriculum to students' experiences and skills of home and community.
4. Teaching Complex Thinking: Challenge students toward cognitive complexity.
5. Teaching through Conversation: Engage students through dialogue, especially instructional conversation.
6. Modeling and Demonstration: Provide for learning through modeling or demonstrations.
7. Student Directed Activity / Choice and Initiative: Encourage students' decision making.

The seven CREDE standards are to be implemented simultaneously for a paramount outcome. The ideal curriculum would, for example, use each method or standard in a unit lesson plan that may last three to five days. With the advanced use of technology in the classroom, an example of one of the seven standards, #2 Developing Language and Literacy Across the Curriculum, will be further enhanced and be an effective use of learning. Another example is #3, Making Lessons Meaningful; students will access the most current information by using the internet and technology for research.

5. Research

Research is the studious and critical inquiry and examination aimed at the discovery and interpretation of new knowledge (Mirriam-Webster, 1974). Research is an integral part of many courses at Fort Berthold Community College. As examples, the composition and speech courses have requirements that necessitate research. The tribal studies courses also have components that require research. Almost every area in the proposed Elementary Teacher Education Program, with the possible exception of math, has research as part of the course content. As well as researching written documents, candidates may have to consult their families/elders for information that is not found in books.

The Fort Berthold Community College has a library that can make available any title the candidates may need. If the book isn’t on a shelf it can be obtained through inter-library loan. The internet is also a valuable tool for finding needed information.

The librarian, who has a master’s degree in Library Science, is available to assist candidates in their search for material. She orientates individuals or entire classes in the use of all library materials such as the data bases and indexes, locating material on the shelves, and the use of volumes in the restricted areas.

6. Learning Communities

Learning communities are one of the 17 core beliefs/values in section 4.2 of the conceptual framework. It is an important piece in the Mada Maagarishtauo Awa Hee Aadso
Broadly defined, a learning community brings individuals together and requires two fundamental components: shared knowledge and shared knowing (Tinto & Riemer, 1998). The benefits of a learning community are copious and especially valuable to students who need extra enticement and motivation.

- Learning communities can lead to greater student success in college (Shapiro & Levine, 1999).
- Students in learning communities learn more and are capable of retaining the information longer (Davis, 1993; Dobransky & Frymier, 2004).
- Learning communities develop students who have stronger connections to their peers and to the college or university, are better to make disciplinary connections, are more motivated, and are able to view themselves as co-constructing knowledge (Johnsons & Romanoff, 1999).
- Collaborative learning experiences promote deep learning (NSSE, 2004).

Fort Berthold Community College has achieved success in learning communities and appreciates the assistance they provide for students. Since January 2006, a portion of the National Science Foundation’s Tribal Colleges and Universities Program (TCUP) grant has gone to support students who are in a Science, Technology, Engineering or Mathematics (STEM) field. Along with the financial support, the students are required to partake in a learning community centered on research in the STEM areas. FBCC has seen positive differences in its students similar to those found in national research. In the *Maa Maa Aru Maa Giguckiigash* program, the learning community will mimic that of the TCUP’s grant. Every week candidates will meet with the faculty in the Teacher Education Department to discuss recent topics in education, upcoming board exams, interact with experts in culture, science and math, constructivism, confer about ethical issues and participate in other candidate-directed activities.

**7. Service-Learning**

“Service-Learning is a method of teaching through which students apply their academic skills and knowledge to address real-life needs in their own communities.” (McPherson, n.d.) The National Youth Leadership Council states that service-learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. (NYLC) Service-learning links the classroom to the community in a unique, very hands-on way. They are connected to the community through projects or individual activities. There may be one student or a group of students, one grade or the whole school working together to accomplish their goal, and students of all ages can participate in service-learning. Students are involved in deciding what project to undertake, planning how to accomplish their task (specific learning objectives), and constantly evaluating what they are doing through conversation and reflection.

Service-learning (“What is service learning,” n.d.):

- Promotes learning through active participation in projects;
- Provides structured time for students to reflect by thinking discussing and writing about their experience;
- Provides students with opportunities to use skills and knowledge in real-life situations;
- Provides learning experiences outside of the classroom;
- Provides students with experiences where they do something for others.

Education and local communities benefit by (“What is service learning,” n.d.):
- Strengthening bonds between the school and the community;
- Forming partnerships between parents and other adults;
- Having local needs met.

The Teacher Education Department of the Fort Berthold Community College engages in service-learning when the candidates visit the local assisted living facility to spend time with the residents, help within a classroom as part of a class requirement, and they volunteer with community cleanup and other similar projects.

8. Mentoring

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the individual being mentored. There are a number of methods based on the specific need: individual, group, team, peer, or by e-mail and the internet (Elements of Effective Practice, 1990). Mentoring has been proved a successful method of support and grounded in research, one that affirms the importance of accountability and responsibility in meeting the needs of an individual.

Mentoring as part of the candidates’ experience in the Teacher Education Department will provide the support necessary to ensure a successful program. The cohort collaboration amongst each other will assist with peer relationships that will be maintained throughout the cohort time and serve as a method to build upon professional relationships in the future.

9. e-Portfolio

A candidate’s electronic portfolio is a compilation of work that is built to specifically demonstrate the learning process and progress that has occurred. This assessment tool not only reflects the four years of education, but their understanding of the FBCC Teacher Education Department’s four core merits. It contains artifacts chosen by the candidate to illustrate his/her best work, show academic growth, and allows for reflection upon the learning process (Chambers, 2007). E-portfolios can also promote learning while gaining insight and an improved understanding of themselves as learners (Gaide, 2006), effectively demonstrate technology skills (Heath, 2005), can be altered to fit the need of any particular institution, program or department, give students ownership of their learning (Hewett, 2004), and give students the opportunity to actively participate in assessing their own learning (Skiba, 2005). In the latter effect, Strudler and Wetzel (2005) point out that portfolios are based on the constructivist philosophy (one of the four core merits of the FBCC Teacher Education
Students are expected to take responsibility for choosing their artifacts, make connections to the standards and interpret their own experiences and erudition.

Shulman (1998) describes the working portfolio specific to teachers as a “structured documentary history of a set of coached or mentored acts of teaching, substantiated by samples of student portfolios, and fully realized only through reflective writing, deliberation, and conversation.” Portfolios are utilized in three main areas: assessment and accountability, marketing, and learning (Wolf, 1999; Barrett & Carney, 2005). Graduates of a teacher education program benefit from the triple objective approach of completing an electronic portfolio, but also subjectively come to an understanding that their educational journey is coming to an end at the graduating institution.

Completion of an electronic portfolio has been mandatory for any education student graduating from Fort Berthold Community College since 2005. Two one-credit courses are in place to ensure that there is an understanding and completion of the portfolio. The first is taken during the freshman year and is geared toward introducing the candidates to the Microsoft HTML editor, Front Page, and familiarizing the candidates with the different subjects for which they will be writing, reflecting, and entering artifacts. The second course is taken during their final semester and is focused on completion and assessment of the e-portfolio. In the Teacher Education Department, the e-portfolio is assessed prior to the junior year as part of the application process into the teacher education program and again before graduation. Upon completion, the pre-service teachers will use the e-portfolio as a means of marketing themselves for employment. The e-portfolio is also a powerful tool the department uses to assess the teacher candidates’ learning and insight to teaching, as well as their own ability to motivate and educate the students. It will also ensure that the candidates’ education meets the North Dakota state standards and FBCC core merits, as measured on the assessment rubric. As a tool of technology it will assist in condensing a great amount of work into an efficient means of showcasing our candidates’ understanding of teaching and learning.
IV. FBCC TEACHER EDUCATION DEPARTMENT: TEACHER CANDIDATE

A candidate in the Teacher Education Program at Fort Berthold Community College will acquire certain values and skills to become a professional, qualified, and ethical educator. The Teacher Education Department is proud of its candidates and anticipates that candidates, in turn, will be proud of graduating from FBCC. The following is a list of characteristics that FBCC looks forward to seeing candidates develop as they move through the program.

The teacher candidate:
1. understands and values the four core merits that he/she teaches. Best practices in research are available to our teacher candidates through additional use of technology within the four core merits.
2. believes in the CREDE principles and philosophies:
   a. All children can learn.
   b. All children learn best when challenged by high standards.
   c. English proficiency is a goal for all students.
   d. Bilingual proficiency is desirable for all students.
   e. Language and cultural diversity can be assets for teaching and learning.
   f. Teaching and learning must be accommodated to individuals.
   g. Risk factors can be mitigated by schools that teach the skills that schools require.
   h. Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.
3. is committed to providing curriculum that provides for active learning through a variety of approaches.

The teacher candidate will also meet the following NBPTS (National Board for Professional Teaching Standards) standards:
4. Knowledge of Students: Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.
5. Knowledge of Content/Curriculum: Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.
6. Learning Environment: Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.
7. Respect for Diversity: Accomplished teachers help students learn to respect and appreciate individual and group differences.
8. Meaningful Application of Knowledge: Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

9. Instructional Resources: Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.

10. Multiple Paths of Learning: Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

11. Assessment: Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

12. Family Involvement: Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.

13. Reflection: Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.

14. Contributes to the Profession: Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

In order to ensure that candidates develop these characteristics and dispositions, FBCC has aligned them to the FBCC Purposes/Goals, NCATE standards, and the North Dakota (ESPB) state standards in the original conceptual framework. The six NCATE standards are guidelines put forth by the National Council for Accreditation of Teacher Education that determine what is required of every institution granting a teacher education degree. The North Dakota state standards are set forth by the Education Standards and Practices Board and indicate what every teacher education graduate should understand and be able to demonstrate in a classroom. The aligning of the FBCC characteristics and dispositions is completed in order to ensure that candidates are following the guidelines of what is suggested by the professional teaching community, the state of North Dakota, and FBCC.
V. ACADEMIC POLICIES

Admission to Teacher Education

Prior to admission to the teacher education baccalaureate degree program candidates will be assessed on the following points:

- Academic performance
- Academic commitment
- Teacher potential and interest

Academic Performance: Candidates apply for the program during the spring of their sophomore year. At this point in their academic career, they are expected to already have taken approximately 70 credits including Introduction to Education, Pre-professional Experience, and Classroom Management. Applicants will be expected to have a cumulative GPA of 2.50 at this point, with a C or better in all courses, except for college algebra in which they are required to have a B or better.

Academic Commitment: Fort Berthold Community College instructors are required to enter attendance into the college data system for every class period. The Data Manager collects and evaluates this information for the purpose of retention and assessment. Candidates applying to the program will have their attendance scrutinized as a measure to their commitment to education.

Teacher Potential and Interest: At this point in a candidate’s academic career, it should be clear whether he/she has the aptitude to be an elementary teacher, in part due to the pre-professional experience course. Part of the application process into the program includes viewing and assessing the candidate’s e-portfolio, in which reflection is an important piece. The majority of the e-portfolio is completed during student teaching, but there are important reflections on growing as a teacher that should be in place by the end of the second year of the candidate’s education. The e-portfolio will be assessed by the Teacher Education Department using a rubric that objectifies items such as completeness, passion for teaching, North Dakota state standards, and four core merits. Essays and an interview will also be used to measure a candidate’s teacher potential and interest. Admittance to the program will be a decision made by a committee made up of administrators, faculty, and staff.

Admission to the Teacher Education Cohort/Learning Community
The candidate who intends to pursue a program in teacher education must apply to the Teacher Education Department and be approved for admission into the program. A candidate must meet the following criteria to be considered for admission:

1. A minimum cumulative grade point average of 2.50
2. Satisfactory performance in ENG 110, ENG 120 and COM 110
3. Academic performance of an A or B grade in Math 103 – College Algebra
4. Written recommendations from three professionals
5. Essay on why the candidate would like to enter the Teacher Education Program
6. Work in progress on the electronic portfolio
7. Professional resume
8. Demonstrate a commitment to the learning community model
9. Agree to fulfill service to education or a related field on Fort Berthold upon graduation
10. Exhibit suitable character necessary to teach

The Teacher Education Department and a committee consisting of administrators, faculty, and staff will review the documentation and make a recommendation. If the applicant is denied admission due to a condition that can be corrected, the applicant may reapply when the deficiency is removed, or may be put on interim probation.

**Continuance in Teacher Education Program**

In order to continue in the Teacher Education Program, the candidate must:

1. Maintain a minimum cumulative grade point average of 3.0 and earn a grade of a C or better on credits taken after admission to the Teacher Education Program.
2. Exhibit suitable character and evidence of good conduct, physical and mental health.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field experience supervisors.
4. Pass the Praxis I exam with a satisfactory score required by the state of North Dakota: a composite score of 516 based on the Current Qualifying Scaled Scores for PPST Reading, Writing, and Mathematics, provided the candidate has met the passing score currently in place for two of the three tests.

If requirements are not maintained, the Teacher Education Department and a committee consisting of faculty and staff may recommend probation or suspension from the program. Any such action would be reflected in a letter from the Teacher Education Department to the candidate.

**Attendance Requirements**

Teaching is an inspiring career and also a very demanding one. One must be committed to the ideals and be scrupulous in following school regulations such as punctuality and preparedness. These indicators foretell how well candidates are prepared for the rigorous schedules that are a hallmark of the education profession.

The FBCC Teacher Education Program has a 95% attendance rate policy. This means that candidates cannot have more than 1.5 unexcused absences per class per 15-week semester. If you know ahead of time that you will miss class, you MUST contact the instructor BEFORE CLASS. Failure to do so will result in an unexcused absence. The following are the consequences for breaches in the attendance policy:
1. One (1) unexcused absence in a class during a 15 week semester will result in a verbal or written warning from the instructor or from the Director of Teacher Education.
2. Two (2) unexcused absences in a class during a 15 week semester will result in a written warning and a loss of stipend for the next month.
3. Three (3) or more unexcused absences in a class during a 15 week semester will result in loss of all financial support from the *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program. Candidates may still be in the Teacher Education Program, but will no longer be financially supported.

- Two (2) excused absences will be counted as one (1) unexcused absence.
- Two (2) unexcused tardies will be counted as one (1) unexcused absence.
- Two (2) excused tardies will be counted as one (1) excused absence.
- In order to avoid unexcused absences, it is up to the candidate to notify their instructor *before class*. Every instructor has an email account and a telephone number on the class syllabus where he/she can be reached, so this cannot be used as justification.
- In case of financial dismissal from the program, candidates may be allowed to complete the semester of courses without the monthly stipend only, or may be asked to repay the tuition, fees, and books to the Teacher Education Department for the semester.

**Discipline**

See *FBCC Student Handbook*, Part G, Student Services Information and Policies, Items 4, 5, and 6. This can be found at http://www.fbcc.bia.edu/ under the ‘Future Students’ tab.

**Probation/Suspension**

The Fort Berthold Teacher Education Program has a responsibility to the communities it serves to graduate reliable, ethical, and highly qualified teachers.

**Academic Probation:** Academic probation in the Teacher Education Program can result from two different scenarios:

1. Candidates do not maintain a minimum GPA of 3.0 on credits taken after admission to the Teacher Education Program. In this case, candidates will be given one semester to raise their GPA to the required 3.0 level.
2. Candidates get below a C in a required course. In this case, the candidate will have to retake the course in order to remain in the cohort. The course may not be offered the following semester, so the candidate will remain on academic probation until the course is successfully completed.

In either case, candidates will receive a written notice of academic probation status and removal from academic probation status.

**Suspension:** Academic suspension from the Teacher Education Program will result if a candidate fails to raise their GPA to the required level the following semester OR fails to pass the required course with a C or better after the second attempt.
Grievance Policy
Candidate grievances concerning grades or suspension may be appealed if the candidate feels he/she has valid reasons for appeal.

Unsatisfactory Grade Appeal:
1. A candidate, who believes an unsatisfactory final grade does not represent fairly the quality of work done, may appeal, in writing, the grade to the instructor no later than three weeks after the end of the semester in which the grade occurred.
2. The instructor may uphold or deny the appeal and must respond to the candidate in writing within 72 hours. It is up to the candidate to ensure that the instructor receives the appeal in hand in order to get a response in 72 hours.
3. If the appeal to the instructor does not resolve the issue, the candidate may appeal to the Director of Teacher Education. Such an appeal must be made within five work days of the instructor’s reply to the appeal.

Suspension Appeal:
If a candidate is suspended from the program for reasons other than failing grades and wishes to appeal, she/he can follow the Student Grievance Policy found in the FBCC Academic Catalog/Student Handbook. This can be found at http://www.fbcc.bia.edu/ under the ‘Future Students’ tab.

Chain of Command
Dealing with problems while enrolled in the Teacher Education Program
To assure a positive environment for learning, the Teacher Education Program has detailed the appropriate steps to be taken to identify problems and give faculty and candidates an opportunity to solve them. When something becomes a problem for a candidate in the Teacher Education Program, it should be brought to the attention of the people who are in a position to resolve it.

Step 1: The first step is to discuss the problem with the immediate instructor in the area in which the problem occurred.
Step 2: If the candidate and the instructor are unable to come to a satisfactory solution, the candidate should contact the Director of Teacher Education.
Step 3: If the candidate and the Director of Teacher Education are unable to come to a satisfactory solution the candidate should contact the Vice President of Academic Affairs.
Step 4: If there is still no satisfactory solution the candidate may follow the Student Grievance Policy found in the FBCC Academic Catalog/Student Handbook. This can be found at http://www.fbcc.bia.edu/ under the ‘Future Students’ tab.

It is considered unprofessional behavior to discuss problems with faculty/staff not directly involved in this process. Teacher education candidates must familiarize themselves with the chain of command throughout their professional careers.
**Background Check**  
A background check must be completed before official admittance into the Teacher Education Program. Effective August 1, 1997, first time applicants for teacher licensure in North Dakota must submit to fingerprint screening for criminal records in accordance with North Dakota Century Code 15.1-13-14.

**Disabilities**  
It is the candidate’s responsibility to notify the instructor that he/she has special learning needs. When need arises, the following accommodations will be made: supplemental classroom materials, access to tutors, access to taped textbooks, computer tutorials, tests read aloud, additional time given for tests, or other arrangements as necessary.

**Failure/Withdrawal/Readmission**  
Candidates who fail to meet progression requirements will be allowed to repeat education courses one time only.  
Candidates who withdraw and have a passing average in all education courses may request readmission at the next term the courses are offered. He/She will be readmitted.  
Candidates who leave the program for any reason and are requesting readmission for the following year will be required to send a letter to the Director of Teacher Education. Each request for readmission will be evaluated on an individual basis by the Director of Teacher Education.  
Candidates who withdraw from or fail education courses twice, or have any combination of failures/withdrawals twice, will not be readmitted to the program for the third time.  
**Procedure:**  
A formal, written request for readmission must be made:  
1. The candidate must notify the Director of Teacher Education, **IN WRITING**, of her/his desire to re-enter the program; the letter needs to address the previous reason for discontinuance.  
2. The candidate will have a minimum GPA of 3.0 in all courses taken after admittance to the program.  
3. The candidate must have a personal interview with the Director of Teacher Education.  
4. Each candidate will be permitted only one re-admittance to the Teacher Education Program.

**Teacher Ethic Code**  
**ARTICLE 67.1-03**  
**EDUCATOR’S CODE OF ETHICS**  
Chapter 67.1-03-01 Educator’s Code of Ethics  
Section 67. 1-03-01-01 Professional Beliefs  
The educator believes in the worth and dignity of each human being and strives to help each student realize the student’s potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The profession is vested by the
public with a trust and responsibility requiring the highest ideals of professional service. The quality of the services of the education profession directly influences the nation and its citizens. The educator shall exert every effort to raise professional standards, to promote a climate that encourages persons worthy of trust to exercise careers in education and to assist in preventing the practice of the profession by unqualified persons. The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage and assumes full political and citizenship responsibility. The educator shares with all other citizens the responsibility for the development of educational programs and policies and for interpreting these to the public. The professional educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service.

History: Effective July 1, 1995
General Authority: NDCC 15-38-18, 28-32-02
Law Implemented: NDCC 15-38-18

**Drug & Alcohol Screening Policy**

The Teacher Education Department maintains a no tolerance policy regarding substance abuse. Candidates must undergo drug screens if requested by the Teacher Education Department or if suspected to be under the influence of alcohol, narcotic prescription drugs, or illegal drugs while in the Teacher Education Program. Failure of the candidate to take the drug test will result in termination from the program. If the candidate does not show a clear drug screen, the candidate will be suspended from the program until evaluation by a professional is completed and the candidate follows the recommendations by the professional. Only after this process is complete, can a candidate be readmitted.

**Past Records and Child Abuse**

A background check will indicate any past records regarding a candidate’s ability to work in the field of education. The Teacher Education Department maintains a no tolerance policy regarding child abuse. If any form of felony in regards of child abuse appears, the candidate will be immediately terminated from the program.

**Maintenance of student complaints/grievances**

All student complaints/grievances that are documented in writing will remain in the student file in the office of the Director of Teacher Education. Notes may also be documented in the Jenzabar database under the student of record.
VI. ASSESSMENT

Assessment is an important piece to the Teacher Education Program. During a candidate’s time in the program, an assessment will be given in several different areas. In addition, in order to ensure that FBCC is offering a quality education, the candidates will assess the program as well.

Listed below are the areas in which candidates will be assessed and the times at which the Teacher Education Department will do the assessing. All of the results will be compiled and stored in a database. The Teacher Education Department will analyze and use the results to improve upon or maintain its standard of quality.

(1) Prior to admission to the teacher education baccalaureate degree program:
- Academic performance - GPA
- Academic commitment - Attendance
- Teacher potential and interest – Rubrics for up-to-date Electronic Portfolio, Personal Interest Essay in application packet, and Admission Interview

(2) Prior to student teaching:
- Academic performance - GPA
- Praxis I results – Three Scores in Reading, Writing, and Mathematics
- Praxis II results – Two Scores in Curriculum, Instruction, and Assessment, and Principles of Learning and Teaching: Grades K-6
- Teaching skills – Rubrics from EDU courses filled out by College Instructors, Mentor Teachers during Practicum, Peers, and Self-Evaluation (Video)

(3) During student teaching:
- Teaching skills – Rubrics filled out by College Supervisor, Mentor Teacher and Student Teacher (self-evaluation)

(4) Prior to graduation/following student teaching:
- Academic performance/Program requirements – GPA, Transcripts contain all required courses
- E-portfolio completion – Rubric for completed Electronic Portfolio

(5) First/Second year teacher support:
- Teacher Education Graduates’ Assessment on FBCC Teacher Preparation
- First/Second Year Teacher Support Group/Seminar
VII. LEARNING COMMUNITY SEMINAR

WHAT IS A LEARNING COMMUNITY? Broadly defined, a learning community is a family of students who take similar coursework, support each other, and learn from each other’s experiences, strengths, and weaknesses. At FBCC, the Teacher Education Program is centered on a learning community. Each fall a new cohort of candidates enters the program together, having already completed a majority of the same classes. In the following two years, they will take classes together, study together, and learn together.

In order to tie the junior and senior level classes together, there is also a Friday seminar that is mandatory for all teacher education candidates. In the seminar, principles and foundations that are discussed in class are brought together for unity. The seminar is built to give candidates in the learning community a chance to discuss with their colleagues what they learned in class that week and find out what each other thinks about it.

ATTENDANCE: Attendance to the Friday learning community seminar is mandatory for every candidate admitted into the Teacher Education Program. Absences must be excused in advance by the seminar coordinator or the Director of Teacher Education. Because the seminar is an important part of the Teacher Education Program, candidates missing more than two Friday seminars in one semester may be in danger of losing their financial incentive. (see Attendance Requirements pp. 22-23)

PARTICIPATION: The Friday seminar should be viewed by the candidates as an additional requirement. Therefore, candidates are expected to fully participate in all activities and projects planned during the seminar. This will vary from semester to semester and from year to year and will be up to the Teacher Education Department.

COMMUNITY SERVICE: Working for the community is one of twelve Fort Berthold Community College values. To support this value, the Teacher Education Department will provide some type of community service every semester in the learning community seminar. Again, candidates will be expected to participate as required by the Teacher Education Department.

LEADERSHIP TRAINING: Our candidates are the future teachers of the Three Affiliated Tribes on Fort Berthold Reservation. With this, comes responsibility for the candidates to provide the culture and the necessary skills to ensure the education of our youth. These cultural values will be integrated into the seminar.

PHILOSOPHY: Through the Friday learning community seminar, the Teacher Education Department will help to cultivate personal teaching philosophies. The philosophies will be formulated through dialogue, commitment, interaction, research, and individual insight into the basis of each candidate’s developing ideals.
FOUR CORE MERITS: The four core merits of the Teacher Education Department will be emphasized throughout the seminar. The four core merits are: Culture, Constructivism, Comprehension, and CREDE.

ASSESSMENT: Assessment is ongoing throughout the program and will be covered during seminar. It includes self-assessment, e-portfolio, pre and post tests during student teaching, lesson plan assessment, and other means to evaluate our candidates’ progress during their time in the program.
VIII. STUDENT TEACHING

During the final semester in the program, candidates will be enrolled in EDU 492 – Student Teaching. This is a 16 week commitment to spend time in an actual classroom carrying out student teaching. Both the mentor teacher at the elementary or middle school and college supervisor from the FBCC Teacher Education Department will be working very closely with the candidates to ensure that they receive every opportunity to develop skills that will lead to a successful career in education. During this time, candidates will also apply for licensure through the North Dakota Education Standard and Practices Board (ESPB). Information and guidelines for this process can be found at: http://www.nd.gov/espb/

Student teaching will encompass 16 credit hours and be 16 weeks long. Candidates will be assigned to a grade level or grade levels of their choice and assigned to a cooperating teacher who will guide them on a daily basis and serve as a mentor teacher. Student teaching is the most important active learning experience in undergraduate teacher preparation. During student teaching all aspects of best teaching practices and the Teacher Education Department’s four core merits: Culture, Constructivism, Comprehension, and CREDE are made more relevant as they interact on a daily basis with students in a classroom setting and become acquainted with the curricula and the school customs.

**ATTENDANCE:** Since mentor teachers depend on candidates to be an essential member of the instructional team during student teaching, candidates are not allowed days or time off during the 16 weeks without receiving prior approval from the mentor teacher and college supervisor. It is understood that illness and other personal issues arise at times and there is a need to be absent for good reason. At the beginning of placement, candidates should discuss with the mentor teacher and college supervisor the best way to make contact. Should there be absences exceeding two (2) days, the candidates must consult with the college supervisor to develop a plan to meet student teaching attendance requirements for certification purposes.

**CALENDAR:** Candidates are expected to adhere to the calendar of the school district to which they are assigned. They will be expected to attend teacher conferences and/or planning days, parents’ night programs and other regularly scheduled district activities and events.

**COMMUNICATION:** Teacher candidates you will need to devote time and attention to establishing and maintaining the relationship with the mentor teacher and any other staff members with whom they interact. These relationships will influence student teaching success, the relationships with students, their families, and those with the school community. The student teaching experience is a cooperative process, and at times the needs and plans of the teacher candidate will have to give way to those of the school-based teacher educator and the students. Communicating a positive attitude and enthusiasm in conversations and actions will greatly support the effort candidates put into planning and teaching.
CONFIDENTIALITY: There are laws governing the protection of students and their records. Even if information is shared informally, candidates are expected to keep strict confidentiality of all personal information about individual students, their families, and all school records. An informal conversation with an acquaintance can result in a breach of confidentiality that could have serious consequences for everyone involved.

DRESS: It has been proven that how the teacher candidate dresses can influence students’ perceptions and can have a profound impact on the classroom environment. In addition, it can influence perceptions of school personnel, parents, and members of the community. Candidates are expected to wear professional attire. Minimally, this means dress slacks (khakis or similar) with a dress shirt for the men and blouse and slacks or a modest dress for the women. Professional but comfortable is suggested.

EVALUATIONS: It is required that a Performance-Based Student Teaching Evaluation be completed by the mentor teacher at the mid-point and end of each placement. The college supervisor will do a midterm and an end-of-the-experience evaluation, which will be discussed with the candidate. In addition, each teacher candidate will also evaluate his/her time spent student teaching. The college supervisor, after consultation with the mentor teacher, is responsible for assigning the final grade which is either Satisfactory (S) or Unsatisfactory (U). See the section on Assessment for Student Teaching Evaluation Forms.

UNSATISFACTORY: In the case that a teacher candidate receives a grade of Unsatisfactory (U) for the student teaching experience, see section titled, “TERMINATION AND CONTINUATION POLICY FOR STUDENT TEACHING.” (page 34)

LESSON PLANS: Candidates will be expected to write and submit complete lesson plans for each lesson until the mentor teacher is assured that planning proficiency is such that a more basic type of planning may be used. The lesson plan should be submitted and approved by the mentor teacher before giving the lesson. Discuss what time frame is most appropriate (one day, two days, etc.).

OBSERVATIONS: The college supervisor will formally observe the candidates at least twice during student teaching (or more, if there is more than one placement). Invitations to observe specific lessons or activities are welcome. There will also be informal drop-in visits as time permits. When candidates are to be observed formally by the college supervisor, a formal lesson plan will be expected. This is an opportunity to point out projects, activities, etc. that occurred with the students along with a reflective piece on how these activities went and how to make them better in the future.

PROFESSIONAL COURTESY: It is expected that candidates will extend professional courtesy to all personnel in the school.

SCHEDULES: The candidate will be required to provide the college supervisor with a copy of the teaching schedule. This will facilitate the timely scheduling of visits and observations.
**TEACHING RESPONSIBILITY:** In most cases, candidates are expected to take over the teaching and planning of the entire class load near the end of each assignment.

**AT THE BEGINNING:** The student teaching experience requires a high degree of involvement and integration into the school’s setting. Candidates are expected to gradually assume increased responsibility until they are planning, instructing, and evaluating the entire class. Therefore, it is necessary to continually expand their role in writing and implementing lesson plans, selecting instructional materials, presenting lessons, developing activities, and helping with other duties. At first, a single lesson plan may be quite demanding. By the end of student teaching, candidates should assume responsibility for the overall planning, instruction, and management of the classroom.

**PRIOR TO THE FIRST DAY OF STUDENT TEACHING:**

- Candidates are required to attend the first orientation meeting with their college supervisor, which usually is held prior to the first day of student teaching. At this meeting, clarification of any questions or concerns about assignments, expectations, and general procedures will be addressed.
- Contact the mentor teacher before the first day of student teaching.
- Find out the school hours. Candidates will usually follow the same schedule as the mentor teacher. Discuss with him/her what time one is expected to report in the morning and leave at the end of the day.
- Begin the process of organizing. It is recommended that a plan/grade book be purchased to be organized.
- Obtain copies of curriculum outlines, district and North Dakota Standards, school policy handbooks, the school calendar, and any other valuable and resourceful handouts that may be needed. If such handbooks are not available, candidates need to ask specifically about the school policy concerning student disciplinary procedures, student records, accident reports, and anything else the school thinks will be helpful.
- Candidates should introduce themselves to the building principal, faculty, and staff. Inquire at the school’s main office about any sign-in or other procedures that the administration has in place.
- Find out the classroom systems regarding tardiness, rules for activities such as sharpening pencils, drinks of water, restroom privileges, gum chewing, paper, pencils, hats, locker privileges, etc. Also inquire about requirements for homework, responding to questions, seating arrangements, textbooks, talking in class, etc. Find out about safety rules and regulations and how fire drills, accidents, and accident reports are handled.
- The college supervisor is required to formally observe and evaluate the candidate at least twice during each placement. If at any time the candidate desires additional supervision or if problems in placement occur, the candidate should talk with the mentor teacher or the college supervisor as soon as possible.
• It will be helpful for the candidates to observe and reflect upon the professional interactions that they experience during student teaching. The candidate should attend to the interaction patterns, which the staff exhibits with one another.

• The candidate will become familiar with the students’ basic learning and performance characteristics, including approximate levels of achievement and general strengths and weaknesses. The candidate should examine cumulative and classroom records, lessons and plans of the mentor teacher, and samples of student work and related materials.

• The student teacher will interact with and observe students in a variety of settings: small group and large group instruction, unstructured settings (lunch, recess, hallways, etc.), and during individual interactions with their peers.

**DURING STUDENT TEACHING:**

• Assume the roles and responsibilities of a professional teacher (attendance, dress, speech, behavior, writing, and disposition).

• Begin individual and/or small group lessons where the mentor teacher has selected the instructional objective.

• Gradually expand responsibility for planning and teaching small groups, supervising outside of the classroom, and performing essential tasks (filling out forms, taking attendance, correcting homework, making copies, organizing the classroom, selecting and preparing materials, etc.)

• Develop at least one full instructional unit to be presented near the end of the student teaching placement.

• Observe other classrooms and programs as time permits.

• Begin to develop a personal style and philosophy of teaching through experimentation with different methods and materials, reflective practice, and dialogue with peers and teaching colleagues.

• The candidate’s electronic portfolio must be completed by the end of the final semester at FBCC. This should contain examples of best practices from all courses including student teaching.

• Assume more responsibility for the total learning atmosphere and environment.

• Accept an increased daily teaching load by teaching more subjects and periods as the placement continues.

• Practice assessment of learner abilities, needs, and feelings, as appropriate by observing and recording student interactions; conducting informal or criterion-referenced assessments; compiling and reviewing individual student records; consulting with professional support personnel, resource teachers, psychologist, school counselors, school nurse, etc.; and learning effective ways of expressing sensitivity to individual differences.

• Experience a typical teaching load by performing all of the duties of a typical school day. Take over planning and teaching independently for three weeks of the placement. As indicated, this may involve cooperative planning with the mentor teacher and paraprofessionals, but the candidate should assume the major role in the organization and operation of the class.
• Participate in all of the professional responsibilities of your mentor teacher (staff/team/department meetings, student meetings, school functions, etc.)
• Grow professionally by reading journals, attending faculty and association meetings, participating in parent conferences, attending conferences and staff development sessions and seeking constructive evaluation from others familiar with the candidate’s work.
• Keep a reflective journal. Frequent journal entries allow for consistent self-assessment. Reflect on both positive and negative events. How might the candidate change the way he/she teaches a lesson next time? How might you deal with a student differently next time? Even when a class has gone well, good teachers have ideas for strengthening a lesson.
• It is required to video tape one lesson in each student teaching placement. Candidates must use the Student Teaching Video Tape Self-Analysis and Reflection form (see Appendix) as an assessment tool for this process.

**STUDENT TEACHING SEMINAR COURSE:** All teacher candidates will attend a seminar that will meet on a weekly basis during the semester. It is critical that the candidates attend all seminar sessions. These seminars are part of the student teaching requirement, which will focus upon content and professional development issues, and give an opportunity to share with other teacher candidates. Student teaching seminars include but are not limited to the following topics:

• Orientation
• North Dakota and District Learning Standards
• Classroom Management
• Candidate E-Portfolios/Assessment
• Multiple Intelligences/Learning Styles
• Lesson/Unit Planning
• Candidate Expectations/Self-Esteem/Positive Reinforcement
• Cooperative Learning
• Communication with Families
• Certification Process
• Job Search Process

**TERMINATION AND CONTINUATION POLICY FOR STUDENT TEACHING:** There are rare occasions when a teacher candidate is terminated from student teaching or directed to remediate deficiencies before continuing student teaching. These situations occur for reasons such as the following:
The teacher candidate:
• Does not accomplish all student teaching requirements.
• Needs additional time or remediation before completing student teaching.
• Does not successfully complete student teaching at the level of the FBCC Teacher Education Department standards.
• Does not possess the skills, personal attributes, or readiness to succeed as a teacher as determined by rubric scores.

This decision is always made collaboratively with careful examination of the individual situation and circumstances. It requires, and is given the utmost care, thought, and professional consideration. It involves input from the teacher candidate, the mentor teacher, selected school faculty and/or administrators, college supervisor, Director of Teacher Education, and other selected department faculty as appropriate. It is always made in the best interest of the students in the schools, and the teacher candidate. It adheres strictly to departmental program standards.

If the teacher candidate is unable to satisfactorily complete student teaching placement, the Director of Teacher Education, in consultation with the faculty, will determine one of the following alternatives for the candidate based on his/her specific situation.

• Alternative 1: The teacher candidate receives an unsatisfactory grade (“U”) for student teaching and is dropped from the program.
• Alternative 2: Under special circumstances, the teacher candidate may be permitted to withdraw from student teaching following FBCC policies and procedures. The teacher candidate may reapply for student teaching the following semester as judged on a case-by-case basis. If the teacher candidate successfully completes the subsequent student teaching experience, he/she will receive a Satisfactory “S” grade for student teaching. If he/she does not satisfactorily complete the subsequent student teaching experience, he/she will receive Unsatisfactory “U” and will be dropped from the program.

If the teacher candidate is required to complete an additional student teaching experience, they are also required to participate in and successfully complete the student teaching seminar. Even if the teacher candidate successfully completes the seminar during the first student teaching placement, he/she will be required to meet this requirement during additional student teaching placements so that he/she receives proper professional and peer support during student teaching. Based on individual circumstances the Teacher Education Department may require the teacher candidate to drop or withdraw from the seminar during the first student teaching placement.

MENTOR TEACHER’S RESPONSIBILITIES
OVERALL BEHAVIOR AND ATTITUDE:

✓ Develop an effective professional relationship with the student teacher that fosters collaboration and professional growth.
✓ Assist the student teacher in classroom decision-making.
✓ Engage in classroom instruction to model teaching techniques, methods, and management.
✓ Nurture an atmosphere of sharing and mutual respect.
GUIDANCE OF THE STUDENT TEACHER:

- Read the student teacher’s application to become familiar with him/her.
- Meet with the student teacher prior to his/her assignment and provide him/her with valuable information regarding teaching materials, class lists, and seating charts.
- Prepare the classroom for the student teacher, including an office/desk area.
- Prepare students and parents for the arrival of the student teacher via a newsletter or e-mail, indicating the name of the student teacher and the duration of the field experience. Background information about the student teacher may be appropriate and encourage a connection between the student teacher and students/parents.

GUIDANCE OF THE STUDENT TEACHER DURING THE FIRST FEW DAYS:

- Introduce the student teacher to students, faculty, and staff.
- Hold an initial meeting with student teacher and college supervisor to discuss expectations of the student teacher and to develop a rough draft of the student teacher’s schedule.
- Acquaint the student teacher with discipline policy and emergency procedures.
- Involve the student teacher in daily duties that include: attendance, grading, and working with students on an individual basis.

OBSERVATION PLAN:

Mentor teachers are encouraged to follow the evaluation rubric for student teachers participating in the Teacher Education Program at FBCC. The evaluations are based on the North Dakota state standards and four core merits for teacher excellence and can be found in the appendix section of this manual. In addition to the evaluations, mentor teachers may consider a journal that would evaluate student competencies such as:

- Classroom organization/management
- Teaching style and lesson content
- Behavior and interaction between the student teacher and students
- Student assessment

Mentor teachers are asked to share these observations with the student teacher in a constructive manner that will lead to more reflective professional development.

PHASING THE STUDENT TEACHER INTO FULL TIME TEACHING:

Initially, it is suggested that the mentor teacher design and model teaching lessons, while allowing student teacher input. Gradually, the student teacher should be permitted to incur a greater role in the classroom with the mentor teacher providing opportunity for team teaching and other collaborative techniques to instill confidence in the student teacher.

GUIDING THE STUDENT TEACHER DURING THE FULL TIME TEACHING PHASE:

- Provide times when the student teacher can be alone with the class.
- Avoid correcting the student teacher in front of the class.
- Expect the student teacher to plan in advance of each lesson/class.
- Review the student teacher lesson plans.
- Provide materials and resources to enhance the classroom learning experience.
Convey to the student teacher that good planning leads to good teaching.

Formally and informally evaluate the student teacher on a regular basis and complete a midterm evaluation and conference with the student teacher and college supervisor.

Fully explain student assignments/grading criteria.

Guide the student teacher in other professional ways that include teacher meetings, IEPs, and parent-teacher conferences.

Model professional practices, attitudes, and ethics.

Encourage participation in extracurricular school activities, PTO meetings, and professional organization meetings.

**PHASING THE STUDENT TEACHER OUT OF FULL TIME TEACHING:**

- Begin to plan and design teaching lessons and slowly phase out student teacher involvement.
- Utilize team teaching strategies.
- Have student teacher assume managerial responsibilities such as attendance.
- Integrate the student teacher in duties that include observations of your own teaching style, lesson content, classroom organization, and assessments.

**GUIDING THE STUDENT TEACHER DURING THE LAST WEEK OF STUDENT TEACHING:**

- Prepare the student teacher for the emotional disconnection from the classroom.
- Notify the students that the student teacher is leaving.
- Allow informal discussion of the student teaching experience between students and the student teacher.
- Organize opportunities for the student teacher to observe in other classroom settings.
- Organize a final conference with the student teacher and the college supervisor and return the final evaluation to the Director of Teacher Education at FBCC.
- Assist the student teacher in securing other recommendations from faculty or administration if appropriate.

**EVALUATION OF THE STUDENT TEACHER:**

The evaluation of the student teacher is an ongoing process that is referred to throughout the student teaching experience. The main purposes of the evaluation are to:

- Provide the student teacher with verbal and written feedback.
- Enable the student teacher to recognize strengths and weaknesses within their teaching style.
- Help the student teacher with self-reflection and creation of experiences for improved performance in the classroom.

It is the responsibility of the mentor teacher to communicate with the student teacher and the college supervisor. This open dialogue will lead to a successful student teaching experience. The mentor teacher is asked to use the approved student teacher evaluations as well as periodic supplemental observations. All evaluations become part of the student teacher’s permanent file. A final grade is given by the college supervisor, with the mentor teacher serving as a consultant in the final assessment.
Examples of informal evaluation include:
- Informal conferences
- Video feedback
- Student feedback
- Student teacher self-evaluation

Required formal evaluations (see appendix section) include:
- Midterm evaluation/Feedback
- Final evaluation/Feedback

**COLLEGE SUPERVISOR INFORMATION:**
A college supervisor is a faculty member who is in charge of guiding, helping, and directing the student teacher. The supervisor must have teaching experience at the grade level(s) they are supervising. The college supervisor will provide a copy of the North Dakota Student Teacher Guidelines to the cooperating teacher. In addition, the supervisor will provide a copy of the student teacher file which contains a brief biography, student teaching application, letters of recommendation, philosophy of teaching, résumé, and other pertinent information contained in the student teacher’s e-portfolio.

**RESPONSIBILITIES:**
The college supervisor is a critical member of the student teaching team whose common goal is to develop an effective teaching and learning environment for the student teacher and the students. Major responsibilities include:
- Serve as a liaison between the college and the assigned school administration.
- Communicate progress reports to the student teacher and mentor teacher.
- Assist the mentor teacher in the supervision of the student teacher and help solve any interpersonal communication problems between student teacher and mentor teacher.
- Organize and set up the initial, midterm, and final conferences with the student teacher and cooperating teacher.
- Complete a midterm and final evaluation (see appendix section), prior to the midterm and final conference.
- Submit copies of the evaluations and observations to the Director of Teacher Education. The student teacher’s signature must be on all evaluations to indicate that he/she has been informed of their evaluation results.

**OUR TIPS FOR A SUCCESSFUL STUDENT TEACHING EXPERIENCE:**
- Talk with each student and learn their names as soon as possible.
- Greet your students each day with a positive attitude.
- Link lessons and assignments to students’ lives to make them more memorable.
- Evaluate your teaching on a daily basis. Reflectively identify strengths and weaknesses.
- Express enthusiasm for each lesson plan and show interest in your students.
- Return papers and homework promptly and with constructive remarks.
- Be available for conferences and provide extra help if needed.
- Before starting your increased teaching responsibilities, make sure you observe and differentiate between various maturity levels and special needs among the students in the classroom. Discuss the disparities with the mentor teacher.
- Ask high level questions and give students ample time to respond. Extend the wait time to insure thoughtful consideration of higher level questions.
- Give specific, clear, and regular feedback to students with advice on how to improve.
- Teach students how to learn.
- Be open to any feedback.
- Take time to interact with the mentor teacher. Take advantage of his/her experience in the field to gain as much as possible from the experience.
- Be prompt and prepared. This demonstrates commitment to the field of education.

**FREQUENTLY ASKED QUESTIONS (FAQs):**

**Q: Who should I ask questions to during my student teaching?**
A: The best way to avoid a problem is to make sure you understand what is expected from you at the beginning of your student teaching experience. However, if any questions arise during your student teaching, do not hesitate to ask your college supervisor and/or mentor teacher for clarification.

**Q: What should I do if I have a problem with my mentor teacher?**
A: If you have an issue that needs to be addressed with your mentor teacher, you should alert your college supervisor as soon as possible. It is better to seek help in resolving a small problem, rather than wait until it has become a large problem. Open communication and proper professional conduct are expected in all circumstances. In rare circumstances, a change of placement may be called for. The decision to change a placement will only be reached following every effort to resolve the problem with the original placement site.

**Q: What if I do not agree with my evaluation?**
A: There are regular formal observations of your student teaching throughout the term by both your college supervisor and your mentor teacher. Should you wish to appeal an evaluation, you must first raise the issue with the college supervisor and/or mentor teacher. If no resolution is reached, the Director of Teacher Education Department will become involved.

**Q: What should I do if I am having problems with a difficult student?**
A: You will find that student teaching in a classroom environment may be an extremely challenging one. Students can be oppositional, defiant, and resistant to authority. Should a problem arise or if there is a sense that a situation may become more difficult, the teacher candidate should take immediate action by consulting the mentor teacher and college supervisor. The mentor teacher and college supervisor will work with the teacher candidate to advise and resolve the situation as soon as possible. School administrators and the Director of Teacher Education Department will become involved as requested to resolve the issue(s).
IX. BIBLIOGRAPHY


APPENDIX A
Assessment Evaluation prior to entry and while in the program

Interview Assessment Matrix
Personal Essay Assessment Matrix
Electronic Portfolio Assessment Matrix
EDU Lesson Plan Evaluation
## INTERVIEW ASSESSMENT RUBRIC

Candidate_________________________ Date ____________________

Interviewer(s)______________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attire</td>
<td>Professional, neat, well groomed, appropriate for job interview, demonstrating a positive attitude toward the process</td>
<td>Casual business, casual but neat, well groomed, demonstrating effort to show respect for the interview process</td>
<td>Very casual, sandals or sneakers, blue jeans, some grooming, wrinkled</td>
<td>Not dressed or groomed for a professional setting, inappropriate clothing, demonstrating a lack of respect for the interview process</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Demonstrates a strong, positive interest in the interview and the delivery of responses</td>
<td>Shows some energy and interest through positive responses</td>
<td>Shows little or no interest in the development of positive responses</td>
<td>Shows negativity through inhibited responses</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly with no mispronunciations, maintains a comfortable/natural rate of delivery, has command of the English language</td>
<td>Speaks clearly, maintaining a reasonable but sometimes fluctuating rate of delivery</td>
<td>Clear but littered with mispronunciations or dialect-based vocabulary, noticeable use of “uh, well uh, um, or like.” Rate of delivery speeds and slows for no apparent reason</td>
<td>Unclear, glaring mispronunciations, or, distracting use of “uh, well uh, um, or like.” Rate of delivery is either too fast or too slow and does not enhance the response</td>
</tr>
<tr>
<td>Confidence and Posture</td>
<td>Sits up straight while looking confident yet relaxed</td>
<td>Sits up straight, somewhat ill at ease but composed with no repetitive nervous gestures</td>
<td>Sits up but slumps or fidgets in chair, ill at ease, repeats nervous gestures</td>
<td>Slouches in chair, looks awkward and uncomfortable, nervous gestures detract from responses</td>
</tr>
<tr>
<td>Volume/eloction</td>
<td>Easily heard by all participants, may raise and lower voice to make points</td>
<td>Heard throughout responses with no inflection to enhance responses (monotone)</td>
<td>Able to be heard most of the time with some fading at the close of responses</td>
<td>Often too soft or mumbles incoherently, difficult to understand, no inflection</td>
</tr>
<tr>
<td>Content</td>
<td>Thoroughly responds to all parts of questions and comments made by interviewers in complete coherent sentences presenting organized responses</td>
<td>Responds to most of the interviewers questions, may redefine question and divert response, uses complete sentences most of the time presenting organized responses</td>
<td>Offers “light-weight” responses with little explanation, employs phrases and broken sentences resulting in somewhat unorganized responses</td>
<td>Fails to respond to specific questions and/or components, repeatedly asks for clarification, responds in broken sentences and incomplete phrases resulting in unorganized responses</td>
</tr>
</tbody>
</table>

Use back of sheet for interviewer comments.

Total Points Awarded [ ]
## PERSONAL ESSAY ASSESSMENT RUBRIC

Candidate_____________________________________ Date ____________________

Reviewer ______________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Discussion</td>
<td>The writer uses concrete detail to support description, appropriate examples to support assertions, and logical reasons to explain ideas. This is the writer who knows his/her subject and works that knowledge into the convincing piece of writing.</td>
<td>The writer supports ideas adequately. There are details in description, some examples to support assertions, some reasons to explain ideas. However, this writer provides too little support in one area or offers details, examples or reasons that are not always convincing.</td>
<td>The writer offers an occasional detail in description and confines him/herself to one example or reason to support generalizations. This writer is trying, but the writing has a “thin” texture and means of support are not always appropriate.</td>
<td>As a rule, the writer describes without detail and makes assertions without the support of examples or reasons. All we have is the writer’s “say so.”</td>
</tr>
<tr>
<td>Authenticity</td>
<td>The writing shows a sincerely felt and an authentically articulated seriousness of purpose regarding education.</td>
<td>The writing shows the candidate’s attempt to communicate personal reactions and descriptions of his/her own feelings and reveals sincerity and authenticity.</td>
<td>The writing shows glimpses of authenticity, though much of the discussions may be superficial or extremely conventional.</td>
<td>The writing shows no sense of purpose larger than self. There is a sense of the writer being “removed” from the writing, and no personal or authentic voice is heard.</td>
</tr>
<tr>
<td>Organization</td>
<td>The writing shows extremely successful organization. The paragraphs flow in a smooth manner and there is also an overall sense of cohesiveness to the entire piece of writing.</td>
<td>The writing shows a fairly successful attempt at organization. The majority of paragraphs are well organized, although some may be brief, and there is a sense of organization to the entire piece of writing.</td>
<td>The writing shows an attempt at organization although there may be some rambling either between or within paragraphs, and more than one idea may be crowded together into one paragraph.</td>
<td>The writing shows little or no attempt at organization of thought.</td>
</tr>
<tr>
<td>Mechanics/Usage/Style</td>
<td>The writing is basically free of lower-level errors and problems in word usage and written language conventions. The style is linguistically mature, showing an ability to use a variety of sentence structures.</td>
<td>The writing may show a few lower-level errors and/or problems in word usage and written language conventions. The writing also shows a successful use of complex sentences, although there may be some stylistic awkwardness.</td>
<td>The writing shows some lower level mechanical problems and/or problems in word usage and conventions. The writing may also be relatively “correct” but consists of a high number of short sentences repetitively structured.</td>
<td>The writing shows a high frequency of mechanical errors (spelling, punctuation, capitalization) and/or problems in word usage and conventions such as agreement, parallelism, and modifiers.</td>
</tr>
</tbody>
</table>

Use back of sheet for reviewer comments. Total Points Awarded
## ELECTRONIC PORTFOLIO ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Candidate __________________________</th>
<th>Date ____________________</th>
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</thead>
<tbody>
<tr>
<td>Reviewer ___________________________</td>
<td>________________________</td>
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</tbody>
</table>

### Category  | 4 points | 3 points | 2 points | 1 point |
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<tbody>
<tr>
<td><strong>Demonstration of four core merits: culture, constructivism, comprehension, and CREDE</strong></td>
<td>All four core merits are clearly integrated and highlighted throughout the entire e-portfolio. There are comprehensive reflections, artifacts, and work samples depicting the details of each core merit and how the candidate has grown in each area.</td>
<td>The four core merits are integrated throughout the e-portfolio. There are reflections, artifacts, and work samples depicting each core merit, but they are not comprehensive.</td>
<td>The four core merits are mentioned, but not highlighted in the portfolio. The reflections, artifacts, and work samples concerning them do not give a clear picture as to how the candidate has grown in each core merit area.</td>
<td>There is no mention of each of the four core merits and only a weak representation of one or two of them.</td>
</tr>
<tr>
<td><strong>Selection of artifacts and written communication</strong></td>
<td>All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio. It is clear why they were chosen to be part of the portfolio.</td>
<td>Most artifacts and work samples are related to the purpose of the e-portfolio. It is mostly obvious why they were chosen to be part of the portfolio.</td>
<td>Few artifacts and work samples are related to the purpose of the e-portfolio. It is unclear why the artifacts and work samples are in the portfolio.</td>
<td>Most artifacts and work samples are unrelated to the purpose of the e-portfolio.</td>
</tr>
<tr>
<td><strong>Reflections</strong></td>
<td>All reflections clearly provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.</td>
<td>Most of the reflections provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.</td>
<td>A few of the reflections provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.</td>
<td>No reflections provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.</td>
</tr>
<tr>
<td><strong>Use of Multimedia</strong></td>
<td>All of the photographs, graphics, sound and/or video are appropriate examples, are easy to understand, and increase the overall significance of the e-portfolio.</td>
<td>Most of the photographs, graphics, sound and/or video are appropriate examples, are easy to understand, and increase the overall significance of the e-portfolio.</td>
<td>There are only a few photographs, graphics, sound and/or video that are appropriate examples, easy to understand, and increase the overall significance of the e-portfolio.</td>
<td>The photographs, graphics, sound and/or video are missing or are inappropriate examples. They do not increase the overall significance of the e-portfolio.</td>
</tr>
<tr>
<td><strong>Captions</strong></td>
<td>Each artifact and work sample has a caption that clearly explains the importance and significance of that particular work. The date is included.</td>
<td>Most of the artifacts and work samples have a caption that clearly explains the importance and significance of that particular work. The date is included most of the time.</td>
<td>A few of the artifacts and work samples have a caption that clearly explains the importance and significance of that particular work. The date is rarely included.</td>
<td>None of the artifacts and work samples have captions.</td>
</tr>
<tr>
<td>Ease of Navigation</td>
<td>All of the e-portfolio navigation and section links work correctly and all external links connect to the appropriate website.</td>
<td>Most of the e-portfolio navigation and section links work correctly and most of the external links connect to the appropriate website.</td>
<td>Some of the e-portfolio navigation and section links work correctly and some of the external links connect to the appropriate website.</td>
<td>None of the e-portfolio navigation and section links work correctly and none of the external links connect to the appropriate website.</td>
</tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Layout and Text Components</td>
<td>The e-portfolio is easy to read. Text components (size, bullets, italics, bold, color, etc.) enhance the presentation of the information. Horizontal and vertical white space is used appropriately and the background colors make readability easy and comfortable.</td>
<td>The e-portfolio is generally easy to read. Text components (size, bullets, italics, bold, color, etc.) mostly enhance the presentation of the information. Horizontal and vertical white space is used appropriately in most places and the background colors generally make readability easy and comfortable.</td>
<td>The e-portfolio is often difficult to read. Text components (size, bullets, italics, bold, color, etc.) do not enhance the presentation of the information and sometimes detract. Horizontal and vertical white space is used inappropriately and the background colors make readability generally difficult.</td>
<td>The e-portfolio is difficult to read. Text components (size, bullets, italics, bold, color, etc.) detract from the presentation of information. Horizontal and vertical white space is used inappropriately and the background colors make readability difficult and cause eye strain.</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>There are no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>There are a few errors in grammar, capitalization, punctuation, and spelling.</td>
<td>There are 4 or more errors in grammar, capitalization, punctuation, and spelling.</td>
<td>The text has more than 6 errors in grammar, capitalization, punctuation, and spelling.</td>
</tr>
</tbody>
</table>

Artifacts/Reflections are included that satisfy the following standards:

**Met**  **Not Met**

---  ---  50015.1 Development, Learning, and Motivation
---  ---  50015.2a. Central Concepts, Tools of Inquiry, and Structures of Content
---  ---  50015.2b. English Language Arts
---  ---  50015.2c. Science
---  ---  50015.2d. Mathematics
---  ---  50015.2e. Social Studies
---  ---  50015.2f. The Arts
---  ---  50015.2g. Health Education
---  ---  50015.2h. Physical Education
---  ---  50015.2i. Connections Across the Curriculum
---  ---  50015.3a. Integrating and Applying Knowledge for Instruction
---  ---  50015.3b. Adaptation to Diverse Students
---  ---  50015.3c. Development of Critical Thinking, Problem Solving and Performance Skills
---  ---  50015.3d. Active Engagement in Learning
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>50015.3e. Communication to Foster Learning</td>
<td>Facilitate learning through joint productive activity among teacher and students.</td>
</tr>
<tr>
<td>50015.4 Assessment</td>
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<tr>
<td>50015.5a. Practices and Behaviors of Developing Career Teachers</td>
<td></td>
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<tr>
<td>50015.5b. Reflection and Evaluation</td>
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<tr>
<td>50015.5c. Collaboration with Families</td>
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<tr>
<td>50015.5d. Collaboration with Colleagues and the Community</td>
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<tr>
<td>50015.6 Instructional Technologies</td>
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<tr>
<td>CULTURE</td>
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<tr>
<td>CONSTRUCTIVISM</td>
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<tr>
<td>COMPREHENSION</td>
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<tr>
<td>CREDE #1 Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.</td>
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<tr>
<td>CREDE #2 Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.</td>
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<tr>
<td>CREDE #3 Making Lessons Meaningful: Connect teaching and curriculum to students' experiences and skills of home and community.</td>
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<tr>
<td>CREDE #4 Teaching Complex Thinking: Challenge students toward cognitive complexity.</td>
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<td>CREDE #5 Teaching through Conversation: Engage students through dialogue, especially instructional conversation.</td>
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<tr>
<td>CREDE #6 Modeling and Demonstration: Provide for learning through modeling or demonstrations</td>
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<tr>
<td>CREDE #7 Student Directed Activity / Choice and Initiative: Encourage students' decision making</td>
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</tbody>
</table>

**Use this area for reviewer comments.**

**Total Rubric Points Awarded**

<table>
<thead>
<tr>
<th>ND State Standards/Core Merits Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>/32</td>
</tr>
<tr>
<td>/31</td>
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</tbody>
</table>


**EDU LESSON PLAN EVALUATION**

Candidate’s Name: ___________________________ Date: __________________

Subject of Lesson: ___________________________ Length of Lesson: __________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Developing Proficiency</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Stated lesson’s objective in clear, identifiable terms</td>
<td>Stated lesson’s objective</td>
<td>Partially stated lesson’s objective</td>
<td>Did not share the lesson’s objective</td>
</tr>
<tr>
<td>Questioning</td>
<td>Probed and cued students throughout the lesson with a range of prepared and spontaneous questions</td>
<td>Questioned students throughout the lesson with prepared questions</td>
<td>Questioned the students at times, usually with one type of question</td>
<td>Failed to question the students</td>
</tr>
<tr>
<td>Assessment</td>
<td>Developed an assessment that clearly and directly evaluated students’ learning towards the objective</td>
<td>Developed an assessment that evaluated students’ learning towards the objective</td>
<td>Developed an assessment that was not fully aligned with the objective</td>
<td>Developed an inappropriate assessment or failed to assess learning towards the lesson’s objective</td>
</tr>
<tr>
<td>Closure</td>
<td>Provided clear, specific closure to the lesson</td>
<td>Provided closure for lesson</td>
<td>Ended lesson somewhat abruptly or haphazardly</td>
<td>Ended lesson in an unclear or vague manner, leaving students confused or unsure</td>
</tr>
</tbody>
</table>

**Four Core Merits**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Successfully and wholly integrated culture into the lesson</th>
<th>Integrated culture into the lesson</th>
<th>Pieced culture into the lesson</th>
<th>Did not include culture in the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructivism</td>
<td>Centered the lesson around constructivist learning</td>
<td>Included constructivist learning in the lesson, but not entirely</td>
<td>Included constructivist learning in less than half of the lesson time</td>
<td>Did not include constructivist learning in the lesson</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Took time to ensure learning was taking place and not just teaching</td>
<td>Took some time to ensure learning was taking place and not just teaching</td>
<td>Did not pay very much attention to ensure learning was taking place</td>
<td>Teaching of the lesson took place, but there was no way to ensure students learned what was taught to them</td>
</tr>
<tr>
<td>CREDE Learning Styles</td>
<td>Different methods of teaching/learning were used to maximize student interaction and understanding</td>
<td>Some different methods of teaching/learning were used</td>
<td>Mainly one type of teaching/learning was used but may have used bits and pieces of others</td>
<td>Only one type of teaching/learning was used</td>
</tr>
</tbody>
</table>

Comments: ___________________________
APPENDIX B
Assessment during Student Teaching

Application for Student Teaching
APPLICATION FOR STUDENT TEACHING

Name (First, Last, Middle Initial) ____________________________ Home Phone Number ____________________________

Mailing Address __________________________________________ Cell Phone Number ____________________________

City __________________________ State ______________ Zip ____________________________ Email Address ____________________________

In Case of Emergency Contact (Name) ____________________________ Emergency Contact Phone Number ____________________________

I have read all of information in this packet and am aware of my responsibilities. I understand that I will not be eligible for student teaching if I do not meet all of the stated requirements by the end of the semester preceding student teaching. Once a placement has been confirmed, I understand that I may not request a change in placement.

I am aware that student teaching is a full-time commitment and that FBCC discourages student teachers from taking other classes, with the exception of the Student Teaching Seminar.

I understand that this information will be shared with student teaching sites and school personnel as part of the placement process and that I am NOT guaranteed a placement location of my preference.

Candidate Signature ____________________________ Date ____________________________

For advisor use only – this application will not be accepted without the advisor’s signature.

_____ All requirements met (see attached ‘Checklist for Student Teaching’).

_____ Deficiencies: ____________________________________________________________

Advisor Signature ____________________________
CHECKLIST FOR STUDENT TEACHING

Name: ________________________________

____ Praxis I

____ Praxis II

____ Background Check

____ Electronic Portfolio

____ Three Letters of Recommendations from individuals who know your interest in the teaching profession

____ Application for Student Teaching

____ Student Teaching Portfolio
  ____ Current Resume
  ____ Philosophy of Teaching (one page)
  ____ Two of your Best Lesson Plans
  ____ Artifacts from your Courses that Demonstrate Competency in the North Dakota State Standards

Comments:
STUDENT TEACHING PLACEMENT REQUEST

Name: ___________________________________ Semester/Year: ________________________

Grade level preference: ________________

Location Selection: Indicate your top three preferences (1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice)

_____ Bismarck Public Schools
_____ Garrison Elementary
_____ Makoti Elementary
_____ Mandaree Elementary
_____ Minot Public Schools
_____ New Town Elementary
_____ Parshall Elementary
_____ Stanley Elementary
_____ Watford City Elementary
_____ White Shield Elementary
_____ Other: _________________________________________

Special Considerations: List transportation concerns, wheelchair accessibility, interpreters, guides, etc.

Transportation available during student teaching:
_____ own car    _____ public transportation (bus)    _____ other (bike, walk, etc.)
MIDTERM/FINAL ASSESSMENT OF STUDENT TEACHER

Student Teacher: ____________________________________________________________

Mentor Teacher/College Supervisor: __________________________________________

Date: _________________________________  Grade: ___________________________

Name of School: ____________________________________________________________

Address of School: __________________________________________________________

Directions: For each of the items below, place an X under the number that describes the student teacher’s performance, skills, and disposition as compared to expectations of new teachers. Supply evidence for your rating in the comments section. Please note: Under the Family Education and Privacy Act of 1974, the student has the right of inspection and review of this document.

<table>
<thead>
<tr>
<th>ND State Standards</th>
<th>Excellent (5)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Unsatisfactory (1)</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>50015.1 DEVELOPMENT, LEARNING, AND MOTIVATION</td>
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<tr>
<td>The program requires the study of development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.</td>
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</table>
### CURRICULUM

The program requires the study of central concepts, tools of inquiry, and structures of content—Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

<table>
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<tr>
<th></th>
<th>Excellent (5)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
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<th>Not Observed</th>
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</thead>
</table>

### INSTRUCTION

50015.3a. The program requires the study of integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

50015.3b. The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

50015.3c. The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.
50015.3d. The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.3e. The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.4 ASSESSMENT
The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.5 PROFESSIONALISM
50015.5a The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
50015.5b. The program requires the study of reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.5c. The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.5d. The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.6 INSTRUCTIONAL TECHNOLOGY
The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

<table>
<thead>
<tr>
<th>FBCC TED Core Merits</th>
<th>Excellent (5)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Unsatisfactory (1)</th>
<th>Not Observed</th>
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<tr>
<td><strong>Constructivism:</strong></td>
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<td>The teacher engages</td>
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<td>the students’ prior</td>
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<td>new learning</td>
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<td><strong>Culture:</strong></td>
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<td>Hidatsa, &amp; Arikara</td>
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<td><strong>Comprehension:</strong></td>
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<td>The teacher will</td>
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<td>include comprehension</td>
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<td>instruction.</td>
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</table>
**CREDE Standard 1:** Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.

**CREDE Standard 2:** Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.

**CREDE Standard 3:** Making Lessons Meaningful: Connect teaching and curriculum to students’ experiences and skills of home and community.

**CREDE Standard 4:** Teaching Complex Thinking: Challenge students toward cognitive complexity.

**CREDE Standard 5:** Teaching through Conversation: Engage students through dialogue, especially instructional conversation.

**CREDE Standard 6:** Modeling and Demonstration: Provide for learning through modeling or demonstrations

**CREDE Standard 7:** Student Directed Activity / Choice and Initiative: Encourage students’ decision making

---

**To the Mentor Teacher:** Thank you for completing this assessment for our Teacher Candidate. Please sign the form and drop off or return the original form to Fort Berthold Community College, Teacher Education Department, P.O. Box 490, New Town, ND 58763.

Please print your name here: ____________________________

Phone number at your school: __________________________ Email address at school: __________________________

Signature: __________________________________________

If you have additional comments, please include them here and/or on the back of this form.
MIDTERM/FINAL SELF-ASSESSMENT OF STUDENT TEACHING

Student Teacher: _____________________________________________________________

Mentor Teacher/College Supervisor: ____________________________________________

Date: ___________________________  Grade: _____________________________

Name of School: ____________________________________________________________

Address of School: __________________________________________________________

Directions: For each of the items below, place an X under the number that you feel best describes your performance, skills, and disposition. Supply evidence for your rating in the comments section.

<table>
<thead>
<tr>
<th>ND State Standards</th>
<th>Excellent (5)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Unsatisfactory (1)</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>50015.1 DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The program requires the study of development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</td>
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<td></td>
</tr>
</tbody>
</table>
50015.2 CURRICULUM
The program requires the study of central concepts, tools of inquiry, and structures of content—Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

<table>
<thead>
<tr>
<th>50015.3 INSTRUCTION</th>
<th>Excellent (5)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Unsatisfactory (1)</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>50015.3a. The program requires the study of integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.</td>
<td></td>
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</tr>
<tr>
<td>50015.3b. The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50015.3c. The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
50015.3d. The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.3e. The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

<table>
<thead>
<tr>
<th>Excellent (5)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Unsatisfactory (1)</th>
<th>No Opportunity</th>
</tr>
</thead>
</table>

50015.4 ASSESSMENT
The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.5 PROFESSIONALISM
50015.5a The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
50015. 5b. The program requires the study of reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.5c. The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.5d. The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.6 INSTRUCTIONAL TECHNOLOGY
The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

<table>
<thead>
<tr>
<th>FBCC TED Core Merits</th>
<th>Excellent (5)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Unsatisfactory (1)</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructivism: The teacher engages students in hands-on activities and uses the students’ prior knowledge to create new learning experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture: The teacher weaves cultural traits of the Mandan, Hidatsa, &amp; Arikara nation into the curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehension: The teacher will include comprehension strategies and skills in all areas of instruction.

**CREDE Standard 1:** Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.

**CREDE Standard 2:** Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.

**CREDE Standard 3:** Making Lessons Meaningful: Connect teaching and curriculum to students’ experiences and skills of home and community.

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**CREDE Standard 6:** Modeling and Demonstration: Provide for learning through modeling or demonstrations.

**CREDE Standard 7:** Student Directed Activity / Choice and Initiative: Encourage students’ decision making.

To the Student Teacher: Make sure to give this form to your college supervisor.
If you have additional comments, please include them here and/or on the back of this form.
### STUDENT TEACHING VIDEO TAPE SELF-ANALYSIS AND REFLECTION

Student Teacher: ____________________________ Date: __________________

Grade: ________ Subject: ___________________ Length of Lesson: ___________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Developing Proficiency</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Stated lesson’s objective in clear, identifiable terms</td>
<td>Stated lesson’s objective</td>
<td>Partially stated lesson’s objective</td>
<td>Did not share the lesson’s objective</td>
</tr>
<tr>
<td>Directions</td>
<td>Gave clear, specific directions throughout the lesson</td>
<td>Gave specific directions during most of the lesson</td>
<td>Gave directions that were generally clear, though confused students at times</td>
<td>Failed to give directions or gave confusing, inconsistent or unclear directions</td>
</tr>
<tr>
<td>Creativity</td>
<td>Designed an engaging, creative lesson</td>
<td>Designed an interesting lesson</td>
<td>Designed a routine lesson</td>
<td>Designed an uninteresting lesson</td>
</tr>
<tr>
<td>Questioning</td>
<td>Probed and cued students throughout the lesson with a range of prepared and spontaneous questions</td>
<td>Questioned students throughout the lesson with prepared questions</td>
<td>Questioned the students at times, usually with one type of question</td>
<td>Failed to question the students</td>
</tr>
<tr>
<td>Feedback</td>
<td>Provided specific, relevant feedback</td>
<td>Proved generally appropriate, helpful feedback</td>
<td>Provided feedback that may have been inconsistent or non-specific</td>
<td>Did not provide feedback or provided inappropriate feedback</td>
</tr>
<tr>
<td>Assessment</td>
<td>Developed an assessment that clearly and directly evaluated students’ learning towards the objective</td>
<td>Developed an assessment that evaluated students’ learning towards the objective</td>
<td>Developed an assessment that was not fully aligned with the objective</td>
<td>Developed an inappropriate assessment or failed to assess learning towards the lesson’s objective</td>
</tr>
<tr>
<td>Pace</td>
<td>Paced the lesson so that students remained interested and engaged throughout the lesson</td>
<td>Paced the lesson so that most students remained interested and involved</td>
<td>Paced the lesson unevenly, so that parts were appropriate, while others dragged; students had difficulty maintaining attention throughout the lesson</td>
<td>Paced the lesson unevenly, too fast or too slowly; failed to maintain students’ attention during most of the lesson</td>
</tr>
<tr>
<td>Speaking</td>
<td>Spoke in a clear, engaging and interesting voice throughout the lesson</td>
<td>Spoke in a clear, engaging and interesting voice throughout the lesson</td>
<td>Spoke in a generally clear, but somewhat monotonous manner</td>
<td>Spoke in a boring or unclear manner throughout the lesson</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Demonstrated enthusiasm and energy for the content and students throughout the lesson</td>
<td>Demonstrated interest in the content and students throughout the lesson</td>
<td>Seemed somewhat interested in the content and the students</td>
<td>Did not seem interested in the content and/or the students during this lesson</td>
</tr>
<tr>
<td>Management</td>
<td>Planned and effectively implemented</td>
<td>Planned and implemented management</td>
<td>Planned for but had difficulty implementing management techniques</td>
<td>Did not plan for or implement effective behavior management</td>
</tr>
<tr>
<td>Four Core Merits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Provided clear, specific closure to the lesson</td>
<td>Provided closure for lesson</td>
<td>Ended lesson somewhat abruptly or haphazardly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ended lesson in an unclear or vague manner, leaving students confused or unsure</td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>Successfully and wholly integrated culture into the lesson</td>
<td>Integrated culture into the lesson</td>
<td>Pieced culture into the lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did not include culture in the lesson</td>
<td></td>
</tr>
<tr>
<td><strong>Constructivism</strong></td>
<td>Centered the lesson around constructivist learning</td>
<td>Included constructivist learning in the lesson, but not entirely</td>
<td>Included constructivist learning in less than half of the lesson time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did not include constructivist learning in the lesson</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Took time to ensure learning was taking place and not just teaching</td>
<td>Took some time to ensure learning was taking place and not just teaching</td>
<td>Did not pay very much attention to ensure learning was taking place</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teaching of the lesson took place, but there was no way to ensure students learned what was taught to them</td>
<td></td>
</tr>
<tr>
<td><strong>CREDE</strong></td>
<td>Different methods of teaching/learning were used to maximize student interaction and understanding</td>
<td>Some different methods of teaching/learning were used</td>
<td>Mainly one type of teaching/learning was used but may have used bits and pieces of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Only one type of teaching/learning was used</td>
<td></td>
</tr>
</tbody>
</table>

Describe your planning for this lesson. What did you learn about your planning? What will change in your planning process as a result of this self-critique?

Describe your instructional and presentation behaviors. What did you learn about how you teach?

Explain ways in which you did or did not meet the lesson’s objective(s).

What would you repeat if you were to teach this lesson again? What would you change?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you find it easy or difficult to incorporate the four core merits into the lesson? Explain.</td>
<td></td>
</tr>
<tr>
<td>What goal(s) would you set for yourself based on this self-critique?</td>
<td></td>
</tr>
<tr>
<td>Other comments:</td>
<td></td>
</tr>
</tbody>
</table>
Precondition #4 – Conceptual Framework

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Precondition 4.1

Mission and Vision

Mission, Vision, and Values of Fort Berthold Community College:

Mission: Fort Berthold Community College will provide quality Academic, Cultural, and Vocational Education and Services for the Mandan, Hidatsa, and Arikara Nation.

Vision: Mandan, Hidatsa and Arikara Nation Fort Berthold Community College: a dynamic presence that preserves our past and prepares us for the future.

Values: The Fort Berthold Community College’s values are illustrated through the earth lodge (Appendix I), which is the common home to the Nueta, Hidatsa, and Sahnish people. Unity, being the key value, is located in the center (fire pit), which the rest of the values build around. Spirituality, People, Culture, and Future are the four domains represented by the four main posts. The outer twelve posts represent values within each of the four domains.

Mission and Vision of the FBCC Teacher Education Department:

In the fall of 2008, members from the Teacher Education Department began to review and refine the mission and vision of the department. Four cornerstone values around which to base the program were established and unanimously agreed upon in their importance to the future of education on Fort Berthold. The college has always put an emphasis on culture and constructivism, in fact mandates it in every academic classroom. Comprehension is a significant topic in education today and will be covered in every education course. Oglala Sioux consultant Dr. Sandra Fox brought our attention to the standards of CREDE (Center for Research on Education, Diversity & Excellence). CREDE has completed outstanding explorations into the minds of teachers and learners and created seven standards of effective pedagogy which describe the ideal conditions for instruction. With these four values in mind, the Teacher Education Department in collaboration with other entities created the following mission statement:

“The mission of the Teacher Education Department is to integrate our four core merits of Comprehension, Constructivism, Culture and CREDE (principles of research, education, diversity, and excellence) in the teacher education program. The four core merits will connect our children’s learning to their environment and make meaning in their lives.”

When refining our vision of the unit, questions such as, ‘What does the Teacher Education Department anticipate to accomplish for the future?’ and ‘Why are we doing this?’ were considered. Brainstorming resulted in the focus on two concepts: 1) assuring our children keep and relate fresh ideas to their ancestral culture and 2) making certain that our children are prepared in every facet of education to enable
them to become our future professionals. The Teacher Education Department’s vision, in collaboration with other entities, is not so different from that of the college:

“Our teachers will create learning experiences that preserve our past and prepare and empower our youth for the future.”

The mission and the vision of the Teacher Education Department were approved by the Curriculum Committee on September 25, 2008, the Administrator’s Committee on October 3, 2008 and the Board of Directors on October 28, 2008.
Precondition 4.2
The unit’s philosophy, purposes, and goals

Philosophy:
The Fort Berthold Community College Teacher Education Department is guided by the following tenets:

1. Provide teacher education in our local environment
   a. Local cultural content in each subject area is a unique component of FBCC tradition.
   b. The number of Native American teachers will be increased in our communities’ schools.
   c. Native American teachers will be the new role models for future generations.
   d. Students’ needs will be met by providing a quality education at FBCC.
   e. Employ strategies to retain teacher education students in Fort Berthold.

2. Develop teachers who understand how children learn
   a. Students are taught using research-based best practices.
   b. The teacher education program is standards-based, but adapted with the local culture.
   c. Constructivist teaching strategies are used throughout the curriculum as one of our four core merits as addressed in the mission statement.
   d. CREDE (Center for Research on Education, Diversity, and Excellence) techniques are an integral part of the total planning and development of an empowering experience.
   e. Comprehension and reflection must be taught to ensure inclusive understanding of all students’ learning styles.
   f. The use of technology will assist teachers in the understanding of learning styles of the children they teach.

3. Students need support
   a. The cohort method has a strong impact on student success.
   b. Special seminars, enrichment and cultural activities contribute to a well-rounded educational program.
   c. Students have a stronger sense of security in their home communities.
   d. Financial incentives aid with retention and completion of education programs.

Purposes/Goals:
The Fort Berthold Community College Teacher Education Department is designed to fulfill the following goals:

1. To provide associate degrees in early childhood education, special education and elementary education and baccalaureate degrees in elementary education with a minor in middle school mathematics or science.

2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).
3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.
4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.

**Core Beliefs/Values:**
The unit’s **core beliefs** include the following value statements:

18. We believe that all children can learn.
19. We believe that learning is a lifelong practice. No matter how young or old, trained or educated, beginning or ending, we all have something to learn. Students gain knowledge everyday from their teachers and in turn, teachers learn everyday from their students.
20. We believe that both teachers and students should not only have high expectations of each other, but do everything they can to achieve them.
21. We believe in graduating teachers who are culturally aware and confident so in turn they can pass on those same traits to their students.
22. We believe in Constructivism. It’s guiding principles are (Constructivism, 2001):
   a. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
   b. Meaning requires understanding **wholes** as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
   c. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
   d. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the “right” answers and regurgitate someone else’s meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
23. We believe that Mandan, Hidatsa, and Arikara teachers trained on Fort Berthold can have a deep impact on our communities.
24. We believe that teachers can confirm the meaning and relationship of learning to the life in which we live.
25. We believe that Mandan, Hidatsa, and Arikara teachers train our future leaders.
26. We believe it is essential for teachers to be trained well in content areas in order for them to pass on their comprehension to students.
27. We believe teachers should use age appropriate/developmentally appropriate materials.
28. We believe that continuing education is indispensable to ascertain the best practices for learning.
29. We believe in using research based techniques, technology and resources.
30. We believe in learning communities. A learning community (Bonk, 2004):
Precondition #4
- Conceptual Framework

a. Is a group of students who are enrolled in a similar group of classes and are actively engaged in learning together from each other.
b. Instills a sense of loyalty to the group that drives the members’ desire to continue learning and help others.
c. Requires members to be active in their learning, and not just reactive.
d. Helps to meet members’ emotional needs by allowing expression of personal opinion, asking for help on specific tasks and the sharing of stories relevant to a particular issue.

31. We believe teachers and students can learn more by involving themselves within the community in which they live and interact.
32. We believe that in order to maintain a healthy existence, there must be a balance of all components of life.
33. We believe that teachers and students alike can be productive contributing members of the community.
34. Lastly, we believe that you should NEVER FORGET WHO YOU ARE.

Candidate Dispositions:

The teacher candidate:
15. understands and values the four core merits that he/she teaches. Best practices in research are available to our teacher candidates through additional use of technology within the four core merits.
16. believes in the CREDE principles and philosophies:
   i. All children can learn.
   j. All children learn best when challenged by high standards.
   k. English proficiency is a goal for all students.
   l. Bilingual proficiency is desirable for all students.
   m. Language and cultural diversity can be assets for teaching and learning.
   n. Teaching and learning must be accommodated to individuals.
   o. Risk factors can be mitigated by schools that teach the skills that schools require.
   p. Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.
17. is committed to providing curriculum that provides for active learning through a variety of approaches.

The teacher candidate will also meet the following NBPTS (National Board for Professional Teaching Standards) standards:
18. Knowledge of Students: Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.
19. Knowledge of Content/Curriculum: Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about
what is important for students to learn within and across the subject areas of the middle childhood curriculum.

20. Learning Environment: Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

21. Respect for Diversity: Accomplished teachers help students learn to respect and appreciate individual and group differences.

22. Meaningful Application of Knowledge: Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

23. Instructional Resources: Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.

24. Multiple Paths of Learning: Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

25. Assessment: Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

26. Family Involvement: Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.

27. Reflection: Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.

28. Contributes to the Profession: Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.
Precondition 4.3

Knowledge bases, including theories, research, the wisdom of practice, and education policies, that inform the unit’s conceptual framework

The Teacher Education Department at Fort Berthold Community College is centered on its mission, vision, philosophies and goals. During the course of the program, each candidate will find the following four core merits and unique combination of strategies to help him/her learn, achieve success and bring about a positive change in the elementary classroom on Fort Berthold Reservation.

1. Culture
2. Constructivism
3. Comprehension
4. CREDE
5. Research
6. Learning Communities
7. Service-Learning
8. Mentoring
9. e-Portfolio

FOUR CORE MERITS

The *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program is centered on four core merits. In the Native American culture, the number four is sacred. There are four elements, four directions, four colors of people, four chambers to the human heart, four periods of life, and for the Mandan/Hidatsa/Arikara tribes, four center poles to the earth lodge. Each of our four core merits will serve as a pillar of foundation for developing every candidate’s bridge to their own unique and exceptional pedagogy.
1. Culture

The cultural section of the Teacher Education Program is one of the foundations of the Fort Berthold Community College Values: “Our culture is a blessing that makes us unique. We must learn to appreciate, strengthen and practice it” (FBCC Academic Catalog 2008-2009, p. 8). It, being the particular society in which a group of people have been raised, the activities, the behavior and characteristics of a specific organization of people. The culture of Native American people of the Three Affiliated Tribes, the Mandan, Hidatsa and Arikara Nation are those common beliefs and practices that are passed on down to the succeeding generations. The people of the Upper Missouri River, due to their location and environment have deeply held beliefs as to their origin, stories and legends surrounding their patterns of life. These patterns can be seen in the language, governing practices, arts, customs, celebrations, food, religious practices, rituals and clothing of each of the Nations of people. Each member of the Three Affiliated Tribes maintained separate bands, clan systems and separate ceremonial bundles. After the devastation of the small pox epidemics of 1792, 1836 and 1837 these homogenous societies evolved for economic and social survival (www.mhanation.com). Their current survival is maintained by relying heavily on the oral traditions passed from one generation to the other in preservation of each Tribes language and culture.

These specific cultural traits can be woven in the curriculum of the program to best effect the study of issues that are pertinent to the Fort Berthold reservation and the impact from historic to present time. This research in formation of lesson planning...
can give students the basis to deeper understanding of the past and cultural connection of the area of which the people of the Three Affiliated Tribes have settled. Incorporating the cultural integration will strengthen the importance to students the acceptance of culture as a norm and not a subject that is taught in isolation to his/her learning.

2. Constructivism

For the past ten years, it has been mandated that culture, technology and constructivism be woven into every course offered at Fort Berthold Community College. Historically, many Native Americans have been hands-on learners. Their indigenous languages were spoken, not written. The *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa* Giguckiigash (The ones that teach our children how everything on this earth works) program aims at educating teachers by using methods that they can in turn use to teach their students, starting a cycle of enthusiasm about learning, specifically in science and mathematics.

There have been many teaching methods researched and explored, but no other fits the Native American approach like constructivism. Constructivism, in which the learner develops knowledge through experience, is a proven method of teaching and learning. The guiding principles are (Constructivism, 2001):

- Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
- Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
- In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
- The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

Constructivism is so called because founders believed that learning meant *constructing*, creating, inventing and developing one’s own knowledge. Simply receiving, getting and hearing information is not equivalent to learning. Constructivism focuses on thinking and the process developed during that thinking rather than solely how much information a student can memorize (Marlow, 1998). Mestre (2005) states, “Helping students understand somewhat less material but at a much deeper level... has more lasting effects than covering large amounts of content superficially.” In the end, it is not how much material a student learned for an exam and then likely forgot, but how much material a student retains in the long run.

Most experts agree with the idea that learners not only construct new knowledge, but use their past experiences as a base upon which to add ideas. In a lecture-based classroom, instructors may not be concerned about this fact, and require
Precondition #4 - Conceptual Framework

students to memorize in a superficial manner. However, if the concepts do not agree
with previously constructed knowledge, then the incompatible information will inhibit
the learner’s education (Mestre, 2005). It is important for classroom information to be
given to the student in a way that makes use of his everyday experiences so it can
provide meaning to his life (Haney, 2003).

In addition to the standard education courses, each pre-service teacher in the
Mada Maagarishtauow Awa Hée Aadasa Maa Aru Maa Giguckiigash program focuses
extra credits on either science or math. Over the past decade, there has been an
increase in adopting “pedagogies of engagement” in science teaching (Mestre 2005).
Within the science education community, constructivist teaching methods have become
well accepted (Haney, 2003) and it appears to be the ideal pedagogy for Native
American students. S. Phillips states, “Surprisingly little attention has been given to the
teaching methods used in teaching ethnic minority students in this country…it is as if we
have been able to recognize that there are cultural differences in what people learn, but
not in how they learn” (Hankes, 1996). Constructivist methods are culturally responsive
to customs valuing Native American pedagogy because they share common beliefs and
insights about teaching and learning (Hankes, 1996).

Constructivism, along with culture, technology, and information literacy, is
required in each course taught at Fort Berthold Community College. As a core merit for
the Teacher Education Department it provides strength to our preservice teachers in
understanding and working with their own students during student teaching and in their
classrooms. In addition, it fits seamlessly with the learning styles of Native Americans as
researched and described by CREDE (see section on CREDE).

3. Comprehension

Comprehension, or the ability to read for understanding, is an often overlooked
area of a total reading program. According to the RAND Corporation (a nonprofit
institution that helps improve policy and decision making through research and
analysis), a definition of comprehension is “the process of simultaneously extracting and
constructing meaning through interaction and involvement with written language. It
consists of three elements; the reader, the text, and the activity of purpose for reading.”

“For too long, children have been reading extensively without becoming better
readers.” (Graves, 1997) The answer, of course, is to teach them in a way that is
interesting and addresses all of the critical areas of comprehension.

Listening is the first of the language skills that most children develop and serves
as the foundation for subsequent language arts skills (Linebarger, 2001). There is other
research that has affirmed the connection between listening comprehension and the
development of reading comprehension (Badian, 1999; de Jon &amp; der Leij; 2002).

In Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop, (1997,
p.22) the following cognitive strategies have been proposed as the reading
comprehension curriculum:

- Using prior knowledge throughout the reading process;
- Identifying the main ideas and themes in a text;
- Questioning themselves, the authors, and the texts as they read;
• Creating visual images as they read;
• Drawing inferences as they read;
• Retelling or synthesizing what they have read;
• Using a variety of strategies to aid in comprehension (reread, use context clues, sound it out, etc.).

The importance of comprehension in the curriculum of all disciplines cannot be over-emphasized; it is at the forefront of all learning. All of the content courses such as, social studies, the sciences, literature and math, have reading as a central skill. The Fort Berthold Community College pre-service teachers will be trained in the use of all the recommended strategies for comprehension. The children they have in their future classrooms will be taught comprehension skills along with their reading skills.

4. CREDE Standards

CREDE is an acronym that stands for Center for Research on Education, Diversity & Excellence. At one point, there were 12 university-based national educational research and development centers funded by the U.S. Department of Education’s Office of Educational Research and Improvement to address nationally significant problems and issues in education related to cultural and linguistic diversity and second language learning.

CREDE’s research program is centered on a sociocultural theoretical framework that is perceptive to cultures and languages, but formidable enough to identify the larger commonalities that unite people. It is based on eight principles and philosophies:
• All children can learn.
• All children learn best when challenged by high standards.
• English proficiency is a goal for all students.
• Bilingual proficiency is desirable for all students.
• Language and cultural diversity can be assets for teaching and learning.
• Teaching and learning must be accommodated to individuals.
• Risk factors can be mitigated by schools that teach the skills that schools require.
• Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

Through CREDE’s dedication to education and research, it has developed a pedagogy centered on seven standards. The first five have proven to be effective in educating all students, especially at-risk students such as those from cultural minorities and economically disadvantaged families. The last two are specific to Native American learners, yet work for all students as well. There is not a specific curriculum linked to CREDE, only ideals for best teaching practices that can be used in any classroom, regardless of the grade level or group of students. The Seven Standards of Effective Pedagogy that CREDE promotes for Native American students are:
8. Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.
9. Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.
10. Making Lessons Meaningful: Connect teaching and curriculum to students’ experiences and skills of home and community.
11. Teaching Complex Thinking: Challenge students toward cognitive complexity.
12. Teaching through Conversation: Engage students through dialogue, especially instructional conversation.
13. Modeling and Demonstration: Provide for learning through modeling or demonstrations
14. Student Directed Activity / Choice and Initiative: Encourage students’ decision making

The seven CREDE standards are to be implemented simultaneously for a paramount outcome. The ideal curriculum would, for example, use each method or standard in a unit lesson plan that may last three to five days. With the advanced use of technology in the classroom, an example of one of the seven standards, #2 Developing Language and Literacy Across the Curriculum, will be further enhanced and be an effective use of learning. Another example is #3 Making Lessons Meaningful; students will access the most current information by using the internet and technology for research.

**Learning Styles:**

C. Bennett (1990) defined learning style in the Task Force on Learning Style and Brain Behavior: “Learning style is that consistent pattern of behavior and performance by which an individual approaches educational experiences. It is the composite of characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. It is formed in the deep structure of neural organization and personality which molds and is molded by human development and the cultural experience of home, school and society. (p.140) According to Oglala Sioux and CREDE expert, Dr. Sandra Fox, each student has a specific learning style in which he/she learns best. Most Native American children have a particular learning preference that is different and opposite of how most teaching is done in schools. When the teacher’s instruction does not match the learning style of the student, the teacher may make false assumptions about that student’s ability to learn, whereas in actuality the student may be having difficulties only in the manner in which the information was presented.

CREDE has supplied information on the learning preferences of Native Americans:
- Global cognitive style: Prefer to work from the big picture/the big ideals to the details
  - Concentrate and learn when information is presented as a whole, not in bits and pieces
Precondition #4 - Conceptual Framework

- Respond to emotional appeals and tend to like fantasy and humor
- Process information based on feelings and in patterns
- Learn easier through stories
- Visual cognitive style: Prefer to be shown rather than told and to have visual aids
- Reflective information processing: Prefer to take time to think things through before responding
- Collaboration: Prefer to work with others

The principles of CREDE are one of the four core merits of the Teacher Education Department’s mission because of the profound effect it can have on the elementary students of Fort Berthold. As Dr. Sandra Fox stated in reaction to the emotional learning of Native Americans, “It is easy to turn Native American students on to learning, and it is easy to turn them off of learning.” By training pre-service teachers using the seven CREDE standards of effective pedagogy for Native American learners, FBCC is investing in our children’s futures on Fort Berthold.

5. Research

Research is the studious and critical inquiry and examination aimed at the discovery and interpretation of new knowledge (Mirriam-Webster, 1974).

Research is an integral part of many courses at Fort Berthold Community College. As examples, the composition and speech courses have requirements that necessitate research. The tribal studies courses also have components that require research. Almost every area in the proposed Elementary Teacher Education Program, with the possible exception of math, has research as part of the course content. As well as researching written documents, students may have to consult their families/elders for information that is not found in books.

The Fort Berthold Community College has a library that can make available any title the candidates may need. If the book isn’t on a shelf it can be obtained through inter-library loan. The internet is also a valuable tool for finding needed information.

The librarian, who has a master’s degree in Library Science, is available to assist candidates in their search for material. She orientates individuals or entire classes in the use of all library materials such as the data bases and indexes, locating material on the shelves, and the use of volumes in the restricted areas.

6. Learning Communities

Learning communities are one of the 17 core beliefs/values in section 4.2 of the conceptual framework. It is an important piece in the Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program. Broadly defined, a learning community brings individuals together and requires two fundamental components: shared knowledge and shared knowing (Tinto & Riemer, 1998). The benefits of a learning community are copious and especially valuable to students who need extra enticement and motivation.

- Learning communities can lead to greater student success in college (Shapiro & Levine, 1999).
• Students in learning communities learn more and are capable of retaining the information longer (Davis, 1993; Dobransky & Frymier, 2004).
• Learning communities develop students who have stronger connections to their peers and to the college or university, are better to make disciplinary connections, are more motivated, and are able to view themselves as co-constructing knowledge (Johsons & Romanoff, 1999).
• Collaborative learning experiences promote deep learning (NSSE, 2004).

Fort Berthold Community College has achieved success in learning communities and appreciates the assistance they provide for students. Since January 2006, a portion of the National Science Foundation’s Tribal Colleges and Universities Program (TCUP) grant has gone to support students who are in a Science, Technology, Engineering or Mathematics (STEM) field. Along with the financial support, the students are required to partake in a learning community centered on research in the STEM areas. FBCC has seen positive differences in its students similar to those found in national research. In the Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program, the learning community will mimic that of the TCUP’s grant. Every week candidates will meet with the faculty in the Teacher Education Department to discuss recent topics in education, upcoming board exams, interact with experts in culture, science and math constructivism, confer about ethical issues and other candidate-directed activities.

7. Service-Learning

“Service-Learning is a method of teaching through which students apply their academic skills and knowledge to address real-life needs in their own communities.” (McPherson, n.d.) The National Youth Leadership Council states that service-learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. (NYLC) Service-learning links the classroom to the community in a unique, very hands-on way. They are connected to the community through projects or individual activities. There may be one student or a group of students, one grade or the whole school working together to accomplish their goal, and students of all ages can participate in service-learning. Students are involved in deciding what project to undertake, planning how to accomplish their task (specific learning objectives), and constantly evaluating what they are doing through conversation and reflection.

Service-learning (“What is service learning,” n.d.):
• Promotes learning through active participation in projects;
• Provides structured time for students to reflect by thinking discussing and writing about their experience;
• Provides students with opportunities to use skills and knowledge in real-life situations;
• Provides learning experiences outside of the classroom;
• Provides students with experiences where they do something for others.
Education and local communities benefit by ("What is service learning," n.d.):

- Strengthening bonds between the school and the community;
- Forming partnerships between parents and other adults;
- Having local needs met.

The Teacher Education Department of the Fort Berthold Community College engages in service-learning when the candidates visit the local assisted living facility to spend time with the residents, help within a classroom as part of a class requirement, and they volunteer with community cleanup and other similar projects.

8. Mentoring

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the individual being mentored. There are a number of methods based on the specific need: individual, group, team, peer or by e-mail and the internet (Elements of Effective Practice, 1990). Mentoring has been proved a successful method of support and grounded in research, one that affirms the importance of accountability and responsibility in meeting the needs of an individual.

Mentoring as part of the candidates’ experience in the Teacher Education Department will provide the support necessary to ensure a successful program. The cohort collaboration amongst each other will assist with peer relationships that will be maintained throughout the cohort time and serve as a method to build upon professional relationships in the future.

9. e-Portfolio

A candidate’s electronic portfolio is a compilation of work that is built to specifically demonstrate the learning process and progress that has occurred. This assessment tool not only reflects the four years of education, but their understanding of the FBCC Teacher Education Department’s four core merits. It contains artifacts chosen by the candidate to illustrate his/her best work, show academic growth, and allows for reflection upon the learning process (Chambers, 2007). E-portfolios can also promote learning while gaining insight and an improved understanding of themselves as learners (Gaide, 2006), effectively demonstrate technology skills (Heath, 2005), can be altered to fit the need of any particular institution, program or department, give students ownership of their learning (Hewett, 2004), and give students the opportunity to actively participate in assessing their own learning (Skiba, 2005). In the latter effect, Strudler and Wetzel (2005) point out that portfolios are based on the constructivist philosophy (one of the four core merits of the FBCC Teacher Education Department). Students are expected to take responsibility for choosing their artifacts, make connections to the standards and interpret their own experiences and erudition.

Shulman (1998) describes the working portfolio specific to teachers as a “structured documentary history of a set of coached or mentored acts of teaching, substantiated by samples of student portfolios, and fully realized only through reflective writing, deliberation, and conversation.” Portfolios are utilized in three main areas:
assessment and accountability, marketing, and learning (Wolf, 1999; Barrett & Carney, 2005). Graduates of a teacher education program benefit from the triple objective approach of completing an electronic portfolio, but also subjectively come to an understanding that their educational journey is coming to an end at the graduating institution.

Completion of an electronic portfolio has been mandatory for any education candidate graduating from Fort Berthold Community College since 2005. A one-credit course is in place to ensure that there is an understanding and completion of the portfolio. The course is taken during the freshman or sophomore year and is geared toward introducing the candidates to the Microsoft HTML editor, Front Page, and familiarizing the candidates with the different subjects for which they will be writing, reflecting, and entering artifacts. In the Teacher Education Department, the e-portfolio is assessed prior to the junior year as part of the application process into the teacher education program and again before graduation. Upon completion, the pre-service teachers will use the e-portfolio as a means of marketing themselves for employment. The e-portfolio is also a powerful tool the department uses to assess the teacher candidates’ learning and insight to teaching, as well as their own ability to motivate and educate the students. It will also ensure that the candidates’ education meets the North Dakota state standards and FBCC core merits, as measured on the assessment rubric. As a tool of technology it will assist in condensing a great amount of work into an efficient means of showcasing our candidates’ understanding of teaching and learning.
Precondition 4.4
Candidate proficiencies aligned with the expectations in professional, state, and institutional standards

The following is a chart showing the alignment of FBCC’s candidate dispositions (from Precondition 4.2) with our own institutional standards (the purposes/goals from Precondition 4.2), the six NCATE standards, and the North Dakota state (ESPB) standards.

The NCATE standards are:

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

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

3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

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

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

The North Dakota state (ESPB) standards are:
50015.1 Development, Learning, and Motivation
50015.2 Curriculum
   2a. Central Concepts, Tools of Inquiry, and Structures of Content
   2b. English Language Arts
2c. Science  
2d. Mathematics  
2e. Social Studies  
2f. The Arts  
2g. Health Education  
2h. Physical Education  
2i. Connections Across the Curriculum

50015.3 Instruction  
3a. Integrating and Applying Knowledge for Instruction  
3b. Adaptation to Diverse Students  
3c. Development of Critical Thinking, Problem Solving and Performance Skills  
3d. Active Engagement in Learning  
3e. Communication to Foster Learning

50015.4 Assessment

50015.5 Professionalism  
5a. Practices and Behaviors of Developing Career Teachers  
5b. Reflection and Evaluation  
5c. Collaboration with Families  
5d. Collaboration with Colleagues and the Community  

50015.6 Instructional Technologies
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<tr>
<td>1. The teacher candidate understands and values the four core merits that he/she teaches. Best practices in research are available to our teacher candidates through additional use of technology within the four core merits.</td>
<td>2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence). 3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation. 4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.</td>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. 3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. 5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</td>
<td>50015.3b Adaptation to Diverse Students 50015.3e Communication to Foster Learning 50015.5c Collaboration with Families 50015.6 Instructional Technologies</td>
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2. The teacher candidate believes in the CREDE principles and philosophies:
   q. All children can learn.
   r. All children learn best when challenged by high standards.
   s. English proficiency is a goal for all students.
   t. Bilingual proficiency is desirable for all students.
   u. Language and cultural diversity can be assets for teaching and learning.
   v. Teaching and learning must be accommodated to individuals.
   w. Risk factors can be mitigated by schools that teach the skills that schools require.
   x. Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).

3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.

4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.

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

3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

50015.1 Development, Learning, and Motivation
50015.2 Connections Across the Curriculum
50015.3b Adaptation to Diverse Students
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<td>3. The teacher candidate is committed to providing curriculum that provides for active learning through a variety of approaches.</td>
<td>2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence). 3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation. 4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.</td>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. 2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. 3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.</td>
<td>50015.2a. Central Concepts, Tools of Inquiry, and Structures of Content 50015.2b. English Language Arts 50015.2c. Science 50015.2d. Mathematics 50015.2e. Social Studies 50015.2f. The Arts 50015.2g. Health Education 50015.2h. Physical Education 50015.2i. Connections Across the Curriculum 50015.3c. Development of Critical Thinking, Problem Solving and Performance Skills</td>
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### Candidate Proficiencies: FBCC Candidate Disposition

#### Institutional Standards: FBCC Purposes/Goals

4. Knowledge of Students: Accompilshed teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.

5. Knowledge of Content/Curriculum: Accomplished teachers draw on their knowledge of subject matter and

### Precondition #4 - Conceptual Framework

FBCC adopted the following from the NBPTS (National Board for Professional Teaching Standards)

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<td>4. Knowledge of Students: accommodations teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.</td>
<td>4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.</td>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td>
<td>50015.1 Development, Learning, and Motivation 50015.5c Collaboration with Families</td>
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<td>5. Knowledge of Content/Curriculum: Accomplished teachers draw on their knowledge of subject matter and</td>
<td>3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation. 4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.</td>
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curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.

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<td>6. Learning Environment: Accomplished teachers establish a caring, inclusive,</td>
<td>2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).</td>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and</td>
<td>50015.2h Physical Education 50015.2i Connections Across the Curriculum</td>
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indicate that candidates meet professional, state, and institutional standards.
2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.
3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.
5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.
stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

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<tr>
<td>7. Respect for Diversity: Accomplished teachers help students learn to respect and appreciate individual and group differences.</td>
<td>2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).</td>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td>
<td>50015.3b Adaptation to Diverse Students</td>
</tr>
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<td></td>
<td>3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.</td>
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</table>
**Precondition #4 - Conceptual Framework**

**Candidate Proficiencies:**
- **FBCC Candidate Disposition**
- **Institutional Standards:**
  - **FBCC Purposes/ Goals**
- **State Standards:**
  - **NCATE Standards**
- **State Standards:**
  - **North Dakota State (ESPB) Standards**

**Candidate Proficiencies:**
1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates.
3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**Institutional Standards:**
- 2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).
- 3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.
- 4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.

**State Standards:**
- 50015.2a Central Concepts, Tools of Inquiry, and Structures of Content
- 50015.2e Social Studies
- 50015.2i Connections Across the Curriculum

**State Standards:**
- 50015.3c Development of Critical Thinking, Problem Solving and Performance Skills
- 50015.5d Collaboration with Colleagues and the Community

---

**Candidate Proficiencies:**
1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates.
3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**State Standards:**
- 50015.2a Central Concepts, Tools of Inquiry, and Structures of Content
- 50015.2e Social Studies
- 50015.2i Connections Across the Curriculum

---

**Candidate Proficiencies:**
1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates.
3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**State Standards:**
- 50015.2a Central Concepts, Tools of Inquiry, and Structures of Content
- 50015.2e Social Studies
- 50015.2i Connections Across the Curriculum

---

**Candidate Proficiencies:**
1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates.
3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**State Standards:**
- 50015.2a Central Concepts, Tools of Inquiry, and Structures of Content
- 50015.2e Social Studies
- 50015.2i Connections Across the Curriculum

---

**Candidate Proficiencies:**
1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates.
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4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**State Standards:**
- 50015.2a Central Concepts, Tools of Inquiry, and Structures of Content
- 50015.2e Social Studies
- 50015.2i Connections Across the Curriculum
collection of materials and draw on other resources such as staff, community members, and students to support learning.

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<tbody>
<tr>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td>
<td>1. Multiple Paths of Learning: Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and</td>
<td>50015.1 Development, Learning, and Motivation</td>
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<td>2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).</td>
<td>2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).</td>
<td>50015.2a Central Concepts, Tools of Inquiry, and Structures of Content</td>
<td>50015.2a Central Concepts, Tools of Inquiry, and Structures of Content</td>
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<tr>
<td>3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.</td>
<td>3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.</td>
<td>50015.3a Integrating and Applying Knowledge for Instruction</td>
<td>50015.3a Integrating and Applying Knowledge for Instruction</td>
</tr>
<tr>
<td>4. To provide multiple paths to learning essential concepts in each school subject, explore important themes and topics that cut across subject areas, and</td>
<td>4. To provide our future educators with skills to connect our children's learning to their environment and make meaning in their lives.</td>
<td>50015.3c Development of Critical Thinking, Problem Solving and Performance Skills</td>
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<tr>
<td>5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</td>
<td>5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</td>
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### Candidate Proficiencies: FBCC Candidate Disposition

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<tr>
<td>3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.</td>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td>
<td>50015.4 Assessment</td>
</tr>
</tbody>
</table>

4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

11. Assessment: Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.
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<tr>
<td>12. Family Involvement: Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.</td>
<td>2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence). 3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation. 4. To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.</td>
<td>3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.</td>
<td>50015.5c Collaboration with Families</td>
</tr>
<tr>
<td>13. Reflection: Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.</td>
<td>3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.</td>
<td>1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. 2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. 5. Faculty are qualified and model best professional practices in scholarship, service,</td>
<td>50015.5b Reflection and Evaluation</td>
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and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

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<tr>
<td>14.  Contributes to the Profession: Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.</td>
<td>1. To provide associate and/or baccalaureate degrees in early childhood education, special education and elementary education. 3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.</td>
<td>5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</td>
<td>50015.5a. Practices and Behaviors of Developing Career Teachers 50015.5d. Collaboration with Colleagues and the Community</td>
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</table>
The following is how the FBCC Teacher Education Department meets the six NCATE standards. The questions are taken from the NCATE website as written in the Institutional Report template.

NCATE STANDARDS

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. Content Knowledge for Teacher Candidates.

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4.

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation
For Period: Fall 2009

<table>
<thead>
<tr>
<th>Program</th>
<th>Name of Licensure Test</th>
<th># of Test Takers</th>
<th>% Passing State Licensure Test</th>
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</thead>
<tbody>
<tr>
<td>Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)</td>
<td>Praxis I</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>Praxis II</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

The FBCC Teacher Education Department is offering EDU 240 – Preparation for Praxis I in the fall of 2009. Six teacher education students are enrolled in the course. They will be taking the Praxis exam during the spring of 2010.

The Preparation for Praxis I course was also offered in the spring of 2009 for which there were five students who successfully finished the course. None of the five students are currently enrolled at FBCC and they were not part of the Teacher Education Department, so they were not obligated to take the Praxis I exam.

1a.2 What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards?
The FBCC Teacher Education Department assessment system is consistent throughout the program. Every North Dakota state standard is assigned to two courses in which it is covered, although almost all standards are covered in more. Instructors of these courses are required to score a student artifact for each assigned standard demonstrating the knowledge of the standard. Instructors are notified of the requirement and assisted by the data manager of the Teacher Education Department, currently the science faculty member, in the process. A chart depicting which courses provide artifacts for which standards is located in Precondition 5 of the Preconditions report. The standards that cover content knowledge are ND standards: 50015.2b, 50015.2c, 50015.2d, 50015.2e, 50015.2f, 50015.2g, and 50015.2h.

Also at FBCC, a general education assessment exam is given to all students before they graduate with their two-year degree. The exam is composed of questions from all areas of general education and is used to assess and prove that students are learning broad content knowledge. The teacher education students may or may not obtain their two-year degree before moving on to their four-year degree, but it assesses and demonstrates that content knowledge is being taught in the general education core at FBCC.

In addition, while student teaching, candidates receive midterm and final evaluations from their mentor teacher, college supervisor, and themselves. The student teaching evaluations rate knowledge and use of the North Dakota state standards as well, some of which are based on content knowledge. The mentor teacher and college supervisor will meet with the student teacher to go over any weaknesses they perceive in their knowledge and/or skills as a teacher.

Also in the teacher education program, candidates are required to complete an electronic portfolio demonstrating content knowledge as delineated by the North Dakota state standards and the FBCC core merits. The e-portfolio is designed to prompt students to display two artifacts for each standard and core merit from their education at FBCC. Each student’s e-portfolio will be assessed twice during the program: upon application to the program, and before graduation.

1a.3. What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards?

Currently, FBCC does not have a program that would include any advanced teacher candidates.

1a.4. What do follow-up studies of graduates and employers indicate about graduates’ preparation in the content area? If survey data are being reported, what was the response rate?

The FBCC Teacher Education Department has follow-up questionnaires to candidates one and two years after graduating and to their employers as part of the assessment plan for the baccalaureate degree graduates. However, because the program is seeking accreditation to begin in the fall of 2010, there is no data available yet. The first graduates are projected to finish in December, 2011 and a first and second
year teachers’ support seminar will be offered to new graduates who are employed in
the area. Questionnaires for all first and second year teachers, as well as to all
employers, will be issued for assessment.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates.

1b.1. What data from key assessments indicate that candidates in initial teacher
preparation programs demonstrate the pedagogical content knowledge and skills
delineated in professional, state, and institutional standards?

The FBCC Teacher Education Department assessment system is consistent
throughout the program for both content and pedagogical knowledge. Every North
Dakota state standard is assigned to two courses in which it is covered, although almost
all standards are covered in more. Instructors of these courses are required to score a
student artifact for each assigned standard demonstrating the knowledge of the
standard. Instructors are notified of the requirement and assisted by the data manager
of the Teacher Education Department, currently the science faculty member, in the
process. Most education courses are required to provide an artifact or more
demonstrating pedagogical learning as delineated in the state standards. A chart
depicting which courses provide artifacts for which standards is located in Precondition
5 of the Preconditions report.

In addition, while student teaching, candidates receive midterm and final
evaluations from their mentor teacher, the college supervisor, and themselves. The
student teaching evaluations rate knowledge and use of the North Dakota state
standards as well, some of which are based on pedagogical knowledge. The mentor
teacher and college supervisor will meet with the student teacher to go over any
weaknesses they perceive in their knowledge and/or skills as a teacher. During student
teaching, candidates are also expected to explain to the mentor teacher and college
supervisor their choices they made in their teaching practice.

Also in the teacher education program, candidates are required to complete an
electronic portfolio demonstrating pedagogical knowledge as delineated by the North
Dakota state standards and the FBCC core merits. The e-portfolio is designed to prompt
students to display two artifacts for each standard and core merit from their education
at FBCC. Each student’s e-portfolio will be assessed twice during the program: upon
application to the program, and before graduation.

1b.2. What data from key assessments indicate that advanced teacher candidates
know and apply theories related to pedagogy and learning, are able to use a range of
instructional strategies and technologies, and can explain the choices they make in
their practice.

Currently, FBCC does not have a program that would include any advanced
teacher candidates.
1b.3. What do follow-up studies of graduates and employers indicate about graduates’ preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate?

As stated in 1a.4, the FBCC Teacher Education Department has follow-up questionnaires to candidates one and two years after graduating and to their employers as part of the assessment plan for the baccalaureate degree graduates. However, because the program is seeking accreditation to begin in the fall of 2010, there is no data available yet. The first graduates are projected to finish in December, 2011 and a first and second year teachers’ support seminar will be offered to new graduates who are employed in the area. Questionnaires for all first and second year teachers, as well as to all employers, will be issued for assessment.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates.

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning?

The FBCC Teacher Education Department assessment system is consistent throughout the program for both content and pedagogical knowledge. Every North Dakota state standard is assigned to two courses in which it is covered, although almost all standards are covered in more. In addition to the North Dakota standards, FBCC requires assessment of the Teacher Education Department core merits, one of which is CREDE. CREDE involves seven standards that are all focused on how to facilitate learning for minority students. Instructors of the courses for which artifacts are required are asked to score a student artifact for each assigned standard demonstrating the knowledge of the standard. Instructors are notified of the requirement and assisted by the data manager of the Teacher Education Department, currently the science faculty member, in the process. Most education courses are required to provide an artifact or more demonstrating pedagogical learning as delineated in the state standards. A chart depicting which courses provide artifacts for which standards is located in Precondition 5 of the Preconditions report.

In addition, while student teaching, candidates receive midterm and final evaluations from their mentor teacher, the college supervisor, and themselves. The student teaching evaluations rate knowledge and use of the North Dakota state standards and Teacher Education Department core merits as well, some of which are based on the demonstration of knowledge and skills to facilitate learning. The mentor teacher and college supervisor will meet with the student teacher to go over any weaknesses they perceive in their knowledge and/or skills as a teacher. During student teaching, candidates are also expected to explain to the mentor teachers and college supervisor their choices they made in their teaching practice.

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the
prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it?

Almost all of the assessment in the FBCC teacher education program is centered around the North Dakota state standards and the FBCC core merits. There are specific North Dakota state standards and core merits based on the topics in this specific question. They are:

<table>
<thead>
<tr>
<th>Topic</th>
<th>ND State Standard/FBCC Core Merit:</th>
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<tbody>
<tr>
<td>School, family, and community contexts</td>
<td>50015.5c, 50015.5d, Culture, CREDE #3</td>
</tr>
<tr>
<td>Prior experiences of students</td>
<td>Constructivism, CREDE #5</td>
</tr>
<tr>
<td>Reflection on their own practice</td>
<td>50015.5a, 50015.5b, Constructivism</td>
</tr>
<tr>
<td>Major schools of thought about schooling, teaching, and learning</td>
<td>50015.1, 50015.3a, 50015.3b, 50015.3c, 50015.3d, 50015.3e, Constructivism, all CREDE Stds.</td>
</tr>
<tr>
<td>Analysis of educational research findings</td>
<td>50015.1, Constructivism, all CREDE Stds.</td>
</tr>
</tbody>
</table>

For each of these standards in the chart, there are two courses assigned to measure the knowledge they include. Instructors of these courses are required to assign and rate an artifact proving the knowledge of the standard. Instructors are notified of the requirement and assisted by the data manager of the Teacher Education Department, currently the science faculty member, in the process. The artifact scores are maintained in the Teacher Education Department database.

Also, while student teaching, candidates receive midterm and final evaluations from their mentor teacher, the college supervisor, and themselves. The student teaching evaluations rate knowledge and use of the North Dakota state standards and FBCC core merits as well. The mentor teacher and college supervisor will meet with the student teacher to go over any weaknesses they perceive in their knowledge and/or skills as a teacher.

In addition, the state of North Dakota requires that graduates pass the Praxis II exam before licensure in the state. The Praxis II exam tests pedagogical knowledge and skills in the area of elementary education. As the program has not yet been accredited, candidates in the FBCC elementary education program have not yet taken the Praxis II exam.

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession?

Currently, FBCC does not have a program that would include any advanced teacher candidates.
1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate?

As stated in 1a.4 and 1b.3, the FBCC Teacher Education Department has follow-up questionnaires to candidates one and two years after graduating and to their employers as part of the assessment plan for the baccalaureate degree graduates. However, because the program is seeking accreditation to begin in the fall of 2010, there is no data available yet. The first graduates are projected to finish in December, 2011 and a first and second year teachers’ support seminar will be offered to new graduates who are employed in the area. Questionnaires for all first and second year teachers, as well as to all employers, will be issued for assessment.

1d. Student Learning for Teacher Candidates.

1d.1. What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn?

Almost all of the assessment in the FBCC teacher education program is centered around the North Dakota state standards and the FBCC core merits. There are specific North Dakota state standards and core merits based on the topics in this specific question. They are:

<table>
<thead>
<tr>
<th>Topic</th>
<th>ND State Standard/FBCC Core Merit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess and analyze student learning</td>
<td>50015.1, 50015.4</td>
</tr>
<tr>
<td>Make appropriate adjustments to instruction</td>
<td>50015.2a, 50015.3a, 50015.5b</td>
</tr>
<tr>
<td>Monitor student learning</td>
<td>50015.1, 50015.4</td>
</tr>
<tr>
<td>Develop and implement meaningful experiences to help all student learn</td>
<td>50015.1, 50015.2a, CREDE #3</td>
</tr>
</tbody>
</table>

For each of these standards in the chart, there are two courses assigned to measure the knowledge they include. Instructors of these courses are required to assign and rate an artifact proving the knowledge of the standard. Instructors are notified of the requirement and assisted by the data manager of the Teacher Education Department, currently the science faculty member, in the process. The artifact scores are maintained in the Teacher Education Department database.

Also, while student teaching, candidates receive midterm and final evaluations from their mentor teacher, the college supervisor, and themselves. The student teaching evaluations rate knowledge and use of the North Dakota state standards and FBCC core merits as well. The mentor teacher and college supervisor will meet with the student teacher to go over any weaknesses they perceive in their knowledge and/or skills as a teacher.

In addition, the state of North Dakota requires that graduates pass the Praxis II exam before licensure in the state. The Praxis II exam tests pedagogical knowledge and
skills in the area of elementary education. As the program has not yet been accredited, candidates in the FBCC elementary education program have not yet taken the Praxis II exam.

1d.2. What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning?

Currently, FBCC does not have a program that would include any advanced teacher candidates.

1d.3. What do follow-up studies of graduates and employers indicate about graduates’ ability to help all students learn? If survey data have not already been reported, what was the response rate?

As stated in 1a.4, 1b.3, and 1c.4, the FBCC Teacher Education Department has follow-up questionnaires to candidates one and two years after graduating and to their employers as part of the assessment plan for the baccalaureate degree graduates. However, because the program is seeking accreditation to begin in the fall of 2010, there is no data available yet. The first graduates are projected to finish in December, 2011 and a first and second year teachers’ support seminar will be offered to new graduates who are employed in the area. Questionnaires for all first and second year teachers, as well as to all employers, will be issued for assessment.

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Currently FBCC does not have a program that includes other school professionals.

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards?

Currently FBCC does not have a program that includes other school professionals.

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate?

Currently FBCC does not have a program that includes other school professionals.
1f. Student Learning for Other School Professionals

1f.1. What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work?

Currently FBCC does not have a program that includes other school professionals.

1f.2. What do follow-up studies of graduates and employers indicate about graduates’ ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate?

Currently FBCC does not have a program that includes other school professionals.

1g. Professional Dispositions for All Candidates.

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

The FBCC Teacher Education Department has developed the following candidate dispositions for its teacher candidates.

<table>
<thead>
<tr>
<th>Candidate Dispositions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>1. understands and values the four core merits that he/she teaches. Best practices in research are available to our teacher candidates through additional use of technology within the four core merits.</td>
</tr>
<tr>
<td>2. believes in the CREDE principles and philosophies:</td>
</tr>
<tr>
<td>y. All children can learn.</td>
</tr>
<tr>
<td>z. All children learn best when challenged by high standards.</td>
</tr>
<tr>
<td>aa. English proficiency is a goal for all students.</td>
</tr>
<tr>
<td>bb. Bilingual proficiency is desirable for all students.</td>
</tr>
<tr>
<td>cc. Language and cultural diversity can be assets for teaching and learning.</td>
</tr>
<tr>
<td>dd. Teaching and learning must be accommodated to individuals.</td>
</tr>
<tr>
<td>ee. Risk factors can be mitigated by schools that teach the skills that schools require.</td>
</tr>
<tr>
<td>ff. Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.</td>
</tr>
<tr>
<td>3. is committed to providing curriculum that provides for active learning through a variety of approaches.</td>
</tr>
</tbody>
</table>

The teacher candidate will also meet the following NBPTS (National Board for Professional Teaching Standards) standards:

4. Knowledge of Students: Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.

5. Knowledge of Content/Curriculum: Accomplished teachers draw on their knowledge of
subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.

6. Learning Environment: Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

7. Respect for Diversity: Accomplished teachers help students learn to respect and appreciate individual and group differences.

8. Meaningful Application of Knowledge: Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

9. Instructional Resources: Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.

10. Multiple Paths of Learning: Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

11. Assessment: Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

12. Family Involvement: Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.

13. Reflection: Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.

14. Contributes to the Profession: Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn?

Throughout the program candidates will have ample opportunity to demonstrate their abilities as a teacher as they relate to fairness and the belief that all students can learn. During their education courses they will give many lesson presentations that will be critiqued by the instructor, their peers, and themselves. In addition, journaling and reflection will be required during their field experiences and weekly seminars throughout the program.

In addition, candidates will take classes that are specific to differentiated learning and specialty fields that will help them understand the variety of the diverse children that are in the classroom.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities?
The FBCC Teacher Education Department candidate dispositions are aligned in Precondition 4.5 to FBCC Purposes/Goals, NCATE Standards, and North Dakota State Standards. The North Dakota state standards are exceedingly involved in the Teacher Education Department assessment system by means of student artifacts that demonstrate knowledge and application of each standard in two classes throughout their education at FBCC. These artifacts are scored by the instructor and inputted into the Teacher Education Department assessment database. Because the standards are tied to the FBCC candidate dispositions, this data indicates that candidates not only validate their knowledge of the standards, but demonstrate the dispositions as well.

Throughout the program, candidates work with students and their families during their field experiences and student teaching. The seven CREDE standards that are part of the Teacher Education Department’s four core merits encourage working with each student to make use of his/her interests and learning style and also with students’ families and communities to get them involved in the learning process. Candidates have a close relationship with their colleagues during their education because of the learning community that the program is centered around. Candidates take classes together, are gathered weekly for a seminar where time is given to reflect, and are encouraged to help and support one another.

Candidates will develop a sense of community that will impact the development of their educational experiences in their environment. This sense of community will provide responsibility to our teacher candidates that strengthen their philosophy of education.

1g.4. What do follow-up studies of graduates and employers indicate about graduates’ demonstration of professional dispositions? If survey data have not already been reported, what was the response rate?

As stated in 1a.4, 1b.3, 1c.4, and 1d.3, the FBCC Teacher Education Department has follow-up questionnaires to candidates one and two years after graduating and to their employers as part of the assessment plan for the baccalaureate degree graduates. However, because the program is seeking accreditation to begin in the fall of 2010, there is no data available yet. The first graduates are projected to finish in December, 2011 and a first and second year teachers’ support seminar will be offered to new graduates who are employed in the area. Questionnaires for all first and second year teachers, as well as to all employers, will be issued for assessment.

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION
The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2a. Assessment System
2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards?

The assessment system of the FBCC Teacher Education Department has been designed to thoroughly gauge the merging of the conceptual framework and standards into the curriculum. There are five transition points throughout the candidates’ education at which they are specifically assessed. All of the data that is collected is stored in a Microsoft Access Database that can be evaluated for each individual candidate, cohort, semester, or for the program’s history. Of course, statistics such as GPA, praxis scores, attendance, interview and entry essay scores, and academic performance will be stored in the database. However, a more thorough method of ensuring the standards are met is in place.

For each North Dakota state standard and FBCC core merit (Culture, Comprehension, Constructivism and seven CREDE standards), two courses are delegated in which an artifact will be assigned to demonstrate mastery of the standard or merit. The instructor will give a score to the artifact based on how he/she sees best fit for the assignment that will then be entered into the database. For each course, a matrix will be completed with the delegated standards/merits, what the means of assessment were (the artifact), how they were measured, the expected results, the actual results, actions that will be taken next time the course is offered to ensure the results are satisfactory, and the outcomes of the following year. This matrix ensures accountability that the artifact assessments are taken seriously from year to year.

There is also an annual matrix with the aforementioned “typical” statistics, as well as electronic portfolio rubrics, student teaching evaluations, exit interviews, and first and second year teacher evaluations – all of which assess North Dakota state standards and FBCC core merits. This matrix is filled out at the end of each academic year and has the same categories as the course matrices. Together, the course matrices and the program matrix ensures that the program is meeting standards and merits set forth by the state, the profession, and the FBCC conceptual framework. Please see Precondition 4.5 and 5 for the matrices.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6.

Table 6
Unit Assessment System: Transition Point Assessments

<table>
<thead>
<tr>
<th>Program</th>
<th>Admission</th>
<th>Entry to clinical practice</th>
<th>Exit from clinical practice</th>
<th>Program completion</th>
<th>After program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Elementary Education with a minor</td>
<td>-GPA</td>
<td>-Praxis I</td>
<td>-Student pre and post-test</td>
<td>-Cumulative GPA</td>
<td>-First year teacher support/seminar</td>
</tr>
<tr>
<td></td>
<td>-Interview</td>
<td>-Praxis II</td>
<td>-Mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Interest essay</td>
<td>-Cumulative GPA</td>
<td></td>
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Fort Berthold Community College
Precondition #4 - Conceptual Framework
2a.3. How is the unit assessment system evaluated? Who is involved and how?

It is evident that the Teacher Education Department has a great deal of assessment data to organize and discuss at the end of every semester and academic year. The members of the Teacher Education Department meet for one day at the end of each summer and fall semester and for two days at the end of the spring semester to discuss the data that they have compiled. At their semester meetings they look at the assessments gathered during that semester and flag any that may need additional attention. For example, if a student received poor rubric evaluations from his peers on a lesson plan presentation, the Teacher Education Department will discuss whether or not the student needs additional tutoring in presenting a lesson plan.

At the annual meeting in the spring, similar information will be evaluated. In addition, the program and its assessment system as a whole will be reviewed. During this time, a matrix will be completed that reveals the different points of assessment for the program, how they are measured, the expected outcomes, the actual results, an analysis of the results, actions/recommendations for the following year on how to positively change any negative results, and outcomes to be filled out the following year on whether the changes were successful. This is a similar form that the faculty members use for each of their degree programs to assess that students are learning general outcomes. See Precondition 4.5 and 5 for the course and program matrices.

By meeting as a department at the end of every semester, faculty and staff will not only discuss specific assessments of students and courses, but the entire system will be evaluated. It will become evident if the system is not working and solutions will be generated to problems brought up at the end-of-semester and annual meetings. Minutes are taken and stored for future referral and to make certain that past problems have been resolved.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The Teacher Education Department relies largely on rubrics for assessment. Rubrics are built and utilized in order to streamline and take bias out of scoring. Rubrics are used during the application process for the interview, interest essay, and the electronic portfolio. While in the program, instructors are encouraged to use rubrics for grading candidates’ artifacts pertaining to standards and core merits in order to assign an impartial score. Throughout their education, candidates are also scored many times on writing assignments, lesson plans, and videos of their teaching using consistent rubrics that have been adopted by the Teacher Education Department.
If a candidate feels that he/she is not being assessed fairly, there is a grievance policy in place that is outlined in question 2b.3.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The FBCC Teacher Education Department has put in several evaluation measures to assess the program as a whole. First, the instructors are a big part of the program and they are evaluated every semester in each of their classes by the students, and then evaluated annually with two colleagues and either the Vice President of Academic Affairs or the Faculty Chair. Next, the Teacher Education Department faculty members review the program annually as they look at the assessments taken throughout the year. The program can be managed and improved in areas that do not score well. Subsequently, questionnaires are given to graduates of the program upon completion of the program, after the first year of teaching, and after the second year of teaching. Additionally, questionnaires are given to the employers of the first and second year teachers to assess how the program did preparing their employees to teach and manage a classroom. Again, any weaknesses perceived in the questionnaire results can be used to develop and enhance the program further.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Data</td>
<td>Applicants turn in their transcripts, essay, and e-portfolio to the Director of TED.</td>
<td>Applicants are responsible for turning in the information by the application deadline.</td>
<td>Information is analyzed every application period (usually once per year).</td>
<td>TED staff/faculty team the interview process and score the data. The TED science faculty member summarizes and analyzes it. Results are used to make</td>
<td>TED science faculty member adds information to annual program matrix and to database.</td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Currently, until Jenzabar is improved, candidates have instructors sign off for each class period.</td>
<td>Candidates bring the weekly sign-in sheet with their classes and instructors’ signatures to the TED science faculty member.</td>
<td>Attendance is accounted for on a weekly basis.</td>
<td>TED science faculty member summarizes the data.</td>
<td>TED science faculty member inputs the attendance in the database at the end of each semester.</td>
</tr>
<tr>
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<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Course Artifacts</strong></td>
<td>At the beginning of the semester, TED science faculty member informs the instructors of each course required to retain artifacts of what standards are required to be met. The TED science faculty member collects them at the end of the semester.</td>
<td>Artifact scores are collected from each instructor of a course required to verify standards.</td>
<td>Course artifact information is analyzed at the end of each semester as it is inputted to the course matrix form and then analyzed at the annual TED meeting, along with the program matrix.</td>
<td>It is the TED science faculty’s responsibility to ensure the instructors of the courses know the standards for which artifacts are required in their classes each semester. The TED science faculty member sits down with the instructor and explains it, then works with them throughout the semester to make certain artifacts are collected and scored. The TED science faculty member will then input the data into the respective course matrix and into the database.</td>
<td>TED science faculty member will gather all information from each individual instructor required to complete each course matrix. TED science faculty member enters data in the course matrices as well as in the database.</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td>Transcripts are found on Jenzabar system at the end of each semester.</td>
<td>TED science faculty member prints the transcripts from the FBCC Jenzabar system.</td>
<td>At the end of each semester, GPA is analyzed for candidate retention in the program.</td>
<td>TED science faculty member collects the data and reports to the Director of TED</td>
<td>TED science faculty member inputs GPA into the database at the end of each semester.</td>
</tr>
<tr>
<td><strong>Program Evaluations (graduate, first/second year teacher)</strong></td>
<td>Evaluations are given to graduates just before graduation, at the end of their first year teaching, and at the end of their second year teaching.</td>
<td>Data is collected from the graduates of the TED program.</td>
<td>The data is analyzed at the end of each academic year at the TED annual meeting.</td>
<td>The Director of TED will administer the questionnaire during the student teacher seminar and the first and second year teacher seminar, or it will be mailed out to graduates who are not involved in the seminar. The TED science faculty member will input the data in the annual program matrix, as well as in the TED database.</td>
<td>TED science faculty member will input the data in the annual program matrix, as well as in the TED database.</td>
</tr>
</tbody>
</table>
6. The data is stored in a Microsoft Access Database that is kept current by the Teacher Education Department science faculty member. Eventually, the information may be merged into the FBCC Jenzabar system, when the college has had more experience with it.

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

At this time, the FBCC Teacher Education Department only has candidates on the main campus and does not offer distance learning.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

The following is the Grievance Policy found in the Teacher Education Department Student Handbook:

**Grievance Policy**

Candidate grievances concerning grades or suspension may be appealed if the candidate feels he/she has valid reasons for appeal.

**Unsatisfactory Grade Appeal:**

4. A candidate, who believes an unsatisfactory final grade does not represent fairly the quality of work done, may appeal, in writing, the grade to the instructor no later than three weeks after the end of the semester in which the grade occurred.

5. The instructor may uphold or deny the appeal and must respond to the candidate in writing within 72 hours. It is up to the candidate to ensure that the instructor receives the appeal in hand in order to get a response in 72 hours.

6. If the appeal to the instructor does not resolve the issue, the candidate may appeal to the Director of Teacher Education. Such an appeal must be made within five work days of the instructor’s reply to the appeal.

**Suspension Appeal:**

If a candidate is suspended from the program for reasons other than failing grades and wishes to appeal, she/he can follow the Student Grievance Policy found in the FBCC Academic Catalog/Student Handbook. This can be found at http://www.fbcc.bia.edu/ under the ‘Future Students’ tab.

The following is the Student Grievance Policy found in the FBCC Academic Catalog/Student Handbook (as mentioned above):
Grievance Process

The following steps apply in all cases where the Fort Berthold Community College conducts a grievance hearing over student, staff, or faculty at Fort Berthold Community College.

a. Initiation of Complaint
Any member of Fort Berthold Community College community, or other individual who has been impacted by the alleged behavior of a student, staff, or faculty member, may initiate a complaint by contacting the offices of Academic Dean or Dean of Students. Before actions may be taken, the complaint must be submitted in writing. While anyone may submit a complaint, the Fort Berthold Community College determines whether a hearing will occur. In all cases, Fort Berthold Community College is the formal complainant.

b. Notification of the accused
A student, staff or faculty member, violating college policies will be notified in writing of the nature of the allegations, the policies allegedly violated, and the possible sanctions. The notification will be sent to the local address.

c. Preliminary Conference
An accused student will meet with the Dean of Students or Academic Dean in a preliminary meeting, the purpose of which is to ensure that the student understands the disciplinary process and his/her due process rights. Failure to attend a preliminary conference meeting will result in a formal hearing to be scheduled. The student may request one change in date and time of preliminary meeting by requesting it 24 hours in advance of the scheduled conference.

d. Informal Resolution Process
In conjunction with the preliminary meeting, the Dean of Students or Academic Dean shall offer the accused student an opportunity to informally resolve the alleged violation. This will involve a review of the incident and discussion of the applicable sanctions, if the accused student acknowledges responsibility for the violation. The student has three class/business days from the date of signing the informal resolution agreement to reconsider the agreement and request a formal hearing. The outcome of an informal resolution cannot be contested after three class/business days have elapsed. There are no appeals. The outcome of a formal hearing will replace the agreement reached through the informal resolution.

e. Formal Resolution Process
Cases that cannot be resolved informally will proceed to a formal hearing. The case will be assigned to hearing committee appointed by the Dean of Students and the Academic Dean. Accused students who fail to appear for a hearing after proper notice will be adjudicated in their absence based on the evidence presented at the time of the hearing. The outcome of a formal hearing must be communicated to the accused in writing.

In all cases, reports of incidents are kept in the office of the Director of Teacher Education in the students’ files.
2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

The best way for an instructor to know the efficacy of his/her course is through the SGID (small group instructional diagnosis) and the end of the semester course evaluation. Both of these evaluations are anonymous, so students can feel free to be honest with constructive criticism of the class. These evaluations are scrutinized at the faculty member’s annual evaluation with two colleagues (usually from the same department) and either the Vice President of Academic Affairs or the Faculty Chair. As a department, analyzing candidates’ pass rates on the Praxis I and Praxis II exams will indicate how well they are being prepared through classroom learning. In order to ensure that the candidates pass Praxis I, FBCC has already integrated EDU 240 – Preparation for Praxis I into the curriculum.

During the student teaching experience, the student teachers are evaluated twice by the mentor teacher, college supervisor, and by themselves. The evaluations rate the use of and knowledge of the North Dakota state standards and the FBCC core merits. The data collected will indicate if a standard has been weakly presented in the curriculum, or if the candidates are not comfortable implementing them into their teaching. If this is the case for a certain standard, the Director of Teacher Education Department can make certain that it is emphasized in the future.

The efficacy of the overall program will become evident in the kind of teachers that graduate from the program and what the graduates give as input after they have left FBCC. Although FBCC has not had the opportunity to implement the graduate evaluation or the first and second year teacher evaluation, the results will be used to improve or change the program in any way. For example, if the graduates/new teachers suggest that there was not enough emphasis on classroom management or lesson plan building, the Director of Teacher Education Department can direct the increase of those areas in the curriculum, or through the teacher education seminars that are mandatory for candidates while in the program.

2c.2. What data-driven changes have occurred over the past three years?

As the FBCC Teacher Education Department is presently going through the accreditation process for the baccalaureate degree in elementary education, there has not been a lot of data yet to generate change in the department. One example, is that the data from other tribal colleges and from the early childhood program offered at FBCC through University of Mary promoted the creation of the EDU 240 – Preparation for Praxis I course in order to help students pass the Praxis I exam. Also, after one round of application essays scored on a writing rubric in the Spring of 2009, the Vice President of Academic Affairs and the Director of Teacher Education Department have directed increased training in candidates’ writing skills. Writing will be included in the teacher education seminar as well as encouraged in education courses.

On a larger scale, it is anecdotal evidence that initially encouraged FBCC to write the grant to establish a baccalaureate degree in elementary education with a minor in
middle school math or science. Reservation superintendents have voiced concern about non-local teachers coming and going through the school system without enough teachers establishing themselves on Fort Berthold. By offering a local program, it will encourage Fort Berthold residents to earn their degree and stay and teach at the neighboring schools. Also, math and science, although crucial to an education in the 21st century, have been weak in the reservation elementary and middle schools, causing a deficit in those skills in the high schools. By requiring a minor in middle school math or science, FBCC’s graduating teachers will be equipped with the knowledge and expertise to integrate those subjects in their classrooms. The degree program also requires a minor at the middle school level in an effort to make graduates more employable, as suggested by area superintendents as well.

**2c.3. What access do faculty members have to candidate assessment data and/or data systems?**

The FBCC Teacher Education Department is small, so faculty members have access to the assessment data. There is one faculty member who is in charge of inputting data as the administrator of the Microsoft Access Database. All assessment data is discussed at the annual Teacher Education Department meeting at the end of the academic year, as well as at more informal Teacher Education Department meetings, with reports given to each member.

**2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?**

Candidates are made aware of most of the assessment data that they are involved in because of its nature. Currently, they are required to be responsible for turning in attendance reports. The North Dakota state standard and core merit artifacts that are required in their courses, are usually used as part of their grade, for which they are made aware of by the instructor. Evaluations during class lesson plans, videos, and clinical practices are shown to candidates so they may build on their weaknesses. Candidates may also assess the program via the graduate and first/second year teacher evaluations.

Faculty members are given anonymous results of their SGID (Small Group Instructional Diagnosis) at midterm and course evaluations at the end of every semester. Although this data is not entered into the Teacher Education Department database, it is assessment that helps them reflect on and improve their teaching. As stated in 2c.3., program assessment data is discussed as a department with assessment reports given to each member. The Director of Teacher Education will make the decision, with the input of the Teacher Education Department faculty, of how to change the program in order to improve upon the results.

The annual program assessment report will be reviewed with the Advisory Board each year at the fall meeting. Input for improvement may be offered at that time.

**STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE**
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

From the beginning of the planning process, the FBCC Teacher Education Department consulted an advisory committee to give guidance and recommendations for the development of the baccalaureate degree program. All five of the reservation superintendents are part of the advisory committee and have been invited to all of the advisory meetings to give input to the curriculum and the clinical experience. In addition to the superintendents and the Director of the Teacher Education Department and faculty, the FBCC Vice President of Academic Affairs has assisted as well, as she holds a PhD in Education.

The Teacher Education Department has also worked with several consultants in the process of building the program. Two have experience at another North Dakota Tribal College in their education departments and one is a nationally known expert in Indian Education.

Since the baccalaureate degree is seeking accreditation by the North Dakota Education Standards and Practices Board in the spring of 2010, FBCC has not begun the field experiences and will not do so until the fall of 2011, at the earliest.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

Given that the FBCC Elementary Education with a minor in Middle School Math or Science degree is in the accreditation process, the clinical experience has not yet begun; it is only in the planning stage. Thus far, the Teacher Education Department has solicited advice and suggestions from the advisory committee, consisting of reservation superintendents, area youth group directors, and elders. One of the major changes initiated by the New Town superintendent was extending EDU 492 – Student Teaching from a typical 12-week experience to a 16-week experience. This is to give student teachers the optimum opportunity to gain experience and skills in the classroom before graduation.

One of the tribal college consultants has provided information on her college’s student teaching experience, as well as the types of evaluations that are administered during that time.

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Thus far in the baccalaureate program in the FBCC Teacher Education Department, candidates have only begun field experiences. For the field experiences,
which occur within candidates’ full semester schedules, candidates can choose to complete their requirements at a number of local schools. The Director of Teacher Education at FBCC will call the superintendent and discuss the arrangement. For student teaching, candidates are allowed to travel more of a distance. The Director of Teacher Education will look at a candidate’s preferences and make a determination of where it is appropriate to place that candidate to allow for the best chance of a successful student teaching experience. The Director will contact the school partner and arrange for a mentor teacher at the appropriate grade level who is willing to supervise a student teacher for 16 weeks.

3a.4. How do the unit and its school partners share expertise and resources to support candidates’ learning in field experiences and clinical practice?

The resources available at FBCC will be identified; Department heads in the areas of math and science, and consultants in these disciplines will be sought out for their expertise. These consultants will work with FBCC Staff and the local school district staff to strengthen best practices and assist in maintaining a high degree of knowledge base in research and content areas of math/science. This will lend itself to the sustainability of quality education to the FBCC students.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

Student Teaching is a 16 week clinical practice experience for the teacher candidates at FBCC. Prior to student teaching, candidates must have successfully completed with a grade of C or better, all of the coursework required for the degree, aside from EDU 492 – Student Teaching. Candidates must have a cumulative GPA of 3.0 or better, have passed the Praxis I and Praxis II exams, with the cut score determined by the state of North Dakota, show considerable progress on their electronic portfolio, and pass a background check. In addition, candidates must submit three letters of recommendation from individuals who know their interest in the teaching profession, an application for student teaching, a student teaching portfolio consisting of a current resume, a philosophy of teaching essay, two lesson plans, and artifacts that meet the North Dakota state standards. The candidate also must demonstrate the teaching skills required to student teach, as recommended by the teacher education faculty by means of lesson plan and video rubric results.

A successful student teaching experience will consist of 16 weeks of working in one or more elementary or middle school classrooms. During this time, student teachers will receive midterm and final evaluations from both their mentor teacher and their college supervisor. These evaluations are scored on the North Dakota state standards and the FBCC core merits. The student teachers will also evaluate themselves using the same evaluation. Student teachers will be required to attend initial, midterm, and final conferences with their mentor teacher and college supervisor, as well as attend weekly student teaching seminars. During the student teaching experience,
candidates will be required to finalize their electronic portfolio, adding artifacts and lesson plans from their time in the actual classroom.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7.

Table 7
Field Experiences and Clinical Practice by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences</th>
<th>Clinical Practice (Student Teaching or Internship)</th>
<th>Total Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Elementary Education with a minor in Middle School Math/Science</td>
<td>EDU 297 – Pre-Professional Experience (1 credit) EDU 298 – Middle School Field Experience (2 credits) EDU 300 – Elementary Practicum I (1 credit) EDU 400 – Elementary Practicum II (1 credit)</td>
<td>EDU 492 – Student Teaching (16 credits)</td>
<td>21 credits</td>
</tr>
</tbody>
</table>

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

The FBCC Teacher Education Department has a system that is in place to ensure and confirm that student teachers have developed the proficiencies set up by the program and the North Dakota Education Standards and Practices Board. The department has charted every course taken at FBCC and marked which North Dakota and program standards it meets. From that chart, two courses in which the standards are discussed and developed were chosen to provide artifacts to demonstrate that the learning and development of skills took place. The form or style of the artifacts vary and are up the instructors’ discretion, but must be able to be scored so that a result can be entered into a database per student and per standard. Instructors in the Teacher Education Department hold the standards in high regard and prioritize the attainment of them in the education courses.
By student teaching, the candidates will have already learned and utilized the North Dakota and institutional standards, so they are evaluated on use in the actual classroom at a midterm and final point in the 16-week experience. The mentor teacher and the college supervisor evaluate the student teacher, and a self-assessment is done as well.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

Aside from encouraging and stressing the importance of technology use during clinical practice, the North Dakota state standard 50015.6 is one of the criteria that student teachers are evaluated on during their 16 week student teaching experience. 50015.6 requires that candidates understand and apply instructional technology. Student teachers receive a midterm and final evaluation by their mentor teacher and college supervisor, as well as evaluating themselves.

Candidates will be well prepared to use instructional technology, as technology is one of the four pillars of academics at FBCC and is required in every class at the college, both general education and specifically teacher education courses. Candidates are also required to take EDU 222 – Technology for Teachers in which they learn to integrate technology into the curriculum.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

The basic criteria for the selection of school-based clinical faculty or cooperating teachers are three years of experience. Much value is placed on the judgment of the schools’ principals, and their knowledge of teachers’ daily involvement with students. They would be able to help FBCC Education Personnel make a professional decision about the appropriate placement of students for their clinical experience or student teaching.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

School-based faculty members must have a minimum of three years of successful classroom teaching, and have successfully completed the course, “Supervision of Student Teaching,” before they can be considered as school-based clinical faculty. The faculty member(s) and the FBCC supervisor(s) will meet prior to the student(s) entering a classroom to review the protocols regarding student teaching. The necessary contracts will be reviewed by the administration and all required signatures will be obtained.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?
In past programs that required the Director of Teacher Education to supervise student teachers, she has visited and observed once per week. This practice will continue during the Mada Maagarishtaup Awa Hee Aadsa Maa Aru Maa Giguckigash program as student teachers like and desire the familiarity of the college supervisor in their student teaching experience. In addition, FBCC will hold a regular student teaching seminar on Fridays to assist, encourage, and support the candidates in any way that they need.

The support continues to the graduates through a regularly scheduled seminar during their first and second years of teaching as well.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

Currently, FBCC does not have a program for other school professionals.

3c. Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

As the baccalaureate program is in the process of seeking accreditation, FBCC has not sent candidates into student teaching. The Teacher Education Department estimates that there will be between 5 and 10 candidates per year that will successfully complete clinical practice. It is FBCC’s expectation that at least 90% of the candidates that begin student teaching will finish successfully each year.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

The following roles and responsibilities are taken from the Teacher Education Department student handbook. It defines the candidates’ responsibilities as:

**PRIOR TO THE FIRST DAY OF STUDENT TEACHING:**
- Candidates are required to attend the first orientation meeting with their college supervisor, which usually is held prior to the first day of student teaching. At this meeting, clarification of any questions or concerns about assignments, expectations, and general procedures will be addressed.
- Contact the mentor teacher before the first day of student teaching.
- Find out the school hours. Candidates will usually follow the same schedule as the mentor teacher. Discuss with him/her what time one is expected to report in the morning and leave at the end of the day.
- Begin the process of organizing. It is recommended that a plan/grade book be purchased to be organized.
- Obtain copies of curriculum outlines, district and North Dakota Standards, school policy handbooks, the school calendar, and any other valuable and resourceful handouts that
may be needed. If such handbooks are not available, candidates need to ask specifically about the school policy concerning student disciplinary procedures, student records, accident reports, and anything else the school thinks will be helpful.

- Candidates should introduce themselves to the building principal, faculty, and staff. Inquire at the school’s main office about any sign-in or other procedures that the administration has in place.

- Find out the classroom systems regarding tardiness, rules for activities such as sharpening pencils, drinks of water, restroom privileges, gum chewing, paper, pencils, hats, locker privileges, etc. Also inquire about requirements for homework, responding to questions, seating arrangements, textbooks, talking in class, etc. Find out about safety rules and regulations and how fire drills, accidents, and accident reports are handled.

- The college supervisor is required to formally observe and evaluate the candidate at least twice during each placement. If at any time the candidate desires additional supervision or if problems in placement occur, the candidate should talk with the mentor teacher or the college supervisor as soon as possible.

- It will be helpful for the candidates to observe and reflect upon the professional interactions that they experience during student teaching. The candidate should attend to the interaction patterns, which the staff exhibits with one another.

- The candidate will become familiar with the students’ basic learning and performance characteristics, including approximate levels of achievement and general strengths and weaknesses. The candidate should examine cumulative and classroom records, lessons and plans of the mentor teacher, and samples of student work and related materials.

- The student teacher will interact with and observe students in a variety of settings: small group and large group instruction, unstructured settings (lunch, recess, hallways, etc.), and during individual interactions with their peers.

**DURING STUDENT TEACHING:**

- Assume the roles and responsibilities of a professional teacher (attendance, dress, speech, behavior, writing, and disposition).

- Begin individual and/or small group lessons where the mentor teacher has selected the instructional objective.

- Gradually expand responsibility for planning and teaching small groups, supervising outside of the classroom, and performing essential tasks (filling out forms, taking attendance, correcting homework, making copies, organizing the classroom, selecting and preparing materials, etc.)

- Develop at least one full instructional unit to be presented near the end of the student teaching placement.

- Observe other classrooms and programs as time permits.

- Begin to develop a personal style and philosophy of teaching through experimentation with different methods and materials, reflective practice, and dialogue with peers and teaching colleagues.

- The candidate’s electronic portfolio must be completed by the end of the final semester at FBCC. This should contain examples of best practices from all courses including student teaching.

- Assume more responsibility for the total learning atmosphere and environment.
• Accept an increased daily teaching load by teaching more subjects and periods as the placement continues.
• Practice assessment of learner abilities, needs, and feelings, as appropriate by observing and recording student interactions; conducting informal or criterion-referenced assessments; compiling and reviewing individual student records; consulting with professional support personnel, resource teachers, psychologist, school counselors, school nurse, etc.; and learning effective ways of expressing sensitivity to individual differences.
• Experience a typical teaching load by performing all of the duties of a typical school day. Take over planning and teaching independently for three weeks of the placement. As indicated, this may involve cooperative planning with the mentor teacher and paraprofessionals, but the candidate should assume the major role in the organization and operation of the class.
• Participate in all of the professional responsibilities of your mentor teacher (staff/team/department meetings, student meetings, school functions, etc.)
• Grow professionally by reading journals, attending faculty and association meetings, participating in parent conferences, attending conferences and staff development sessions and seeking constructive evaluation from others familiar with the candidate’s work.
• Keep a reflective journal. Frequent journal entries allow for consistent self-assessment. Reflect on both positive and negative events. How might the candidate change the way he/she teaches a lesson next time? How might you deal with a student differently next time? Even when a class has gone well, good teachers have ideas for strengthening a lesson.
• It is required to video tape one lesson in each student teaching placement. Candidates must use the Student Teaching Video Tape Self-Analysis and Reflection form (see Appendix) as an assessment tool for this process.

It defines the mentor teachers’ responsibilities as:

**MENTOR TEACHER’S RESPONSIBILITIES**

**OVERALL BEHAVIOR AND ATTITUDE:**
- ✓ Develop an effective professional relationship with the student teacher that fosters collaboration and professional growth.
- ✓ Assist the student teacher in classroom decision-making.
- ✓ Engage in classroom instruction to model teaching techniques, methods, and management.
- ✓ Nurture an atmosphere of sharing and mutual respect.

**GUIDANCE OF THE STUDENT TEACHER:**
- ✓ Read the student teacher’s application to become familiar with him/her.
- ✓ Meet with the student teacher prior to his/her assignment and provide him/her with valuable information regarding teaching materials, class lists, and seating charts.
- ✓ Prepare the classroom for the student teacher, including an office/desk area.
- ✓ Prepare students and parents for the arrival of the student teacher via a newsletter or e-mail, indicating the name of the student teacher and the duration of the field
experience. Background information about the student teacher may be appropriate and encourage a connection between the student teacher and students/parents.

**Guidance of the Student Teacher During the First Few Days:**
- Introduce the student teacher to students, faculty, and staff.
- Hold an initial meeting with student teacher and college supervisor to discuss expectations of the student teacher and to develop a rough draft of the student teacher’s schedule.
- Acquaint the student teacher with discipline policy and emergency procedures.
- Involve the student teacher in daily duties that include: attendance, grading, and working with students on an individual basis.

**Observation Plan:**
Mentor teachers are encouraged to follow the evaluation rubric for student teachers participating in the Teacher Education Program at FBCC. The evaluations are based on the North Dakota state standards and four core merits for teacher excellence and can be found in the appendix section of this manual. In addition to the evaluations, mentor teachers may consider a journal that would evaluate student competencies such as:
- Classroom organization/management
- Teaching style and lesson content
- Behavior and interaction between the student teacher and students
- Student assessment

Mentor teachers are asked to share these observations with the student teacher in a constructive manner that will lead to more reflective professional development.

**Phasing the Student Teacher into Full Time Teaching:**
Initially, it is suggested that the mentor teacher design and model teaching lessons, while allowing student teacher input. Gradually, the student teacher should be permitted to incur a greater role in the classroom with the mentor teacher providing opportunity for team teaching and other collaborative techniques to instill confidence in the student teacher.

**Guiding the Student Teacher during the Full Time Teaching Phase:**
- Provide times when the student teacher can be alone with the class.
- Avoid correcting the student teacher in front of the class.
- Expect the student teacher to plan in advance of each lesson/class.
- Review the student teacher lesson plans.
- Provide materials and resources to enhance the classroom learning experience.
- Convey to the student teacher that good planning leads to good teaching.
- Formally and informally evaluate the student teacher on a regular basis and complete a midterm evaluation and conference with the student teacher and college supervisor.
- Fully explain student assignments/grading criteria.
- Guide the student teacher in other professional ways that include teacher meetings, IEPs, and parent-teacher conferences.
- Model professional practices, attitudes, and ethics.
- Encourage participation in extracurricular school activities, PTO meetings, and professional organization meetings.
Phasing the Student Teacher out of Full Time Teaching:

- Begin to plan and design teaching lessons and slowly phase out student teacher involvement.
- Utilize team teaching strategies.
- Have student teacher assume managerial responsibilities such as attendance.
- Integrate the student teacher in duties that include observations of your own teaching style, lesson content, classroom organization, and assessments.

Guiding the Student Teacher during the Last Week of Student Teaching:

- Prepare the student teacher for the emotional disconnection from the classroom.
- Notify the students that the student teacher is leaving.
- Allow informal discussion of the student teaching experience between students and the student teacher.
- Organize opportunities for the student teacher to observe in other classroom settings.
- Organize a final conference with the student teacher and the college supervisor and return the final evaluation to the Director of Teacher Education at FBCC.
- Assist the student teacher in securing other recommendations from faculty or administration if appropriate.

Evaluation of the Student Teacher:

The evaluation of the student teacher is an ongoing process that is referred to throughout the student teaching experience. The main purposes of the evaluation are to:

- Provide the student teacher with verbal and written feedback.
- Enable the student teacher to recognize strengths and weaknesses within their teaching style.
- Help the student teacher with self-reflection and creation of experiences for improved performance in the classroom.

It is the responsibility of the mentor teacher to communicate with the student teacher and the college supervisor. This open dialogue will lead to a successful student teaching experience. The mentor teacher is asked to use the approved student teacher evaluations as well as periodic supplemental observations. All evaluations become part of the student teacher’s permanent file. A final grade is given by the college supervisor, with the mentor teacher serving as a consultant in the final assessment.

Examples of informal evaluation include:

- Informal conferences
- Video feedback
- Student feedback
- Student teacher self-evaluation

Required formal evaluations (see appendix section) include:

- Midterm evaluation/Feedback
- Final evaluation/Feedback

It defines the college supervisors’ responsibilities as:
A college supervisor is a faculty member who is in charge of guiding, helping, and directing the student teacher. The supervisor must have teaching experience at the grade level(s) they are supervising. The college supervisor will provide a copy of the North Dakota Student Teacher Guidelines to the cooperating teacher. In addition, the supervisor will provide a copy of the student teacher file which contains a brief biography, student teaching application, letters of recommendation, philosophy of teaching, résumé, and other pertinent information contained in the student teacher’s e-portfolio.

**Responsibilities:**
The college supervisor is a critical member of the student teaching team whose common goal is to develop an effective teaching and learning environment for the student teacher and the students. Major responsibilities include:

- Serve as a liaison between the college and the assigned school administration.
- Communicate progress reports to the student teacher and mentor teacher.
- Assist the mentor teacher in the supervision of the student teacher and help solve any interpersonal communication problems between student teacher and mentor teacher.
- Organize and set up the initial, midterm, and final conferences with the student teacher and cooperating teacher.
- Complete a midterm and final evaluation (see appendix section), prior to the midterm and final conference.
- Submit copies of the evaluations and observations to the Director of Teacher Education. The student teacher’s signature must be on all evaluations to indicate that he/she has been informed of their evaluation results.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?
Clinical faculty and the student teachers assigned to them will meet frequently – perhaps daily. Participants in field experiences and clinical practice or student teaching will be required to keep journals in which they will record their impressions of their experiences while in the classroom. There will be separate meetings or seminars for each group of students where they will be free to exchange information, reflect on their experiences, and provide feedback to FBCC staff. Students will selectively enter artifacts in their e-portfolios, and they will video themselves working with students in small groups. Those in clinical practice or student teaching will also video themselves when teaching classes.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?
During student teaching, candidates must pull together all of their content and pedagogical knowledge that they have accumulated during their education at FBCC and integrate it into an actual classroom. During this 16 week experience, student teachers are given multiple assessments on helping all students learn. The candidates themselves administer one of the assessment pieces – a pre and post-test to the students in the classroom. The student teachers are also given evaluations by the
mentor teacher and the college supervisor at the midpoint and the end of student teaching. These evaluations assess whether or not the candidate effectively demonstrated the North Dakota state standards and the FBCC Teacher Education Department core merits. Candidates have formal meetings with the mentor teacher and the college supervisor to go over the results, as well as regular informal meetings to discuss problems or shortcomings the student teacher has. Candidates also evaluate themselves on their knowledge and ability to demonstrate the standards and merits.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

Candidates will keep a journal in which they will record their thoughts, ideas, and questions to discuss with the college supervisor and/or the mentor teacher, and other pertinent information regarding their learning experiences. Candidates will also do a case-study on one child in math or one child in science depending on what their field of emphasis they have chosen – math or science. They will describe actual learning events of that child, collect evidence of the child’s learning, thoughtfully analyze the data, and design the appropriate activities that will improve the child’s learning. The collection of materials will show the child’s improvement over time. The candidate will have frequent conferences with the child being observed to gather feedback from her/his perspective, and to involve the child in planning for the next step in their educational process. These processes will enable the candidate to follow the growth of the child in math and/or science and instill, through this research, connections to content and applications with analysis to children’s learning.

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

In the span of the candidates’ education at FBCC, they take four field experience courses and one student teaching course. The field experience courses are EDU 298: Pre-Professional Experience, EDU 297: Middle School Field Experience, EDU 300: Elementary Practicum I, EDU 400: Elementary Practicum II, and EDU 492: Student Teaching.

During the path of these five courses, candidates will observe at public reservation schools, which are diverse in student population and include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Candidates will have the choice of choosing from a variety of area schools for their student teaching, including on and off the reservation. During both field experiences and student teaching, candidates will be asked to discuss and journal about their experiences, which includes their experiences with diverse and exceptional students. During student teaching, candidates are also evaluated on North Dakota state standard 50015.3b: their ability to adapt instruction to students of diverse backgrounds.
STANDARD 4. DIVERSITY
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The FBCC teacher education candidate dispositions that relate to diversity are:

<table>
<thead>
<tr>
<th>The teacher candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. understands and values the four core merits that he/she teaches. Best practices in research are available to our teacher candidates through additional use of technology within the four core merits.</td>
</tr>
<tr>
<td>2. believes in the CREDE principles and philosophies:</td>
</tr>
<tr>
<td>a. All children can learn.</td>
</tr>
<tr>
<td>b. All children learn best when challenged by high standards.</td>
</tr>
<tr>
<td>c. English proficiency is a goal for all students.</td>
</tr>
<tr>
<td>d. Bilingual proficiency is desirable for all students.</td>
</tr>
<tr>
<td>e. Language and cultural diversity can be assets for teaching and learning.</td>
</tr>
<tr>
<td>f. Teaching and learning must be accommodated to individuals.</td>
</tr>
<tr>
<td>g. Risk factors can be mitigated by schools that teach the skills that schools require.</td>
</tr>
<tr>
<td>h. Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.</td>
</tr>
</tbody>
</table>

The teacher candidate will also meet the following NBPTS (National Board for Professional Teaching Standards) standard:

7. Respect for Diversity: Accomplished teachers help students learn to respect and appreciate individual and group differences.

Candidate dispositions are aligned with FBCC core merits, NCATE standards, and North Dakota state standards. In turn, courses are aligned with the FBCC core merits and North Dakota state standards, and certain courses are assigned artifacts for each of these in order to assure that the candidate dispositions are met.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

1. awareness of the importance of diversity in teaching and learning; and
2. the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?
The candidates in the FBCC teacher education program are required to take the following courses relating to diversity: EDU 210 – Introduction to Exceptional Children, EDU 305 – Multicultural Education, IS 201 – History of the Three Affiliated Tribes, and IS 101 – Introduction to Indian Studies. During the candidates’ field experience courses, they are able to observe in classrooms of every grade level, including reading and special education. Although FBCC has not had any student teachers in the Mada Maagarishtau Aw Hee Aadsa Ama Gigauggash (The ones that teach our children how everything on this earth works) program, most of the candidates will opt to work at reservation schools where there is a high population of Native American students. In addition, instructors in every education course include material about students with linguistic difficulties, special education students, and students with advanced skills.

One of the FBCC Teacher Education Department’s core merits is CREDE. As defined on http://crede.berkeley.edu/index.html, “the Center for Research on Education, Diversity & Excellence (CREDE) is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. CREDE promotes research by university faculty and graduate students and provides educators with a range of tools to help them implement best practices in the classroom.” One of the FBCC Teacher Education Department’s consultants is trained in the seven standards set forth by CREDE to enhance the learning of minority students. The consultant has worked with the Teacher Education Department faculty at length and also provided professional development for all faculty members. The candidates are expected to understand and utilize the CREDE standards in their lesson plans and in their everyday teaching upon graduation. Along with the North Dakota state standards, the CREDE standards are also in the course assessment system which collects artifacts regarding each standard in two different courses. In addition, the CREDE standards are also assessed in the candidates’ electronic portfolio, lesson plans, and the student teacher evaluations.

4a.3. What key assessments provide evidence about candidates’ proficiencies related to diversity? How are candidates performing on these assessments?

The following chart indicates which courses require artifacts demonstrating knowledge and understanding of the North Dakota state standards and FBCC core merits pertaining to diversity. The artifacts are scored by the instructor and entered into the Teacher Education Department database.

<table>
<thead>
<tr>
<th>North Dakota state standards/FBCC core merits:</th>
<th>Courses:</th>
</tr>
</thead>
</table>
| 50015.3b - Instruction: Adaptation to Diverse Students | EDU 210 – Introduction to Exceptional Children  
PSY 230 – Educational Psychology |
| 50015.3d - Instruction: Active Engagement in Learning | EDU 232 – Classroom Management  
EDU 300 – Elementary Practicum I |
| Culture                                      | EDU 305 – Multicultural Education  
|                                            | EDU 224 – Fine Arts Activities & Methods |
| CREDE #1 - Teachers and Students Producing Together | EDU 421 – Math Methods & Materials  
|                                            | EDU 422 – Language Arts Methods & Materials |
| CREDE #2 - Developing Language and Literacy Across the Curriculum | EDU 422 – Language Arts Methods & Materials  
|                                            | EDU 423 – Reading Methods & Materials |
| CREDE #3 - Making Lessons Meaningful         | EDU 305 – Multicultural Education  
|                                            | EDU 424 – Social Studies Methods & Materials |
| CREDE #4 - Teaching Complex Thinking         | EDU 210 – Introduction to Exceptional Children  
|                                            | MATH 277 – Math for Elementary Teachers |
| CREDE #5 - Teaching through Conversation     | EDU 423 – Reading Methods & Materials  
|                                            | EDU 451 – Middle School Teaching Methods |
| CREDE #6 - Modeling and Demonstration        | EDU 237 – Music for Elementary Teachers  
|                                            | EDU 426 – Science Methods & Materials |
| CREDE #7 - Student Directed Activity / Choice and Initiative | EDU 222 – Technology for Teachers  
|                                            | EDU 224 – Fine Arts Activities & Methods |

The assessment of artifacts relating to standards has recently begun in the fall semester of 2009 so data on how the candidates are performing is not available yet.

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

As displayed in Table 8 in question 4b.3, the majority of the faculty members at FBCC are of Native American decent, specifically of the Mandan, Hidatsa, and Arikara tribes. The mission of the institution specifies that the college’s priority is educating people of the Mandan, Hidatsa, and Arikara tribes. The *Mada Maagaritsatu Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program was developed to graduate Fort Berthold tribal members with baccalaureate degrees in elementary education with an emphasis in math and science. Therefore, Native American diversity is built into and is at the core of the program. Although candidates interact with many Native American instructors, there are instructors of different ethnicities and backgrounds as well. Candidates, as well as all students, are able to have a strong relationship with faculty as the class size at FBCC is small.
4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

The FBCC Teacher Education Department faculty members have a great deal of experience working with students from diverse groups in the area of education.

Dr. Clarice Baker-Big Back has worked in education for almost 35 years. She has worked in elementary schools on Indian Reservations in North Dakota and Montana as an elementary and middle school teacher for four years and as a principal for four years. She was a professor at the University of North Dakota in the Department of Teaching and Learning where she taught education courses and supervised candidates in their field experiences. While working at UND, Dr. Baker-Big Back established the teacher education program at Fort Berthold Community College where she is currently the Vice President of Academic Affairs. She is a strong advocate for establishing the baccalaureate degree at FBCC in elementary education in order to improve the instruction for children on Fort Berthold.

Anna Rubia has worked in education for more than 35 years. She taught six years in elementary schools on Indian reservations in the states of North Dakota and Montana. She was a Superintendent for four years in a school on an Indian reservation and was a Principal with an Indian population in an urban and reservation setting for seven years. She has supervised Federal Projects for Title IV, Title VII, Administration for Native Americans (ANA) and State Chapter I Projects, as well as taught teacher certification classes in cultural awareness. Ms. Rubia also worked two years at the Department of Public Instruction as the coordinator for Race and National Origin which involved working with immigrants, discrimination issues, and civil rights.

Bernadine Young Bird worked for four years as an elementary education teacher and learning disabilities specialist for four school districts, including three on Fort Berthold Reservation. She worked for seven years as an education specialist for the Bureau of Indian Affairs where she worked with three bureau-funded schools. Ms. Young Bird was employed with WILMAC (Williston-Mackenzie) for two years as a learning disabilities itinerate teacher where she taught exceptional ed students. She then worked for 18 years with the Three Affiliated Tribes as a special education director and Tribal Education Department administrator.

Cleo Charging worked at the White Shield School on Fort Berthold Reservation for 34 years. She was a paraprofessional for 6 years, a Kindergarten teacher for 6 years, an elementary teacher for 12 years, and an elementary principal for 10 years.

4b.3. How diverse are the faculty members who work with education candidates?
Please complete Table 8.
### Table 8
Faculty Demographics

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<tr>
<th></th>
<th>Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)</th>
<th>Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation &amp; Advanced Programs n (%)</th>
<th>All Faculty in the Institution n (%)</th>
<th>School-based faculty n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>3 (60%)</td>
<td>N/A</td>
<td>N/A</td>
<td>13 (54%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>5 (21%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2 (40%)</td>
<td>N/A</td>
<td>N/A</td>
<td>5 (21%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>5 (100%)</td>
<td>N/A</td>
<td>N/A</td>
<td>24 (100%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>5 (100%)</td>
<td>N/A</td>
<td>N/A</td>
<td>16 (66%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>8 (33%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>5 (100%)</td>
<td>N/A</td>
<td>N/A</td>
<td>24 (100%)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**4b.4. What efforts does the unit make to recruit and retain a diverse faculty?**

As stated in the FBCC Faculty Handbook, “It shall be the fundamental policy of the College to provide Indian preference to all its employees and applicants for employment and to assure there shall be no discrimination against any person, within a framework of Indian preference, on grounds of race color, creed, national origin, religion, handicap, age, sex, except when sex is a bonafide occupational qualification.”

**4c. Experiences Working with Diverse Candidates**

**4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?**
Because the number of candidates FBCC has in the teacher education program is small, the candidates interact with each other on a daily basis. The program is set up as a learning community in which the students take as many classes together as possible, along with a mandatory weekly seminar, and form a small support group for each other. As evident from 4c.2, the majority of the candidates are from an American Indian background, but students from a different ethnic background are never discouraged to apply to the program. FBCC only has candidates at the main campus, so difficulties with distance learning or off-campus sites are not a problem.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? Please complete Table 9 below.

Table 9
Candidate Demographics

<table>
<thead>
<tr>
<th></th>
<th>Candidates in Initial Teacher Preparation Programs n (%)</th>
<th>Candidates in Advanced Preparation Programs n (%)</th>
<th>All Students in the Institution n (%)</th>
<th>Diversity of Geographical Area Served by Institution (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>5 (83%)</td>
<td>429 (91.3%)</td>
<td>3,986 (67.4%)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1 (0.2%)</td>
<td>7 (0.1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>1 (0.2%)</td>
<td>6 (0.1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2 (0.03%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8 (1.7%)</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1 (17%)</td>
<td>31 (7.6%)</td>
<td>1,594 (26.9%)</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>294 (5.0%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>26 (0.4%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>6 (100%)</td>
<td>470 (100%)</td>
<td>5,915 (100%)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4 (66%)</td>
<td>298 (63.4%)</td>
<td>3,038 (51.4%)</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2 (33%)</td>
<td>172 (36.6%)</td>
<td>2,877 (48.6%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6 (100%)</td>
<td>470 (100%)</td>
<td>5,915 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program is aimed at graduating American Indian and Alaska Native students with a B.S. in elementary
education with a minor in middle school math or science. Students of other ethnic backgrounds are not discouraged or denied from the program, but the recruitment of candidates is mainly from that of American Indian and Alaska Native backgrounds, particularly Mandan, Hidatsa, and Arikara. The third Purpose/Goal of the Teacher Education Department is to provide leadership in best practices that is research-based and culturally appropriate, but specific to the Mandan, Hidatsa and Arikara Nation. The mission of the entire college is: “Fort Berthold Community College will provide quality Academic, Cultural, and Vocational Education and Services for the Mandan, Hidatsa, and Arikara Nation.” All academic programs and departments follow the FBCC mission to prioritize services to the indigenous people of the Fort Berthold Reservation.

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

During student teaching, student teachers receive midterm and final evaluations from both their mentor teacher and their college supervisor. These evaluations are scored on the North Dakota state standards and the FBCC core merits, some of which pertain to diversity and how the student teachers adapt their instruction to fit the need of diverse students. The student teachers will also evaluate themselves using the same evaluation. Student teachers will be required to attend initial, midterm, and final conferences with their mentor teacher and college supervisor, as well as attend weekly student teaching seminars. During these conferences, and in review of their evaluations, strong and weak points will be addressed. If a student teacher is not perceived to deal well with diversity, they will be mentored in ways to improve.

A majority of the candidate’s field experiences will be on the Fort Berthold Reservation, but there will also be opportunities for work in schools of different regions, ethnic population, and sizes.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 below.
These are the demographics for the local elementary and middle schools on Fort Berthold and reflect the basis of our student teaching experiences. However, a variety of other locations with diverse experiences will be included.

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Throughout the curriculum, candidates are evaluated by peers, college instructors, supervisors and mentor field teachers. As mentioned, during student teaching, they receive midterm and final evaluations from both their mentor teacher and their college supervisor. These evaluations are scored on the North Dakota state standards and the FBCC core merits, some of which pertain to diversity and how the student teachers adapt their instruction to fit the need of diverse students. The student teachers will also evaluate themselves using the same evaluation. Student teachers will be required to attend initial, midterm, and final conferences with their mentor teacher and college supervisor, as well as attend weekly student teaching seminars. During these conferences, and in review of their evaluations, strong and weak points will be addressed. If a student teacher is not perceived to deal well with diversity, they will be mentored in ways to improve.

Candidates will also be evaluated by peers during their coursework. Peers are encouraged to give constructive criticism on all North Dakota state standards and FBCC core merits. This encourages developing skills in working with diverse students in two aspects. First, when candidates read their peers’ evaluations, they can take that constructive criticism into account in their next lesson or presentation. Second, when candidates evaluate a peer, they become conscientious of the very same categories in which they should be concentrating and improving on as well.
STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

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

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11.

Table 11
Faculty Qualification Summary

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</th>
<th>Teaching or Other Professional Experience in P-12 Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Clarice Baker – Big Back</td>
<td>PhD</td>
<td>Vice President of Academic Affairs</td>
<td>Members of National Indian Education Association</td>
<td>See appendix C</td>
</tr>
<tr>
<td>Anna Rubia</td>
<td>M.ED</td>
<td>Director of Teacher Education</td>
<td>Members of National Indian Education Association; Superintendent of Mandaree K-12 school; Development of science curriculum for EPSCOR project; Presentation at National Indian Education Association Conference</td>
<td>See appendix C</td>
</tr>
<tr>
<td>Bernadine Young Bird</td>
<td>M.S.</td>
<td>Full-time Education Faculty</td>
<td>Member of Council for Exceptional Children;</td>
<td>See appendix C</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Title</td>
<td>Experience</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Stacey Mortensen</td>
<td>D.C.</td>
<td>Full time Education/Science Faculty</td>
<td>Administrator for Three Affiliated Tribes Education Department; Developed and Administered an Early Childhood Program for the TAT; Established and facilitated early childhood cooperative meetings and summits for ND and the TAT</td>
<td></td>
</tr>
<tr>
<td>Cleo Charging</td>
<td>M.ED</td>
<td>Adjunct Education Faculty</td>
<td>Member of ND Association for Early Childhood Consortium</td>
<td></td>
</tr>
</tbody>
</table>

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Professional education faculty members who do not hold doctorate degrees usually have master’s degrees in an education field plus experience teaching or in school administration. It is imperative to FBCC’s program for the education faculty to have experience in classrooms as candidates take courses from the same instructors throughout their curriculum. In certain circumstances, an adjunct instructor may not have a doctorate or master’s degree, but will then have a significant amount of experience at the elementary or middle school level. In addition, some of the math and science content courses in the program are taught by faculty members without an education degree, but who are highly qualified to teach such subjects. They also have
had a great deal of training from program consultants on how to incorporate the four core merits (culture, constructivism, comprehension and CREDE) into elementary and middle school classrooms.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

The Director of the Teacher Education Department is the FBCC college supervisor for student teaching. Currently, the Director has a Master’s Degree in education, was an elementary teacher for six years, an elementary principal for seven years and a superintendent on the Fort Berthold reservation for four years. In addition, she has taught teacher certification classes in cultural awareness/education at the college level, taught education courses at the community college level and university level for pre-service teachers and supervised student teachers at public school levels.

The FBCC Teacher Education Department works with accredited schools in which the student teachers will be placed. The schools operate under the North Dakota Department of Public Instruction’s standards of qualified teachers and FBCC offers a course in Supervision of Student Teaching to each of the mentor teachers who will supervise a Teacher Education Department candidate. If a candidate prefers to student teach at a private school, the FBCC Teacher Education Department will work with the school district to ensure the protocols of teacher placement are satisfied.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Higher education clinical faculty follow latest best practices in school settings. Educators who are noted in their fields are brought in for staff development to help FBCC staff keep abreast of the newest and best practices. The latest educational journals are available on site and the clinical faculty is encouraged to peruse them. Staff members attend and participate in regional and state conferences, and in Native state and national conferences; they also network with other institutions and educators on a state and regional level.

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

Professional education faculty members are obliged to utilize the four core merits in every class they teach. The four core merits are Comprehension, Constructivism, Culture and CREDE (principles of research, education, diversity, and excellence). The four core merits are the guiding principles of what is needed for Native students in the field of education and pertain to the best practices in teaching adapted to the learning styles of children.
5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

In many classes students are required to keep a journal in which they record their thoughts in regard to their role as future educators. In required seminars, students will do writing that implies connection to their educational philosophy and supports education theory. They collect artifacts pertinent to their respective classes; they problem solve through questioning and an exchange of ideas; and they research appropriate topics. The students add carefully selected artifacts to their e-portfolios. Each faculty member emphasizes that what is done now will impact future professionalism.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Unit faculty members model Constructivism and the four core merits which are key components to instruction at Fort Berthold Community College. The assessments used are power point presentations, tests, peer assessment, rubrics, e-portfolios, and self assessment.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

The use of technology in the classroom is required in every FBCC course, as it is one of the college’s tenets. Most of the classrooms at FBCC are equipped with a networked computer hooked up to a projector and screen. The math classroom has a Smart Board that is utilized by the math faculty. Every faculty member has been trained on how to make use of Blackboard in their classes. In addition, students are required to use FBCC email as a means of communication with their instructors.

A big part of assessment, as well as instruction is the candidates’ electronic portfolios. In every upper level education course candidates are required to insert artifacts of their best practices and videos as links in their e-portfolio.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

The overall evaluation of FBCC faculty is systematic in nature. It is up to each faculty member to use the information gathered to assess his/her own teaching in order to improve his/her performance.

As with every faculty member at FBCC, there are course evaluations at the end of every course that are filled out by students. Unfortunately, the course evaluations are not specific to each department, but ask students about what they learned, how much they learned, and if culture, technology, and constructivism were integrated into the course. These are collected by the FBCC Data Manager, compiled, kept for documentation by the Data Manager, and copies of the anonymous results are given to each instructor for each course. This process is carried out at the end of each semester. The downfall of such course evaluations is that it does not solicit reviews from students who have dropped the course or who may not be present on the day they are given.
Each faculty member at FBCC also undergoes another evaluation process every semester called a Small Group Instructional Diagnosis (SGID). Each instructor arranges for one class at midterm to be evaluated. Another faculty member comes into the classroom and listens to and discusses the positive and negative aspects of the class so far in the semester. This method of assessment brings about very helpful and constructive criticism of the class. The evaluating faculty member then anonymously types the comments and discusses them with the instructor of the course. This is an effective way for faculty to assess what is going on in their classrooms and make positive changes during the current semester. A copy of the SGID evaluation is kept by the instructor and in his/her file in the office of the Vice President of Academic Affairs.

At the end of the academic year, each faculty member meets with two colleagues and either the Vice President of Academic Affairs or the Faculty Chair. An overall evaluation is filled out based on the SGIDs from fall and spring, the course evaluations from fall and spring, an Individual Development Plan (indicating professional development, short term goals, long term goals, strengths, and weaknesses), and an electronic portfolio created and updated by the faculty member.

At this time, course evaluations are given for full-time and adjunct faculty, however the SGID is optional for adjunct faculty. Adjunct faculty members also do not have the overall evaluation with the team of two colleagues and Vice President of Academic Affairs.

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution’s and unit’s mission?

Faculty members are expected to do research in their respective fields. They are encouraged to publish their findings and other articles of interest in the Tribal College Journal. It is also encouraged that faculty make presentations of their research to broader audiences at regional, state, and national conferences. One faculty member volunteers her time and effort to help preserve an oral history of our tribes by meeting with elders and publishing the exchanges that occur among the elders. Other faculty members commit their time to community-based issues such as the refinery and other issues prevalent to the Fort Berthold Reservation.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit’s faculty is engaged in scholarship?

Faculty members are engaged in many scholarly investigations in their own or a related field. As an example, a science instructor researched all aspects of June Berries, did his dissertation on the subject, and earned his Ph.D. It related to teaching and learning because he included 25-30 students who worked with community members in aspects such as oral history regarding the June Berry plants, and the actual planting and care of the plants. Education Department faculty members are all predisposed to do
research in the four core merits which will strengthen their capability to provide strong leadership in the academic area. The education department also provides scholarship by inviting research based scholars to provide professional development to the department faculty, FBCC staff and faculty, and the local school educators. It is expected that all unit faculty are engaged in some sort of scholarship that will increase the knowledge base of their own teaching and learning.

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

The Fort Berthold Community College mission is: “The Fort Berthold Community College will provide quality, cultural, academic, and vocational education and services to the Mandan, Hidatsa, and Arikara Nation.” All faculty and staff are encouraged to maintain the preservation of the Three Tribe culture in all areas of academic as well as vocational education of students of FBCC. This is done in all discipline areas and is a foundation on which the institution is grounded.

The mission of the Teachers Education Department is: “The mission of the Teacher Education Department is to integrate our four core merits of Comprehension, Constructivism, Culture and CREDE (principles of research, education, diversity, and excellence) in the teacher education program. The four core merits will connect our children’s learning to their environment and make meaning in their lives.” The intent of the unit mission is the exploration of relationships, the children’s learning, and their environment which will sustain the meaning in their lives.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities?

Service activities include collaboration with other agencies and schools in the local area for the benefit of securing financial resources. Some of these collaborations require additional classes to the college, based on community needs and request. Services to the local state and Indian education organization provide a commitment to ensure a parallel education for Native students. FBCC faculty members have made presentations locally at the Three Affiliated Tribes Educational Summit, and at the state level at the North Dakota Indian Education Association Conference. The Teacher Education Department faculty members are also members of both the North Dakota Science Teachers Association and the North Dakota Council of Mathematics Teachers. At least 50% of the current faculty members are actively engaged in service activities as they present themselves.

5e. Unit Evaluation of Professional Education Faculty Performance
5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

As with every faculty member at FBCC, there are course evaluations at the end of every course that are filled out by students. Unfortunately, the course evaluations are not specific to each department, but ask students about what they learned, how much they learned, and if culture, technology, and constructivism were integrated into the course. These are collected by the FBCC Data Manager, compiled, kept for documentation by the Data Manager, and copies of the anonymous results are given to each instructor for each course. This process is carried out at the end of each semester. The downfall of such course evaluations is that it does not solicit reviews from students who have dropped the course or who may not be present on the day they are given.

Each faculty member at FBCC also undergoes another evaluation process every semester called a Small Group Instructional Diagnosis (SGID). Each instructor arranges for one class at midterm to be evaluated. Another faculty member comes into the classroom and listens to and discusses the positive and negative aspects of the class so far in the semester. This method of assessment brings about very helpful and constructive criticism of the class. The evaluating faculty member then anonymously types the comments and discusses them with the instructor of the course. This is an effective way for faculty to assess what is going on in their classrooms and make positive changes during the current semester before it is over. A copy of the SGID evaluation is kept by the instructor and in his/her file in the office of the Vice President of Academic Affairs.

At the end of the academic year, each faculty member meets with two colleagues and either the Vice President of Academic Affairs or the Faculty Chair. An overall evaluation is filled out based on the SGIDs from fall and spring, the course evaluations from fall and spring, an Individual Development Plan (indicating professional development, short term goals, long term goals, strengths, and weaknesses), and an electronic portfolio created and updated by the faculty member.

At this time, course evaluations are given for full-time and adjunct faculty, however the SGID is optional for adjunct faculty. Adjunct faculty members also do not have the overall evaluation with the team of two colleagues and Vice President of Academic Affairs.

5e.2. How well do faculty perform on the unit’s evaluations?

The FBCC Teacher Education Department is evaluated as a whole by the candidates upon graduation and after their first and second year of teaching. At this time the graduates can fairly assess the FBCC program and evaluate aspects such as faculty, meeting the North Dakota and institutional standards, curriculum, and general preparedness for the profession. Because the baccalaureate program is not yet accredited, there have not been any graduates and there are no results on how the faculty members have fared on the evaluations.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?
Every year as part of their evaluation, faculty members must fill out an Individual Development Plan, as directed by the Vice President of Academic Affairs. The Individual Development Plan is a tool for faculty to track their professional development, strengths, weaknesses, and short and long term goals. The professional development will indicate, by year’s end, if they grew at a professional level. The strengths and weaknesses should point the instructor in a direction the following year towards possible professional and personal development. At the overall evaluation at the end of the academic year with two colleagues and either the Vice President of Academic Affairs or the Faculty Chair, the short term and long term goals from the previous year’s Individual Development Plan are revisited to check that there has been progress.

As dictated in the Faculty Handbook, instructors at FBCC have academic freedom in their classrooms. How instructors decide to interpret and utilize the comments from the SGIDs and course evaluations is ultimately up to them. It should be evident through the evaluation process at the end of the academic year if improvements in teaching, scholarship, and service are necessary.

**5f. Unit Facilitation of Professional Development**

**5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?**

Because the FBCC Teacher Education Department is small, it is easy to tailor professional development to the needs of the unit. At the Teacher Education Department annual meeting, all of the assessments are evaluated and areas of weakness are noted. At that time it is discussed why there is a weakness in that particular area. If it is a weakness in faculty expertise or comprehension, then it is determined that professional development is necessary. Professional development is also discussed throughout the year and planned as required. At times, candidates are also invited to professional development seminars as well, in order to increase their comprehension of FBCC Teacher Education Department’s four core merits.

**5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit’s conceptual framework?**

FBCC offers several professional development activities to all faculty members every year. These almost always relate to culture in the classroom, technology, research, constructivism, or aspects of CREDE (Centers for Research on Education, Diversity & Excellence) studies on how Native American students learn best. These are the areas that the Vice President for Academic Affairs feels are most important for the faculty. In addition, the Teacher Education Department has hired a consultant in the past year to assist in developing the four core merits for the program. The consultant has trained the Teacher Education Department faculty in integrating culture, constructivism, comprehension, and CREDE into the program, as well as into their own classrooms. She has trained the faculty in the best practices of the four core merits, and will continue to work with the faculty and candidates in the program.
In the future, it is likely that the faculty will continue to get training in similar areas. Every year there is a week-long training in May for all faculty members, as well as trainings throughout the academic year.

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Every year the Vice President for Academic Affairs schedules a week-long training in various professional development topics in May after the spring semester finishes and before the summer semester begins. This is mainly for full-time faculty, but adjunct faculty members are invited as well. Throughout the academic year, there is almost always a technology training that may be several sessions stretched out over several months. Examples of past trainings in technology include Blackboard, building an online course, advising with Jenzabar, and Microsoft Office components. In addition, there are also cultural trainings for both faculty and staff of the college every year. Faculty members are also encouraged to attend trainings in their discipline, as well as conferences offered by the QEM (Quality Education for Minorities) Network.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The FBCC Teacher Education Department has a plan in place for the future of the elementary education program. The department works together to prepare the schedule of classes each semester. An audit is performed on the candidates’ course histories to see which courses are necessary. The department has a general schedule of which courses are offered per semester, but this has to change from time to time to work around candidates’ requirements and circumstances. The department attempts to hire the same adjunct instructors for repeat courses in order to keep continuity in the program.

As pointed out, the department currently has appointed the science faculty member to be the data manager of the program. The data manager is responsible for contacting each instructor of every course that is required to turn in an artifact score for the assessment database at the beginning of the semester. She will ensure that the instructors know what is needed and why and will work with the instructors to come up with appropriate artifacts and scoring systems. She will check in with the instructors throughout the semester to make certain that the assessment artifact plans are being carried out. At the end of the semester, the data manager will collect the scores from the instructors and enter them in the assessment database. In addition, she will work
with the instructors to make sure the course matrices (see Precondition 4.5 of the Precondition report) are accurate.

The department will work as a group at the end of every academic year when it goes over the assessment data. The members discuss what can be done to improve the program, achieve the goals of candidate learning, or changes that are necessary.

The recruitment of students into the program is another issue that is dealt with by the whole department. The members attend events to promote the program, speak with potential students for the program, and advertise to raise awareness of the program.

Candidates of the program know that they can raise concerns with any faculty member in the department. The FBCC Teacher Education Department is small enough that frequent formal and informal meetings are a regular occurrence to discuss minor to major aspects of the program.

6a.2. What are the unit’s recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

FBCC recruits students by putting a full page ad in the local newspaper every semester, renting a billboard in town for one month out of the year, offering classes and trainings to local businesses and organizations, putting a course schedule in all of the local post office boxes every semester, visiting area high schools, participating in local parades and events, speaking on the New Town radio station, and more. At this point, the Teacher Education Department has only begun to recruit students to the program, but it has put flyers around FBCC and around town, sent out brochures to local superintendents and past graduates of the associate degree, printed articles in the FBCC newsletter and area newspapers, gave presentations at FBCC events, spoke to area superintendents and principals, and through direct recruitment to current students in the A.A. in Elementary Education degree.

The admissions policy is stated in the FBCC Teacher Education Department student handbook:
Admission to the Teacher Education Cohort/Learning Community

The candidate who intends to pursue a program in teacher education must apply to the Teacher Education Department and be approved for admission into the program. A candidate must meet the following criteria to be considered for admission:

11. A minimum cumulative grade point average of 2.50
12. Satisfactory performance in ENG 110, ENG 120 and COM 110
13. Academic performance of an A or B grade in Math 103 – College Algebra
14. Written recommendations from three professionals
15. Essay on why the candidate would like to enter the Teacher Education Program
16. Work in progress on the electronic portfolio
17. Professional resume
18. Demonstrate a commitment to the learning community model
19. Agree to fulfill service to education or a related field on Fort Berthold upon graduation
20. Exhibit suitable character necessary to teach

The Teacher Education Department and a committee consisting of administrators, faculty, and staff will review the documentation and make a recommendation. If the applicant is denied admission due to a condition that can be corrected, the applicant may reapply when the deficiency is removed, or may be put on interim probation.

The Director and faculty of the Teacher Education Department inspect all college publications that contain information about the program, mainly the college website and catalog. The Teacher Education Department decides what information is printed and can rectify any incorrect material.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

FBCC is currently aligned with the North Dakota University System’s school calendar. Academic calendars are accurate as they are approved through the curriculum committee and then the administrator’s committee meeting. Catalogs are the responsibility of multiple departments. The curriculum committee reviews the academic section as a whole, but then each department is responsible for its own section including course descriptions, program descriptions, and degree plans. Any difficulties are discussed at a curriculum meeting. The catalog is updated annually. Grading policies, including incompletes, independent studies, and grade changes, are set forth by the curriculum committee, but each instructor has academic freedom in each course to grade how he/she sees fit. Publications and advertising directly related to the Teacher Education Department are approved by the Director of Teacher Education Department and typically sent to the Vice President of Academic Affairs for suggestions for final approval.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?
Because of the size of FBCC, the candidates in the teacher education program have advising and counseling readily available to them from any of the following: Director of the Teacher Education Department, the faculty in the department, the Vice President of Academic Affairs, the Dean of Student Services, and the retention counselor. The retention counselor is a full time employee whose main priority is to ensure that students are succeeding at FBCC. She assists students in any way they need, including advising, finding funding, mediating between students and faculty, and encouraging them to continue on the right path. Candidates know that all staff and faculty have an “open door policy.” They can seek advising and counseling any time they want or need. The program is designed using the cohort model to successfully ensure continued support from each other throughout their continued educational experience.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program has an advisory board that meets quarterly. Members of the advisory board include Superintendents from New Town, Mandaree, Twin Buttes, Parshall, and White Shield, the Director of the Boys and Girls Club, the Director of 4-H Youth Extension, Education Specialists for the Three Affiliated Tribes, as well as elders from each segment on the Fort Berthold Reservation. The advisory board is kept abreast of how the program has been progressing and comments and suggestions have not only been called for, but valued and implemented into the program.

The superintendents will be involved in allowing the candidates to observe and student teach at their schools. In a supporting role, the mentor teachers will be involved in evaluation of the program through assessment of their student teachers. This will help in total evaluation of the program.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

At FBCC all academic departments collaborate well with each other. Every faculty member is a part of the curriculum committee and is mandated to go to meetings on the first Friday of every month. The added courses, course changes, and curriculum of the new baccalaureate degree in elementary education have been presented and approved at these meetings throughout the planning process. Faculty members are aware of the process that the Teacher Education Department is going through to gain accreditation and have agreed to help in artifact assessment whenever needed from their courses. Some faculty members have also been helpful in scheduling their classes around the complicated teacher education student schedule.

6b. Unit Budget
6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit’s budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

Currently, an NSF-STEPP (National Science Foundation – STEM Teachers of Excellence Education Projects) grant supports the programs preparing candidates to meet the standards and attain teachers’ licensure. Future resources will involve developing a budget to sustain candidates in the program after the grant period is over. Like the teacher education candidates, other clinical candidates, such as those in the Dakota Nursing Program at FBCC are also supported through comparable grants. The fiscal sustainability will be built into the FBCC budget on an annual basis.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

The FBCC budget supports the one through eight pre-service educators through grant support for the next four years. This ensures success in completing the educational program. Prior education preparation has been through grant support. This, however, has not negatively affected, but has enhanced the quality of the Teacher Education Department.

6c. Personnel

6c.1. What are the institution’s and unit’s workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

As stated in the FBCC Faculty Handbook:

**Faculty Load**
The normal teaching load for a faculty member shall be not less than twelve (12) credit hours nor more than sixteen (16) credit hours each semester. Should the faculty member’s teaching load become less than twelve (12) credit hours due to a lack of enrollment or circumstances beyond the control of either the faculty member or the college, the faculty member shall be assigned special projects by the college during the contract period. Should a faculty member’s load be more than sixteen (16) credit hours, he/she will be compensated at the same established fixed per credit hour as part-time faculty. Practicum courses not meeting the minimum class size (see 2.1M) are not counted toward the 12-credit minim load, but will be paid as overload if: 1) they produce a load of more than 16 hours, and; 2) the students enrolled require the course in order to graduate that academic year.

In addition, as stated in the FBCC Handbook:

**Faculty Responsibilities:**

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<th>To the College:</th>
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<td>• To satisfactorily carry out duties and responsibilities as agreed upon in the individual contracts.</td>
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<td>• To be committed to scholarship which will enrich instruction</td>
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6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

The supervision of clinical practice is performed by the Director of the Teacher Education Department. The Director does not have a full faculty course load, so when candidates are student teaching, there will be no issue of workload.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

The faculty load as described in 6c.1 is set forth as such so that faculty members have time to teach their courses, advise students, and work on assessment. Class sizes in the Teacher Education Department are usually not more than ten students. Because there is no employed data manager specific to the Teacher Education Department, the current science faculty member in the department is managing, coordinating, and collecting all of the assessment data for the program. Time has been made in her schedule to allow these duties.

If a faculty member develops an online course, he/she is compensated separately, as it is developed outside of work hours. If an online course is taught, the credits apply equally to the teaching load as a regular course.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

For a small college like Fort Berthold Community College, adjunct instructors are a necessity for the Department of Academics. FBCC hires repeat adjunct faculty for courses in order to ensure expertise and continuity to the curriculum. The Teacher Education Department looks at the course that requires an adjunct instructor and aligns a person who has a degree or experience in that area. For example, a music teacher at the elementary school would be asked to teach the Music for Elementary Teachers course. In addition, adjunct faculty members for the Teacher Education Department have a meeting with the Director of the Teacher Education Department before the class
begins and are briefed on what standards must be covered, and the emphasis of the four core merits: culture, constructivism, comprehension, and CREDE. Also, the science faculty member who carries out the assessment data collection and analysis will meet with the adjunct instructors to inform them of the standard and core merit artifacts that must be collected and scored for the assessment database.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?
Fort Berthold Community College has a relatively small student body, therefore the Teacher Education Department does not have extensive personnel support. The Director of the Teacher Education Department has a part-time administrative assistant to help her, but the faculty members have no direct staff for their assistance. As listed in 6e.3, currently the science faculty member of the Teacher Education Department is also the assessment data manager of the department, collecting and organizing the assessment data necessary for the program. As with any department at FBCC, the number of faculty members in a discipline is proportional to the need. As the Teacher Education Department grows, the number of personnel support is expected to grow with it.

6c.6. What financial support is available for professional development activities for faculty?
FBCC shares certain resources among departments and disciplines. There are line items earmarked in the general fund specifically for professional development of faculty. In addition, the college has secured grants in different disciplines which direct part of the funds to be used for professional development. The professional development that is brought to the college is always offered to and often mandated for all faculty members. This allows for the most economic and efficient means for professional development of faculty. The Vice President of Academic Affairs makes professional development a priority in order to keep faculty abreast of the current teaching methods, research, and best practices in education.

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning?
The Teacher Education Department has one main classroom where most of the pedagogical education courses will be held. For courses that require a science or computer lab, the classes are scheduled in appropriately equipped classrooms. Most faculty members at FBCC have their own office, with two education faculty members sharing an office. All FBCC students have a recreation room with a television, couches and a pool table for student use, and there is also an internet lounge with a television, couches, study table, wireless internet, and computers for all students to check-out for use. The FBCC library has areas to study, as well as ample computers and printers available for student use. The Mada Maagarishtaou Awa Hee Aadsa Maa Aru Maa
Giguckiigash grant supports library acquisitions in the areas of science, math, culture, and education to provide materials for the Teacher Education Department candidates. FBCC is equipped with a wireless connection throughout the college. There are four computer labs/classrooms that are mostly available for student use when classes are not in session. Most classrooms have overhead projection capable of linking to the internet and network. Some students may also have classes over the CLAN system. This is a system that enables students from FBCC's distant sites, Mandaree and White Shield, to take classes in real time via a television network. The education courses are not offered in this manner given that the candidates must be on campus, but the students in the initial teacher education program may be able to take advantage of this if they live out of town for their general education courses.

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

The allocation of resources across programs is not an issue because the Teacher Education Department will only have one baccalaureate degree program, Elementary Education with a minor in Middle School Math or Science. Currently the program, the Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash, is funded by a National Science Foundation STEM Teachers of Education Excellence Projects (STEEP) grant. The grant offers five years of support including a planning year and the first four years of establishing the program. All financial components are included in the grant, but FBCC intends to incorporate the program into its annual budget thereafter.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

FBCC mandates that instructors incorporate technology into every class that is offered. The chief classroom management system that FBCC employs is Blackboard. From this hub, students can go online and have access to their course documents, grades, and assignments. Research is an integral element of many courses at FBCC and information technology is at the heart of research. The FBCC library prides itself on the information technology trainings that are offered to students in the required Psychology of Student Success course, student orientation, and by request of faculty in their classes. The library has 55 online databases to support faculty and candidate research. There are four computer lab classrooms on campus, as well as computers for student use located throughout the college. Access to the library webpage and its online databases is available from any of these computers, via campus-wide wireless connection, or from home using a password that is available to FBCC students and staff.

In a push toward technological literacy, faculty members are encouraged to include information technology and literacy in each of their courses. Therefore, almost all faculty members require use of the information technology resources that the library has available to students. For example, students must retrieve journal articles written on their topic of interest from the online databases.
6e.3. What resources are available for the development and implementation of the unit's assessment system?

The FBCC Teacher Education Department’s assessment system does not require a long list of resources. The most important piece of the assessment procedure is a Teacher Education Department faculty member who can contribute time and effort into the process. That faculty member, currently the science faculty member, is responsible for:

- Checking which courses are being taught each semester and which standards and core merits will be met in those courses.
- Meeting with the instructors of the courses Teacher Education Department students are enrolled in and assisting them with any questions or problems they have with the artifact collection/scoring.
- Gathering the assessment data at the end of each semester from the instructors.
- Discussing and filling out the course matrices with instructors of non-education courses, including what can be changed to better meet the assessment goal the next time the course is offered.
- Compile other assessment data (e.g. GPA, attendance, interview scores, and all other appropriate inputs)
- Inputting the assessment data into the Access database.
- Filling out the annual program assessment matrix.
- Discussing the results with the Teacher Education Department at the annual meeting in May/June.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The Fort Berthold Library and Learning Resource Center (LLRC) provides students access to over 12,000 volumes in its collection. An additional 5,000 volumes are available through subscriptions to NetLibrary eBooks virtual library collection. The LLRC participates in the North Dakota Interlibrary Loan system and can borrow almost any title available for lending in the North Dakota University System (NDUS) online library catalog ODIN system. Through subscriptions to OCLC databases LLRC can extend this access to borrow books or other materials to all libraries in the OCLC national library system.

Through subscriptions to 55 online databases, students have access to full text articles from professional journals, primary source documents, newspapers, creative works and multi-media. These databases provide historical coverage and are also updated to the current month. The 55 online databases include ERIC, which has 1.2 million database records on topics such as: adult, career, and vocational education; assessment and evaluation; disabilities and gifted education; educational management; elementary and early childhood education; higher education; information technology; language and linguistics; reading and communication; teachers’ and teacher education;
and urban education. Another database titled, Educator’s Reference Complete contains more than 450 full-text academic journals, hundreds of full-text reports, and many premier reference sources. Content focuses on educational principles, child development and psychology, and best practices in education. The Discovering Collection provides access to content based on national curriculum standards, covering the core curriculum areas, including history, literature, science, social studies, and more for K-12.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

FBCC offers all of its students the same accessibility to its resources. Teacher education candidates are required to take courses on the main campus, so ease of access by off-campus, distance learning, and alternate route programs is not critical to the program. Candidates can check out a laptop computer from the college for use at home and access to the library’s databases are all available off campus by logging in with a provided password.
The following is how the FBCC Teacher Education Department meets the North Dakota (ESPB) State Standards. To see specifically which courses meet each standard, a chart is included in Precondition 4.5.

NORTH DAKOTA (ESPB) STATE STANDARDS

50015.1: Development, Learning, and Motivation
The Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckigash (The ones that teach our children how everything on this earth works) program is based on the four core merits: Constructivism, Culture, Comprehension, and CREDE which provides the basis for the development of our candidates to become exceptional teachers in the area of elementary education with an emphasis in math and science. The learning is research based and provides best practice experiences at the elementary and middle school levels where math and science are the primary disciplines to assist our candidates in strengthening the understanding and appreciation of STEM (Science, Technology, Engineering, and Mathematics) areas. The cohort method that the FBCC teacher education program is based on instills confidence, competence, and capacity building for candidates to internalize the desire to achieve their goals at the highest levels.

The program at Fort Berthold Community College will incorporate all of the best practices in education. Candidates will perform research on the main models and philosophies of teaching and learning during their 300 and 400 level coursework.

50015.2: Curriculum
The candidates in the Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckigash (The ones that teach our children how everything on this earth works) program have a rigorous and in-depth degree plan. With over 140 credits for both the B.S. in Elementary Education with a minor in Middle School Math and B.S. in Elementary Education with a minor in Middle School Science degree plans, the candidates are well prepared to teach grades 1-8 upon graduation from FBCC. The focus of the program is to specifically train the candidates in science and math so that they can pass the content knowledge of those disciplines on to their elementary students. The goal is that if elementary students are exposed to a great deal of math and science at an early age, it will set a strong foundation for those subjects in the middle school and high school grades. Language arts, social studies, fine arts, health, and physical education are taught while integrating the department’s four core merits: Culture, Constructivism, Comprehension, and the principals of CREDE (Centers for Research on Education, Diversity, and Excellence). The degree plans for both elementary education degrees can be found in Precondition 5.

50015.3: Instruction
The research of CREDE focuses on varying teaching techniques to suit the specific learner. This core merit of the department will be emphasized over and over in the candidates’ coursework. Each of the standards in 50015.3 appear to be directly aimed at the CREDE research:

- Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community
- Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills
- Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments
- Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Requiring comprehension of CREDE will, without a doubt, implant full awareness and familiarity with these various instruction standards.

50015.4: Assessment
Because Fort Berthold Community College strongly believes in constructivism, the Teacher Education Department instructs candidates that there are countless ways to assess student learning. In almost every EDU course, candidates are taught the different ways to evaluate how a student is making progress in the classroom besides a typical testing environment. CREDE, one of the department’s core merits, has outlined five different ways in which socioeconomic minorities learn best and two ways in which Native American students learn best. These seven approaches to learning differ from the traditional “lecture and test” method that goes on in many classrooms and the assessment should match the method of teaching.

50015.5: Professionalism
Fort Berthold Community College is determined to obtain accreditation for a baccalaureate program in education because the reservation needs committed teachers. Fort Berthold Reservation is a close community where family and neighbors are not only important, but vital for support and nourishment of the children. In the Teacher Education program, candidates are taught to work with the community, family, and elders both in their curriculum, and out of the classroom.

The curriculum has a great deal of reflection worked into it. As an example, candidates are required to write weekly emails to the Vice President of Academic Affairs describing their experience in the program. In addition, there are four observation courses worked into the curriculum before the sixteen weeks of student teaching.
each of those experiences, candidates are required to reflect on what they see in the real classroom and use those observations, good or bad, in their contemplation of teaching.

Through the learning community model, candidates learn to collaborate with colleagues. Candidates take classes together, support each other, and have a weekly seminar concurrently for the exchange of ideas, skills, and knowledge. In the short time that FBCC has had its first pre-cohort in the program, the candidates have expressed multiple times how they have formed a “mini-family” and that they lean on each other for assistance and encouragement.

50015.6: Instructional Technology

Technology, along with constructivism, culture, and information literacy is mandated in every course at Fort Berthold Community College. FBCC feels it is important to integrate technology into every student’s education in order to prepare him/her for authentic experiences that will transfer to employment upon graduation. The Teacher Education Department strives to pass on that manner of thinking to the candidates who will, in turn, unite technology with learning for their elementary and middle school students. The incorporation of instructional technology will start students on a path that will lead to superior science and math scholarship in their futures.

Throughout their education, candidates learn the use of instructional technologies via computer programs, Smart Board, tutorials, evaluation software, gradebook databases, and educational media. Technology is a necessary tool to connect our rural students to the rest of the world and provides a broader research base.
Precondition 4.5
A description of the system by which the candidate proficiencies described in 4.4 are regularly assessed

Candidates in the Teacher Education Department at Fort Berthold Community College will be assessed on a continual basis. Aside from the midterm and semester grades, assessment data will be collected and examined at five transition points during and after the candidates’ education: (1) prior to admission to the teacher education baccalaureate degree program, (2) prior to student teaching, (3) during student teaching, (4) prior to graduation/following student teaching and (5) during the first year of being employed as a teacher. Data such as grades and attendance are readily available from the college data system while faculty, students, and elementary school personnel will provide additional data.

(1) Prior to admission to the teacher education baccalaureate degree program:
Candidates applying for the teacher education baccalaureate degree program will be assessed on the following points:
- Academic performance
- Academic commitment
- Teacher potential and interest

Academic Performance: Candidates apply for the program during the spring of their sophomore year. At this point in their academic career, they are expected to already have taken approximately 70 credits including Introduction to Education, Pre-professional Experience, and Classroom Management. Applicants will be expected to have a cumulative GPA of 2.50 at this point, with a C or better in all courses, except for college algebra in which they are required to have a B or better.

Academic Commitment: Fort Berthold Community College instructors are required to enter attendance into the college data system for every class period. The Data Manager collects and evaluates this information for the purpose of retention and assessment. Candidates applying to the program will have their attendance scrutinized as a measure to their commitment to education.

Teacher Potential and Interest: At this point in a candidate’s academic career, it should be clear whether he/she has the aptitude to be an elementary teacher, in part due to the pre-professional experience course. Part of the application process into the program includes viewing and assessing the candidate’s e-portfolio, in which reflection is an important piece. The majority of the completed e-portfolio is finished during student teaching, but there are important reflections on growing as a teacher that should be in place by the end of the second year of the candidate’s education. The e-portfolio will be assessed by the Teacher Education Department using a rubric that objectifies items such as completeness and passion for teaching. Essays and an
interview will also be used to measure a student’s teacher potential and interest. Admittance to the program will be a decision made by a committee made up of administrators, staff and faculty.

(2) Prior to student teaching:
Candidates are required to submit an application of intent to student teach one semester before the student teaching semester. At this time, the Teacher Education Department will assess each candidate on the following points:
- Academic performance
- Praxis I results
- Praxis II results
- Teaching skills

**Academic Performance:** Upon acceptance into the baccalaureate degree program, candidates must maintain a minimum GPA of 3.0 on credits taken after admission to the teacher education program. In addition, faculty will examine each candidate’s transcript to ensure that every required course has been taken, aside from EDU 492 – Student Teaching which is taken during the final semester in the program.

**Praxis I Results:** Candidates’ basic skills in reading, writing and mathematics will be assessed via the Praxis I (Pre-Professional Skills Test) exam taken during their sophomore or junior year. FBCC upholds the same requirements as the state of North Dakota which is a composite score of 516 based on the Current Qualifying Scaled Scores for PPST Reading, Writing, and Mathematics, provided the candidate has met the passing score currently in place for two of the three tests.

**Praxis II Results:** Knowledge of general and subject-specific teaching skills, principles of teaching and learning, subject assessment, and foundations will be assessed via the Praxis II exam taken during the semester prior to student teaching. A candidate must successfully pass as per the state cut score in order to enter his/her student teaching experience.

**Teaching Skills:** Candidates will be assessed of their teaching skills in multiple education courses on a threefold system. First, faculty will objectively assess the candidates with rubrics that evaluate the methods of their teaching, and subjectively discuss how the experience felt and what can be done to improve. Secondly, the candidates will self-assess after viewing video using rubrics and reflections. Lastly, at certain times their peers will offer constructive criticism through rubrics and open discussion.

(3) During student teaching:
The final semester of the program may be the most significant of the candidates’ academic career. They learn life lessons during student teaching that cannot be taught during customary coursework. During the student teaching experience, the student teacher is assessed on:
- Teaching skills

**Teaching skills:** During this time, the faculty of the FBCC Teacher Education Department will visit the classroom and objectively evaluate the student teacher’s performance using a rubric with the North Dakota state standards and four core merits, including the seven CREDE standards as well as subjectively visit about how the experience is and try to troubleshoot any problems which have arisen. Also, both the supervisors of the student teacher and the student teacher himself/herself will provide assessment using the same rubric which evaluates how well he/she is applying the North Dakota state standards and four core merits, including the seven CREDE standards to his/her teaching.

(4) Prior to graduation/following student teaching:

Candidates are assessed one final time prior to graduation. This is to ensure that all of the requirements are met for them to become a licensed educator in the state of North Dakota. The Teacher Education Department will assess each candidate on the following points:

- Academic performance/Program requirements
- Electronic portfolio completion

**Academic performance/Program requirements:** Candidates’ transcripts are reviewed one final time to ensure that every course taken after admission into the teacher education program was passed with a B or better (GPA of 3.0 on those courses) and that all of the required courses were taken. In order to become state certified, a complete official transcript must be sent to the Education Standards and Practices Board.

**Electronic portfolio completion:** During the final semester at FBCC, candidates are required to work on completion of their e-portfolio. The Teacher Education Department will assess this using a rubric during a presentation given by the candidate to fellow candidates, faculty and administration. The e-portfolio should connect candidates’ academic learning to classroom experiences as well as reflect on their own teaching philosophy. Candidates will be directed to include evidence of the North Dakota state standards and FBCC core merits in their learning.

(5) First year teacher support:

FBCC believes it is imperative to provide support to the first year teacher. According to S.M. Johnson (2004) as reported in the American Education Research Journal, one in five teachers quit after teaching for only three years and a study by the National Education Association (2006) cites that half of new U.S. teachers are likely to quit within five years. FBCC agrees with the North Colonie School District in Latham, New York that veteran teachers can help retain new teachers in the field (Lurie, 2004). Unfortunately, the local schools may not assign a cooperative mentor to each new teacher, so it becomes the responsibility of the graduating institution to fulfill its responsibilities by gathering and meeting with graduates who are now first year
teachers. Currently the Teacher Education Department meets weekly with previous year graduates of the Native Ways of Knowing program (a cohort through Turtle Mountain Community College) and discusses problems, solutions and constructive advice for the future.

**Program assessment by the candidates:**

Every semester, Fort Berthold Community College gives students the opportunity to provide feedback to their instructors. At midterm, each instructor is required to provide for a Small Group Instructional Diagnosis (SGID) in one of his/her courses. The process allows students to give both positive and constructive critiquing of the course up to that point in the semester in expectation that the instructor would have time to change or keep any aspect that the students note. At the end of the semester, every course is assessed by the students using a course evaluation form regarding all pieces of the course. All of this information is evaluated and maintained by the FBCC data manager.

Upon completion of the baccalaureate program, graduating Teacher Education students will be required to complete a formal assessment of their academic career at FBCC. They will assess how FBCC prepared them in the areas of the program goals/outcomes:

- To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).
- To provide leadership in best practices that are research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.

To provide our future educators with skills to connect our children’s learning to their environment and make meaning in their lives.
### Alignment of ND (ESPB) State Standards from 4.4 to Assessment:

<table>
<thead>
<tr>
<th>Method of Assessment</th>
<th>Description of Instrument Development and Validation</th>
<th>ND (ESPB) State Standard</th>
</tr>
</thead>
</table>
| Candidates will be required to take the Praxis I (Pre-Professional Skills Test) exam during their sophomore or junior year. | Praxis I is a standardized exam created by Educational Testing Service. It measures the basic skills in reading, writing, and mathematics. | S0015.2b English Language Arts  
S0015.2d Mathematics |
<p>| Candidates will be required to take the Praxis II exam during the semester prior to student teaching. Passing scores are required before entering the student teaching experience and before licensure by the state of North Dakota. | Praxis II is a standardized exam created by Educational Testing Service. It measures knowledge of specific subjects K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. There are Subject Assessments, Principles of Learning and Teaching (PLT) Tests and Teaching Foundations Tests. | All standards |
| Candidates will be video taped during presentations of lessons during FBCC coursework. | Videos are an important method of self-assessment and self-reflect in a teacher education program. Candidates will complete a rubric on their own techniques as well as subjectively reflect and grow as a pre-service teacher. | All standards |
| Faculty will evaluate candidate lesson plans and presentations throughout the program. | Faculty will score candidate lesson plans and presentations on a rubric multiple times per semester prior to student teaching. | All standards |
| Candidates will complete an e-portfolio by the end of their student teaching experience. | Electronic portfolios allow candidates time to reflect on their learning, showcase lesson plans that demonstrated North Dakota state standards and FBCC core merits, and demonstrate technology skills. The Teacher Education Department will evaluate the e-portfolios and complete rubrics both as part of the application process into the baccalaureate program and before graduation. | All standards |
| Candidates will be video taped while student teaching. | Watching a video of a lesson that is taking place in an actual classroom during student teaching will provide a means to self-assess on multiple levels. Student teachers will complete a rubric as well as reflect on the video. | All standards |
| Teacher education faculty will observe student teachers in their classrooms. | Teacher education faculty will complete standards-based rubrics based on the North Dakota state standards and FBCC core merits during the student teaching experience. | All standards |
| Elementary school supervisors will evaluate and assess student teachers in their classrooms. | Supervisors of the student teachers will complete standards-based rubrics based on the North Dakota state standards and FBCC core merits during the student teaching experience. | All standards |</p>
<table>
<thead>
<tr>
<th>Precondition</th>
<th>Description</th>
<th>Standards</th>
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<td>#4</td>
<td>Candidates will self-assess during and after the student teaching experience.</td>
<td>Student teachers will complete standards-based rubrics based on the North Dakota state standards and FBCC core merits during the student teaching experience on how they are performing in the classroom.</td>
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<td>Graduates will partake in a first/second year teacher support group at FBCC.</td>
<td>FBCC teacher education faculty will provide first year support and mentoring to graduated candidates in order to provide constructive counsel and ease their transition into the professional world.</td>
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In order to ensure that the FBCC Teacher Education Department meets all of the North Dakota (ESPB) state standards and the institutional departmental core merits, the following chart has been developed that aligns each course taken by the candidates to the standards and merits. For each course, there is an X in each box that corresponds to each of the standards and merits that are met in the course. The boxes that are grayed out represent the standards and merits that are chosen for artifacts in that particular course. Most standards and merits have two courses that are assigned to have artifacts scored by the instructor to demonstrate understanding and utilization. The artifact scores are stored in the Teacher Education Department database for individual student assessment. In addition the scores are also entered into the course matrix for program assessment at the end of each semester and academic year. The individual course matrices are included in Appendix B of the conceptual framework.
| Course Code | Course Title                              | 1st College Core | 2nd College Core | 3rd College Core | 4th College Core | 5th College Core | 6th College Core | 7th College Core | 8th College Core | 9th College Core | 10th College Core | 11th College Core | 12th College Core | 13th College Core | 14th College Core | 15th College Core | 16th College Core | 17th College Core | 18th College Core | 19th College Core | 20th College Core | 21st College Core | 22nd College Core | 23rd College Core | 24th College Core | 25th College Core | 26th College Core | 27th College Core | 28th College Core | 29th College Core | 30th College Core | 31st College Core | 32nd College Core | 33rd College Core | 34th College Core | 35th College Core | 36th College Core | 37th College Core | 38th College Core | 39th College Core | 40th College Core | 41st College Core | 42nd College Core | 43rd College Core | 44th College Core | 45th College Core | 46th College Core | 47th College Core | 48th College Core | 49th College Core | 50th College Core | 51st College Core | 52nd College Core | 53rd College Core | 54th College Core | 55th College Core | 56th College Core | 57th College Core | 58th College Core | 59th College Core | 60th College Core | 61st College Core | 62nd College Core | 63rd College Core | 64th College Core | 65th College Core | 66th College Core | 67th College Core | 68th College Core | 69th College Core | 70th College Core | 71st College Core | 72nd College Core | 73rd College Core | 74th College Core | 75th College Core | 76th College Core | 77th College Core | 78th College Core | 79th College Core | 80th College Core | 81st College Core | 82nd College Core | 83rd College Core | 84th College Core | 85th College Core | 86th College Core | 87th College Core | 88th College Core | 89th College Core | 90th College Core | 91st College Core | 92nd College Core | 93rd College Core | 94th College Core | 95th College Core | 96th College Core | 97th College Core | 98th College Core | 99th College Core | 100th College Core | 101st College Core | 102nd College Core | 103rd College Core | 104th College Core | 105th College Core | 106th College Core | 107th College Core | 108th College Core | 109th College Core | 110th College Core | 111th College Core | 112th College Core | 113th College Core | 114th College Core | 115th College Core | 116th College Core | 117th College Core | 118th College Core | 119th College Core | 120th College Core | 121st College Core | 122nd College Core | 123rd College Core | 124th College Core | 125th College Core | 126th College Core | 127th College Core | 128th College Core | 129th College Core | 130th College Core | 131st College Core | 132nd College Core | 133rd College Core | 134th College Core | 135th College Core | 136th College Core | 137th College Core | 138th College Core | 139th College Core | 140th College Core | 141st College Core | 142nd College Core | 143rd College Core | 144th College Core | 145th College Core | 146th College Core | 147th College Core | 148th College Core | 149th College Core | 150th College Core | 151st College Core | 152nd College Core | 153rd College Core | 154th College Core | 155th College Core | 156th College Core |
## North Dakota (ESPB) State Standard/ Core Merit and Artifact Alignment

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### Alignment of Education Courses to FBCC Core Merits

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**Science:**
- GEOL 210 - Astronomy
- BIO ___ - Elective
- CHEM 115 - Chemistry (I)
- PHY 211 - Physics

**Math:**
- MATH 165 - Calculus
- MATH 210 - Statistics
- EDU 273 - Phy Sci for Elem Teachers

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*Fort Berthold Community College*

*Precondition #4 - Conceptual Framework*
The following are the course descriptions for the courses candidates take in the baccalaureate degree program.

**ENG 110 - Composition I**  
3 credits  
This course concentrates on the whole process of writing, which involves three essential stages: pre-writing, writing and revision. Course work develops and reinforces this writing method. Expository writing is emphasized through essay and research paper format.

**ENG 120 - Composition II**  
3 credits  
This course is designed to apply to principles of the whole process of writing to college level writing requirements. Concentration is placed on specific kinds of college writing skills necessary to further their academic work. These include essay writing, report writing, as well as term and research paper writing. Vocabulary is emphasized. Self-paced, individualized computer aid is required to introduce and reinforce grammatical concepts. Prerequisite: ENG 110

**COMM 110 - Fundamentals of Public Speaking**  
3 credits  
This course concentrates on important elements of interpersonal communications, as well as public speaking. Course work includes instruction in basic concepts and techniques, which enable students to design and effectively deliver a variety of speeches.

**IS 201 - History of the Three Affiliated Tribes**  
3 credits  
This course will examine the origin of the Arikara, Hidatsa, and Mandan tribes, based on oral traditions. Archeology as a method of study of lifestyles will be included.

**IS 113 - Hidatsa I / IS 115 - Mandan I/ IS 117 - Arikara I**  
3 credits  
Introduction of basic fundamentals of sound, pronunciation, vocabulary, and phraseology. The course integrates the Indian culture with the language.

**EDU 238 - Children’s Literature**  
3 credits  
This course is an introductory study of poetry, folk and fairy tales, myths and legends, modern realistic stories, historical, biographical, and science books for children in the first six grades. Prerequisite: ENG 110.

**PSY 111 - Introduction to Psychology**  
3 credits  
Fundamentals of psychology will be presented, including the physiological and cultural basis of human behavior; theories of learning, thinking and behavior; techniques of studying human behavior.
PSY 250 - Developmental Psychology 3 credits
This course will examine the normal physical, intellectual, emotional, and social influences on psychological developments. Emphasis will be placed on the significance of childhood and Adolescence in adult development. Prerequisite: PSY 111

HIS 220 - North Dakota History 3 credits
The study of the history of North Dakota is to examine the peoples, the events and the landscapes of the state. The history of North Dakota will allow for more than a study of names, dates, facts and figures that relate to the 71,000 square miles of the territory on the Northern Great Plains. This course will encourage the placing of the region in historical context, the politics of immigration, historical frameworks, thematic structures, economic dependency and possible directions for the future of the state.

MATH 103 - College Algebra 4 credits
Equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations. Prerequisite: MA 102 or equivalent

BIO 111 - Concepts of Biology 4 credits
A survey of living things and their biological relationships. Provides general knowledge and cultural appreciation of contemporary biology. Includes laboratory and field activities.

CSCI 101 - Introduction to Computers 3 credits
Material covered will include information for inexperienced computer users: an introduction to the Internet, understanding personal computers and Microsoft Windows. Topics will include the basic skills necessary to work with windows, application basics, the desktop, copy and paste, and other Windows techniques will be introduced.

PSY 100 - Psychology of Student Success 1 credit
Designed to help students succeed in college, including introduction to Information Literacy, goal setting, and problem solving. Basic wellness including physical health, assertiveness, time management and communication skills will be emphasized. Students will understand student assessment and will begin developing their e-portfolios.

GEOL 100 - Earth Science 4 credits
Introduction to the study of the Earth, its internal and external processes, atmosphere and natural resources. Includes laboratory.

GEOG 150 - Introduction to Geography 3 credits
Major geographic themes will be studied and applied to selected regions, including the physical environment, mainland relationships, and regional analysis.
MATH 277 - Math for Elementary School Teachers  3 credits
This class is designed specifically for elementary education. Topics include problem solving, number systems, number theory and reasoning, computer software, calculators, and manipulative usage. Prerequisite: MA 103 or consent of instructor.

HPER 210 - First Aid/CPR  2 credits
This course is designed to give students an introduction to the skills necessary for immediate response to emergency situations and will include training in cardiopulmonary resuscitation.

MATH 377 – Geometry for Elementary Teachers  3 credits
This course investigates experimental and inductive discovery in building geometric concepts at the elementary school level.

PSY 230 - Educational Psychology  3 credits
Emphasizes principles of child development, learning theory, classroom management, and effective teaching through lectures, class discussion, research review groups, and field experiences Prerequisite: ED 250 and PSY 111

HIS 103 - United States History I  3 credits
A survey of early American history, including old world background, transformation of British institutions into American institutions, the Revolutionary War period, the establishment of the Union, and the Civil War period up until reconstruction.

HPER 225 - Elementary Health and Physical Education Activities & Methods  3 credits
This course will focus on health topics pertinent to the elementary child with an emphasis on Native American concerns, and how to provide support and effective instruction in elementary physical education.

IS 101 - Introduction to Indian Studies  3 credits
General Overview of the various tribes throughout the United States. Course will include the study of locations, language groups, cultural groups, cultural practices, and similarities and relationships of the American Indian.

CHEM 115 - Introductory Chemistry  4 credits
Introduces students to basic principles and concepts of chemistry. Topics include atomic theory, stoichiometry, bonding and nuclear chemistry. Includes laboratory. Prerequisite: MA 102 or consent of instructor.

GEOL 210 - Astronomy  3 credits
A study of the universe that begins with the Earth as a planet, the planets, and satellites of our solar system, and moves out through stellar astronomy to galaxies and into the very fabric of the universe.
PHY 211 - Physics 4 credits
Prerequisite: College Algebra/Trigonometry
This is a beginning course for students without a calculus background. Students will demonstrate an understanding of the foundations of Classical Physics—force, energy, power, position/velocity/ acceleration, momentum, waves—and skills in interpreting graphs, critical thinking, problem-solving, and applications. Included will be some review of trigonometry and the metric system.

EDU 273 - Physical Science for Elementary Teachers 4 credits
Physical Science for elementary teachers will introduce and develop concepts of Chemistry and Physics (Motion, Heat, Light, Sound, Pressure, Aerodynamics, Magnetism, and Electricity). The course is about the laws, theories, and facts of science and to teach science to grade school children. The course is made up of lots of classroom experiments and demonstrations and classroom management, appropriate assessment techniques, and cooperative and collaborative methods in the science room.

MATH 165 - Calculus I 4 credits
Limits, continuity, differentiation, intermediate value and mean value theorem, indefinite integrals, and definite integrals.

MATH 210 - Elementary Statistics 4 credits
Descriptive statistics, sampling statistical methods of gathering, presenting, and analyzing data. Topics include basic concepts in measuring, scaling, binomial and normal distribution, hypothesis testing and regression Prerequisites: MA 103 or equivalent

EDU 210 - Introduction to Exceptional Children 3 credits
This orientation course surveys several topics: The identification and characteristics of exceptional children; challenges posed by having exceptional children in the mainstream elementary classroom; educational responsibilities of elementary teachers according to PL 94-142 (as amended) and other applicable legal regulations and ethical guidelines; problem-solving skills of elementary teachers as evidenced by IEP development; observation skills; and balanced creative and critical problem-solving approaches.

EDU 222 - Technology for Teachers 3 credits
The major emphasis of the course will be the development of computer skills for classroom teachers. Topics include applications for lesson plans, technology integration into the curriculum, record keeping, graphics, the Internet and also software and web page evaluations.
EDU 224 - Fine Arts Activities & Methods 3 credits
This course will provide teachers with Fine Arts content knowledge as well as a variety of approaches to instruct children in the classroom. The educational success of our children depends on giving them imagination, creativity, and a sense of expression as well as academic competencies. Areas to be covered include artistic literacy, dance, music, theater, visual arts, and student assessment.

EDU 232 - Classroom Management 3 credits
The successful teacher knows how to provide students with the best possible learning environment. This course will explore methods and techniques that will ensure the children have an educational setting that will enhance their learning experiences.

EDU 237 - Music for Elementary School Teachers 2 credits
The goals of this course are to introduce elementary education majors to various methods and materials for teaching music in the elementary school and to develop the musical potential of each person to the fullest extent.

EDU 250 - Introduction to Education 3 credits
This course explores teaching as a profession, including social, psychological, historical, and philosophical foundations of education.

EDU 297 – Middle School Field Experience 2 credits
Students in this class will participate in a field experience in a middle school classroom to gain practical experience in areas such as: observing teaching and adolescent behavior; participating in small instructional groups; correcting assignments; assisting with record-keeping; assisting with technology; and other activities assigned by the cooperating teacher.

EDU 298 - Pre-Professional Experience 1 credit
Students in this class will participate in an early field experience in elementary or secondary schools to gain practical experience in areas such as: observing teaching; participating in small instructional groups; correcting assignments; assisting with record-keeping; assisting with technology; and other activities assigned by the cooperating teacher.

EDU 300 – Elementary Practicum I 1 credit
This course is designed to give students practical experience in the classroom. The first practicum is focused on observing children, making written observations and working in single or small groups under the teacher’s supervision.

EDU 305 – Multicultural Education 3 credits
This course examines the historical development of American ethnic and cultural diversity. It will help students better understand children in culturally diverse classrooms as well as preparing them to teach about cultural diversity.
EDU 320 – Curriculum Instruction & Assessment 2 credits
A general curriculum development and instruction course designed for the undergraduate pre-service teacher across all disciplines. It introduces and provides practice in planning, multiple instructional strategies, and methods of formal and informal assessment.

EDU 392 – Foundations, Issues, and Trends 2 credits
Students will study current issues and trends in education and the political and social conflicts which affect the teaching profession and progress in American education. Students will also be required to develop a personal philosophy of education and learn how an effective school philosophy can guide school as they develop their educational goals.

EDU 400 – Elementary Practicum II 1 credit
This course is designed to be taken concurrently with the methods courses. Students will work with children in the areas of science, math, reading, social studies, language arts, physical education, and art under the teachers’ supervision.

EDU 402 – Teaching Reading in the Content Area/Diagnostic Reading 3 credits
This course is a study of teaching reading at the elementary and middle school levels as well as learning about current approaches to assessment and methods to assist students who are having difficulty with reading and writing. The application of reading methods and strategies in literature and content area reading for different purposes will be emphasized, as well as application of strategies and study skills, and use of a variety of performance assessments.

EDU 421 – Math Methods & Materials 3 credits
This course is a survey of current elementary and middle school math teaching strategies and math programs with an integration of theory and practice. Students explore how to facilitate the learning of mathematics in a constructivist environment through the use of investigations, manipulatives, technology, and holistic forms of assessment.

EDU 422 – Language Arts Methods & Materials 2 credits
This course includes curriculum, theory, and methodology in language arts. Students will design constructivist curriculum based upon philosophies of instruction in reading, writing, listening, speaking, and thinking.

EDU 423 – Reading Methods & Materials 3 credits
This course is designed to examine effective research based instructional practices used to teach reading in the elementary and middle school curriculum. Students will learn different approaches to reading and writing in the classroom, with an emphasis on constructivism, to effectively meet learners’ needs.
EDU 424 – Social Studies Methods & Materials 2 credits
This course is a survey of elementary and middle school social studies teaching strategies and social studies programs with an emphasis on the integration of theory and practice. It is designed to help the student to understand and analyze the different modes of teaching social studies and to gain the competencies necessary for organizing a unit in social studies. Constructivist methods will be emphasized.

EDU 426 – Science Methods & Materials 3 credits
This course is a survey of current elementary and middle school science teaching strategies and science programs with an emphasis on the integration of theory, practice, and constructivism.

EDU 450 – Middle School Curriculum & Philosophy 2 credits
This course acquaints students with the philosophy of middle school education and current practices in middle school curriculum, instruction, and assessment.

EDU 451 – Middle School Teaching Methods 3 credits
This course is designed to develop the skills and teaching strategies to implement a middle school program. These items will be covered: thematic curriculum development, advising, working with parents, constructivism, and assessment.

EDU 492 – Student Teaching 16 credits
This course provides students with the opportunity to assume the role of a classroom teacher in an educational setting under the supervision of a cooperating teacher and the Teacher Education Department. This is an opportunity for students to create constructivist lesson plans, utilize them, and assess outcomes using the skills they have learned.
Bibliography


Appendix A:

Fort Berthold Earth Lodge Values Model
Fort Berthold Community College Values

SPIRITUALITY:
We are a whole, not just a mind or a body. We have spirits; we must take care of through practicing our spirituality.

UNITY:
The Nuxta, Hidatsa, and Sahnish people have lived together for over two hundred years. We have worked together for over two hundred years. We have worked together to live harmoniously, peacefully, and with friendship. We strive to continue this unity for our future generations.

CULTURE:
Our culture is a blessing that makes us unique. We must learn to appreciate, strengthen, and practice it.

PEOPLE:
Our people, the Nuxta, Hidatsa, and Sahnish people are sacred. We must respect and honor our children, elders, and ourselves.

FUTURE:
Our people have been here from the beginning of time. We must take action to ensure the future of our people.
FORT BERTHOLD EARTH LODGE VALUES MODEL

Fort Berthold Community College Values

OUR LIVELIHOOD
By taking care of the sacred, we ensure all will be good

BALANCE
Learning is a life-long process. We must continue to be humble to accept our teachings.

LEADERSHIP
We must remember and acknowledge the leaders wisdom and cultivate our leadership.

SPECIALSITY
We must strive to live our lives in balance through ceremony, prayer, and self-evaluation.

CULTURE
Our ancestors and traditions have provided us with a wealth of teachings.

CULTURE
Our language is sacred and makes us who we are. It teaches us how to share our culture and love our lives.

UNITY
We must keep ourselves alive through our language.

UNITY
Our land is sacred. We are made of the land and it provides everything we need for life. We must protect and respect the land.

UNITY
We must continue to grow and become stronger, more resilient people through practicing our traditions and teachings, acquiring knowledge and gaining wisdom.

UNITY
Our diverse people are our strength and future.

UNITY
We must work for ALL the community.

SPECIALSITY
Our ancestors and traditions have provided us with a wealth of teachings.
Appendix B:

Course matrices for North Dakota state standards and FBCC core merits
### Course Assessment Matrix – EDU 232 – Classroom Management

State Standards measured in EDU 232: 50015.3d, 50015.5c

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State Std 50015.3d: The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.5c: The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – EDU 237 – Music for Elementary Teachers

State Standard measured in EDU 237: 50015.2f
Core Merit measured in EDU 237: CREDE Std 6

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State Std 50015.2f: The program requires the study of the arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 6: Modeling and Demonstration: Provide for learning through modeling or demonstrations
**Course Assessment Matrix – EDU 238 – Children’s Literature**

State Standard measured in EDU 238: 50015.2b

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State Std 50015.2b: The program requires the study of English language arts—Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
### Course Assessment Matrix – EDU 250 – Introduction to Education

State Standards measured in EDU 250: 50015.1, 50015.5d
Core Merit measured in EDU 250: Constructivism

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State Std 50015.1: The program requires the study of development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

State Std 50015.5d: The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.
Course Assessment Matrix – **EDU 273 – Physical Science for Elementary Teachers**

State Standard measured in EDU 273: 50015.2c

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State Std 50015.2c: The program requires the study of science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
## Course Assessment Matrix – EDU 297 – Middle School Field Experience

State Standard measured in EDU 297: 50015.3e

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State Std 50015.3e: The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.
Course Assessment Matrix – **EDU 300 – Elementary Practicum I**

State Standard measured in EDU 300: 50015.3d

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State Std 50015.3d: The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.
## Course Assessment Matrix – EDU 305 – Multicultural Education

State Standard measured in EDU 305: 50015.3e  
Core Merits measured in EDU 305: Culture, CREDE Std 3  

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State Std 50015.3e: The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 3: Making Lessons Meaningful: Connect teaching and curriculum to students’ experiences and skills of home and community
Course Assessment Matrix – **EDU 320 – Curriculum, Instruction, & Assessment**

State Standards measured in EDU 320: 50015.4, 50015.5d  
Core Merits measured in EDU 320: Constructivism  

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<tr>
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State Std 50015.4: The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.5d: The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
### Course Assessment Matrix – EDU 392 – Foundations, Issues, and Trends

State Standards measured in EDU 392: 50015.3a, 50015.5a  
Semester: ____________________________

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</table>

State Std 50015.3a: The program requires the study of integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.5a: The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – **EDU 400 – Elementary Practicum II**

State Standards measured in EDU 400: 50015.5a, 50015.5b  
Semester: ____________________________

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State Std 50015.5a: The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.5b: The program requires the study of reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – EDU 402 – Teaching Reading in the Content Area/Diagnostic Reading

State Standards measured in EDU 402: 50015.2b, 50015.4
Core Merit measured in EDU 402: Comprehension

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State Std 50015.2b: The program requires the study of English language arts—Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.4: The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – **EDU 421 – Math Methods & Materials**

State Standard measured in EDU 421: 50015.6  
Core Merit measured in EDU 421: CREDE Std 1  

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State Std 50015.6: The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 1: Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students
Course Assessment Matrix – **EDU 422 – Language Arts Methods & Materials**

State Standard measured in EDU 422: 50015.2i
Core Merit measured in EDU 422: CREDE Std 1, CREDE Std 2

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State Std 50015.2i: The program requires the study of connections across the curriculum-- Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 1: Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.

CREDE Std 2: Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.
## Course Assessment Matrix – EDU 423 – Reading Methods & Materials

Core Merits measured in EDU 423: Comprehension, CREDE Std 2, CREDE Std 5

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**CREDE Std 2: Developing Language and Literacy Across the Curriculum:** Develop competence in the language and literacy of instruction across the curriculum

**CREDE Std 5: Teaching through Conversation:** Engage students through dialogue, especially instructional conversation.
### Course Assessment Matrix – EDU 424 – Social Studies Methods & Materials

State Standard measured in EDU 424: 50015.2e  
Core Merit measured in EDU 424: CREDE Std 3  
Semester: ___________________________

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State Std 50015.2e: The program requires the study of social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 3: Making Lessons Meaningful: Connect teaching and curriculum to students' experiences and skills of home and community.
Course Assessment Matrix – **EDU 426 – Science Methods & Materials**

State Standards measured in EDU 426: 50015.2a, 50015.2c  
Core Merit measured in EDU 426: CREDE Std 6  

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<th>INTASC/State Standard/Core Merit</th>
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</table>

**State Std 50015.2a**: The program requires the study of central concepts, tools of inquiry, and structures of content—Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

**State Std 50015.2c**: The program requires the study of science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

**CREDE Std 6**: Modeling and Demonstration: Provide for learning through modeling or demonstrations
## Course Assessment Matrix – **EDU 450** – Middle School Curriculum & Philosophy

State Standards measured in EDU 450: 50015.3a, 50015.5b

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State Std 50015.3a: The program requires the study of integrating and applying knowledge for instruction — Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.5b: The program requires the study of reflection and evaluation — Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – **EDU 451 – Middle School Teaching Methods**

State Standard measured in EDU 451: 50015.2i, 50015.3c
Core Merit measured in EDU 451: CREDE Std 5

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State Std 50015.2i: The program requires the study of connections across the curriculum--Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.3c: The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 5: Teaching through Conversation: Engage students through dialogue, especially instructional conversation.
State Standard measured in GEOG 150: 50015.2e

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State Std 50015.2e: The program requires the study of social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – **HPER 225 – Elementary Health & Physical Education Activities & Methods**

State Standards measured in HPER 225: 50015.2g, 50015.2h

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State Std 50015.2g: The program requires the study of health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.2h: The program requires the study of physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – MATH 277 – Math for Elementary Teachers

State Standards measured in MATH 277: 50015.2a, 50015.2d
Core Merit measured in MATH 277: CREDE Std 4

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State Std 50015.2a: The program requires the study of central concepts, tools of inquiry, and structures of content—Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

State Std 50015.2d: The program requires the study of mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 4: Teaching Complex Thinking: Challenge students toward cognitive complexity
### Course Assessment Matrix – MATH 377 – Geometry for Elementary Teachers

State Standards measured in MATH 377: 50015.2d, 50015.3c

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<th>Assessment</th>
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State Std 50015.2d: The program requires the study of mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

State Std 50015.3c: The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.
Course Assessment Matrix – PHY 211 - Physics

State Standard measured in PHY 211: 50015.2c

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State Std 50015.2c: The program requires the study of science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.
Course Assessment Matrix – PSY 230 – Educational Psychology

State Standards measured in PSY 230: 50015.1, 50015.3b

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<tr>
<td>State: 50015.3b</td>
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</tbody>
</table>

State Std 50015.1: The program requires the study of development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

State Std 50015.3b: The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.
Course Assessment Matrix – EDU 210 - Intro to Exceptional Children

State Standards measured in EDU 210: 50015.3b, 50015.5c
Core Merit measured in EDU 210: CREDE Std 4
 Semester: ___________________________

<table>
<thead>
<tr>
<th>Assessment</th>
<th>INTASC/State Standard/Core Merit</th>
<th>Measurement</th>
<th>Expected Results</th>
<th>Actual Results</th>
<th>Analysis</th>
<th>Action/Recommendations</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>State: 50015.3b</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>State: 50015.5c</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Core Merit: CREDE Std 4</td>
<td></td>
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</tr>
</tbody>
</table>

50015.3b: The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

50015.5c: The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 4: Teaching Complex Thinking: Challenge students toward cognitive complexity
Course Assessment Matrix – **EDU 222 – Technology for Teachers**

State Standard measured in EDU 222: 50015.6
Core Merit measured in EDU 222: CREDE Std 7

<table>
<thead>
<tr>
<th>Assessment</th>
<th>INTASC/State Standard/Core Merit</th>
<th>Measurement</th>
<th>Expected Results</th>
<th>Actual Results</th>
<th>Analysis</th>
<th>Action/Recommendations</th>
<th>Outcomes</th>
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<td>State: 50015.6</td>
<td>State: 50015.6</td>
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<tr>
<td>Core Merit: CREDE Std 7</td>
<td>Core Merit: CREDE Std 7</td>
<td></td>
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</tbody>
</table>

State Std 50015.6: The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 7: Student Directed Activity / Choice and Initiative: Encourage students’ decision making
## Course Assessment Matrix – EDU 224 – Fine Arts Activities & Methods

<table>
<thead>
<tr>
<th>Assessment</th>
<th>INTASC/State Standard/Core Merit</th>
<th>Measurement</th>
<th>Expected Results</th>
<th>Actual Results</th>
<th>Analysis</th>
<th>Action/Recommendations</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 page paper on an artist</td>
<td>State: 50015.2f</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NA story on a buffalo hide</td>
<td>Core Merit: Culture</td>
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</tr>
<tr>
<td>Lesson Plan of class art activity</td>
<td>Core Merit: CREDE Std 7</td>
<td></td>
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</tr>
</tbody>
</table>

State Std 50015.2f: The program requires the study of the arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

CREDE Std 7: Student Directed Activity / Choice and Initiative: Encourage students’ decision making
Appendix C:
Resumes of Dr. Clarice Baker-Big Back, Anna Rubia, and Bernadine Young Bird
Curriculum Vitae
Clarice Baker/Big Back
Dean of Academic Services
Fort Berthold Community College

EDUCATION

1994  Ph.D., Curriculum and Instruction
      The Pennsylvania State University
      University Park, PA

1988  Math and Computer Science
      Eastern Montana College

1982  Gifted/Talented Certification
      Moorhead State University

1978  M.Ed. Educational Administration
      The Pennsylvania State University
      University Park, PA

1976  Elementary Education
      University of Mary
      Bismarck ND

PROFESSIONAL EXPERIENCE

2000- Present  Vice President of Academic Affairs
                Fort Berthold Community College
                220 8 TH Avenue North
                PO Box 490
                New Town, ND 58763

1997- 2000  Director, Elementary Teacher Education Program, University of
            North Dakota. Fort Berthold Community College, New Town, ND
            Twenty-one students earned their degrees.

1993-2000  Assistant Professor, Department of Teaching and Learning,
            College of Education and Human Development, University
            of North Dakota, Grand Forks, ND

1993  Graduate Teaching Assistant, The Pennsylvania State University,
      Department of Curriculum and Instruction, University Park, PA
1988-1991  Principal/Superintendent, Lame Deer Public School, Lame Deer, MT
1984-1988  Middle School Instructor, Busby School, Busby, MT
1980-1982  Teacher/Facilitator, United Tribes Educational Center, Bismarck, ND
1978-1980  Elementary Principal, Busby Elementary School, Busby, MT

PROFESSIONAL CERTIFICATION
Montana Elementary Principal Certification
Montana Superintendent Certification
Montana Teaching Certification
Gifted/Talented Certification

PUBLICATIONS


PRESENTATIONS TO PROFESSIONAL GROUPS
Baker Big Back, C. Block Scheduling: Improving Retention for Native American Students American Indian Higher Education Consortium Spring 2003


Baker Big Back, C. (spring 1997) National Conference on Race and Ethnicity in Orlando, Florida (Paper accepted; not able to present due to illness
Bake /Big Back, C. (Fall 1997). Reflective Coaching and The Native American Teacher
National Indian Education Conference, Rapid City, SD.

Baker Big Back, C. (Fall, 1994). Integrating a Multicultural Perspective: Reteaching the
Teachers. North Dakota Bilingual Conference.


Baker/Big Back, C. (Fall 1995). Social Studies and Multicultural Children’s Literature
North Dakota Indian Education Association and Bilingual Association.

PRESENTATIONS TO COMMUNITY GROUPS

UND/FBCC Elementary Education Program
Twin Buttes Administration and Staff Fall 1997
New Town Administration and Staff Fall 1997
Mandaree Administration and Staff Spring 1998
Fort Berthold Community College Board, July 1997
Tribal Council of The Three Affiliated Tribes Spring 1998
UND Elementary Faculty Spring 1997

SPEECHES TO COMMUNITY GROUPS

May, 1998 Fort Berthold Community College Graduation
August, 1998 Fort Berthold Community College GED Graduation
August, 1997 Fort Berthold Community College GED Graduation

RESEARCH IN PROGRESS

Reflective Coaching and the Native American Teacher
Student Experiences in the UND/FBCC Collaboration Elementary Education Program
Eminence Credential Courses and Their effect on Tribal Elders
TCUP: Research and Practice with SMET Students
Hidatsa Language Immersion

DOCUMENTS WRITTEN
Final Report to Philip Morris (1998)

Evaluation of Fort Totten Program (1998)


Gifted and Talented Program Evaluation, Mandaree School, Mandaree, ND (1997)

Two-year Liberal Arts Program with an emphasis in Elementary Education

Four-year Elementary Education Program with an Area of Concentration in Tribal Languages and Culture.

CURRICULUM WRITTEN

Integrating Language and Culture into the Curriculum 1996-1999

GRANT PROPOSALS SUBMITTED

Teacher Training Grant Funded at One Million Dollars, Fort Berthold Community College

Administration for Native Americans Fort Berthold Native Language Planning Project, with Mike Cross and Liz Yellow Bird. February, 1998. $48,000.

Lannan Foundation. Invited to complete a formal grant application in the amount of $20,000.00 after the preliminary application. (1998).

Kellogg Tribal College Initiative $108,000.00. Not funded. (1997)


Philip Morris, $22,000. (Funded). (1997-98).

Philip Morris, $6,500 (Funded). (1998-99).

Native American Scholarship Fund. $84,000. Did not meet criteria. (1998).


Three Affiliated Tribal Council. $5,000.00. Tuition for students.

Program 477- Three Affiliated Tribes. $15,000.00 Grant funded for student tuition. (1998-99).
CONSULTATIONS

Writing Curriculum for Knife River Indian Villages 2005-2006
Reviewing State Social Studies Curriculum.

Rock Creek Day School, Bullhead, SD (1995)

Reflective Coaching—presented to the staff of the Twin Buttes Elementary School (1997).

Gifted and Talented Program—Mandaree School, Mandaree, ND (1997-98).

Bilingual Program at Four Winds, Fort Totten, ND

Bilingual Program at Parshall, ND.

COURSES TAUGHT

Introduction to Teaching and Learning—Fall 94, Fall 95, Spring 95, Sp. 96, Fall 97, Spring 2002
Social Studies TEAM—Fall 94, Fall 95, Spring 95, Fall 96
CTL Social Studies in the Elementary School—Spring 95, 96, 97, Fall 98
CTL 522—Elementary Social Studies-A Whole Language Approach—Spring 96
Constructivist Teaching Practices—Summer 97.
CTL 538—Supervision of Student Teaching—Fall 97, Fall 98, Sp. 98, Fall 98
Constructivist Teaching: Integrating Language and Culture into the Curriculum – Spring 97, Summer 97.
CTL 590—Curriculum—Summer 97, Fall 2001
Hidatsa Language in the Elementary Classroom—Fall 98.
T&L 498—Integrating Language and Culture into the Curriculum—Spring 98, Summer 2001
T&L 432—Strategies for Classroom Management – Spring 98
T&L 422—Education of the Gifted and Talented—Summer 98
T&L 433—Multicultural Education—Fall 2001

STUDENT TEACHERS SUPERVISED
List can be made available

PROFESSIONAL MEMBERSHIPS

Selected for The Directory of Native American and Alaskan Women
American Indian Leadership Fellowship Award
J. Ralph Rackley Memorial Fund Award
Nominated for Phi Delta Kappa
Award from Students for Service Provided for Elementary Teacher Education Program
**ADVISORY COMMITTEES SERVED ON**

UND/FBCC Elementary Education Program  
Project Star  
State Native American Curriculum, 1992-1996  
Social Studies Committee for Grand Forks Public School 1994-97

**FACULTY DEVELOPMENT ACTIVITIES**

Technology partnership with Grand Forks Public Schools  
Multicultural in-service with Elementary Education Faculty  
Elementary Retreat, May 1998  
FBCC College Retreat June 1998
ANNA CAROLE RUBIA  
P.O. Box 755  
New Town, ND  58763  
(701) 627-3487

EDUCATION

1992 (19 graduate hours) Pennsylvania State University  
State College, Pennsylvania  
(Special Education)

1981 (15 graduate hours) Moorhead State University  
Moorhead, Minnesota  
(Gifted Education)

1977 M.ED. Pennsylvania State University  
State College, Pennsylvania

1972 B.S. Mary College  
Bismarck, North Dakota

1970 A.A. Bismarck Junior College  
Bismarck, North Dakota

TEACHING EXPERIENCE

- Taught six years in elementary schools on Indian reservations in the states of North Dakota and Montana.
- Taught teacher certification classes in cultural awareness/education at the college level.
- Taught education courses at the community college level and University level for pre-service teachers.
- Supervised student teachers at public school levels.

ADMINISTRATION EXPERIENCE

- Supervised K-12 school system as a Superintendent, with Indian population on an Indian reservation (4 years).
Precondition #4 - Conceptual Framework

- Supervised K-8 school system as a Principal with Indian population in an urban and reservation setting (7 years).
- Supervised Federal Projects for Title IV, Title VII, Administration for Native Americans (ANA) and State Chapter I Projects.

CURRICULUM DEVELOPMENT EXPERIENCE

- Co-authored teachers’ manual for North Dakota State Tribal Curriculum.
- Developed Indian curriculum materials for Senior High level in the Fine Arts area.
- Designed a Science curriculum kit, K-8 for Gifted/Talented Indian students.
- Developed Gifted/Talented Indian curriculum in Tribal Government, endangered animals and environmental conservation for 5-6 grade.

RESEARCH/Writing

- Disseminated through monthly newsletter format current information, Federal Register updates teacher information and specific requests for a Technical Assistance Center.
- In cooperation with the Department of Public Instruction and the North Dakota State Historical Society, developed a children's newspaper with content and activities on the North Dakota reservations.

INSERVICE TRAINING

- Provide in-service training to administrators, teachers and parents in Gifted Education, Social Studies, Cultural Differences and Indian Curriculum on a State and National level.
- Consultant to School Districts in the development of Cultural Curriculum.
- In-service training to School Districts, State and Regional Conferences on Civil Rights Compliance.
EMPLOYMENT HISTORY

2006 to current
Director of Teacher Education/Instructor
Fort Berthold Community College
New Town, North Dakota

2002-2007
Superintendent, Mandaree School
Mandaree, North Dakota

1999-2003
Education Specialist/Private Sector
Casey Family Program
New Town, North Dakota

1997-2000
Principal, Twin Buttes School
Twin Buttes, North Dakota

1996-1998
Elementary/Middle School Principal
Mandaree School
Mandaree, North Dakota

1994-1997
University Faculty Instructor
Center for Teaching and Learning
University of North Dakota
Grand Forks, North Dakota

1992-1995
Coordinator for Race and National Origin
Department of Public Instruction
State Capitol
Bismarck, North Dakota

1988-1992
Elementary Principal
Theodore Jamerson Elementary School
Bismarck, North Dakota

1989
Curriculum Specialist
Technical Resource Center II
United Tribes Technical Center
Bismarck, North Dakota
1987-1989  Cognitive Style Mapping Director
          United Tribes Technical Center
          Bismarck, North Dakota

1986-1988  Johnson O'Malley Director
          Bismarck School District
          Bismarck, North Dakota

1985-1987  Junior High Teacher
          Theodore Jamerson Elementary School
          Bismarck, North Dakota

1986      Bilingual Education Coordinator
          Department of Public Instruction
          Bismarck, North Dakota

1985      ANA Development Officer
          United Tribes Technical Center
          Bismarck, North Dakota

1983-1985  Dissemination Specialist
          Northern Plains Resource Center II
          United Tribes Technical Center
          Bismarck, North Dakota

1983      Principal, Twin Buttes School
          Twin Buttes, North Dakota

1982-1984  Chapter I Math Teacher
          Twin Buttes School
          Twin Buttes, North Dakota

1980-1983  Director of Title IV Gifted/Talented
          United Tribes Technical Center
          Bismarck, North Dakota
1979-1981  Director of Indian Curriculum Program  
           United Tribes Technical Center  
           Bismarck, North Dakota

1980  Title IV Science Curriculum Facilitator  
      Theodore Jamerson Elementary School  
      Bismarck, North Dakota

1978-1980  Title I Reading Teacher  
           Busby School  
           Busby, Montana

1975-1978  College/Dissemination Coordinator  
           United Tribes Technical Center  
           Bismarck, North Dakota

1974-1976  Title I Language/Reading Teacher  
           Theodore Jamerson Elementary School  
           Bismarck, North Dakota

1972-1975  Elementary Teacher  
           Cannonball Elementary School  
           Cannonball, North Dakota

1972  Remedial Math Teacher  
      Richolt Elementary School  
      Bismarck, North Dakota

PROFESSIONAL ACTIVITIES/LECTURES

- Presentation at State and National Education Conferences.
- Consultant to School Districts in the area of Indian Curriculum, Multi-cultural Curriculum, Gifted Education and Cultural Awareness.
- Participated in panel discussions and served on committees and advisory boards.
- Participated in evaluation teams for self-study to School Districts.

REFERENCES  Upon request.
RESUME

BERNADINE YOUNG BIRD
P.O. BOX 586
NEW TOWN, NORTH DAKOTA 58763
(701) 627-3886

Date of Birth: October 3, 1950
Tribal Membership: Three Affiliated Tribes-MHA Nation

EDUCATION:
University of Mary Elementary Education, Bachelor of Science
Degree 1977
Minot State University Learning Disabilities, Master of Science
Degree 1980
University of North Dakota Educational Administration-Graduate
Course Work Completed

EXPERIENCE
1964-1968 Summer Youth Worker-Standing Rock and
Fort Berthold
1977-1979 Summers-Youth Supervisor,
Division of Indian and Native Programs
New Town, ND
1977-1979 Elementary Teacher-Edwin Loe Elementary
New Town, ND
1981 Instructor, Remedial Reading, FBCC
1980-1982 Learning Disabilities Specialist/Teacher
WILMAC Multidistrict Special Education Uni
Williston, ND
(Twin Buttes, Mandaree and Johnson Corner
School Districts)
1982-Summer Education Specialist/Special Education Asst.
Office of Indian Education, BIA
New Town, ND
1982-1989  
Education Specialist/Special Education Coordinator  
Office of Indian Education, BIA  
New Town, ND

1989-2007  
Department Special Education Director/Education Department Administrator, TAI  
New Town, ND

OTHER PROFESSIONAL EXPERIENCE:

North Dakota Interagency Coordinating Council Member-7 years (Governor Appointee)  
Three Affiliated Tribes Child Protection Team Member, 3 years (Facilitator)  
Head Start Health Advisory Committee-2 years  
Summer School Teacher, Special Education-Mohall School District  
North Dakota Indian Education Association-Member 5 years, Officer 2 years  
North Dakota Intertribal Early Childhood Tracking Team-2 years  
Fort Berthold Early Childhood Tracking Team-2 years (Facilitator)  
Three Affiliated Tribes Tribal Action Plan Committee, Drug and Alcohol Prevention  
Trainer/Drug and Alcohol Abuse Prevention, Fort Berthold Community College  
Adapt Program  
Trainer-GESSA Race, Gender and National Origin Equity  
Teacher-Nurturing Parent Program-Children’s Classes, Fort Berthold Community College  
Parent Support Network-Founder and Member-2 years  
North Dakota State Council of Vocational Education-5 years (Governor Appointee)  
White House Conference on Indian Education Delegate-1992  
Developed and Authored First Written Education and Philosophy for Three Affiliated Tribes  
Developed and Authored Education Code Drafts for Three Affiliated Tribes  
Developed and Authored: Three Affiliated Tribes Resource Guide  
Developed and Authored: Clanship Booklet-All Ages  
Developed Education Department Hidatsa Clanship List  
Founder and Facilitator for Nueta, Hidatsa and Sahnish Language Revitalization Committee-2002  
Established and Organizer for Annual Early Childhood Screening Event  
National and State Presenter for Education Topics  
Three Affiliated Tribes Representative-North Dakota State Panel for Goals 2000  
Founder, Member of “Ma ado Sagids School” Alternative New Town School  
Fort Berthold Domestic Violence Board Member and Current Chairman
COMMUNITY PARTICIPATION:

New Town City Council Member-4 years
Established and Chairman for Community Relations Committee for New Town City Council- 4 years
New Town City Commissioner for Police Department and Zoning
Chairman of Community Relations, Police Commission and Zoning Commission
Member and Supporter of Fort Berthold Unity Riders
Board Member for Casey Family Program, Fort Berthold
Facilitator and Coordinator for first TAT World Health Event-“Our Planet, Our Health, Think Globally, Act Locally” (Precedent for later TAT Wellness Week Events)
Coordinator for “Those Who Help” planning meetings (Precedent for later TAT Children’s Council)
4-H Leader Mandaree Community
Girl Scout/Brownie Leader, 2 years Four Bears Community
Organized a “Gifted Child” Parent Organization-3 years
Fort Berthold Community College Scholarship Committee-3 years
Parent Teacher Organization-New Town 2 years-Mandaree 2 years
Tribal Celebration Committee and Fund Raising Committee-Little Shell, Mandaree

AWARDS/HONORS:

1976 2nd Chairman and Founder Member of the “Sacred Hoop Indian Club”
University of Mary
1981 Three Affiliated Tribes Museum Board “Young Person of the Year” Award
1990 North Dakota Indian Education Association “Indian Educator of the Year”
1991 Five Year Public Service, North Dakota Vocational Advisory Council
1885-1992 Seven Years Service, North Dakota Vocational Education
1992 White House Conference Delegate for North Dakota and Three Affiliated Tribes
1995 MHA Employee Achievement Award
1997 Academic Year-Mandaree School Title I Program Recognition

OTHER SKILLS:

Computer skills-Keyboarding, Word Processing, Excel, Publisher
Hidatsa Language-Understanding and Partially Fluent
Organizational, Management, and Supervisory Skills
Excellent speaking and writing skills
Grant writing skills
Cooperative/Collaboration Project Development
Employee Supervision Skill Building Resource
Precondition 5.1
The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates.

Since the Higher Learning Commission’s visit to Fort Berthold Community College in 2006, the staff and faculty have been astutely aware of the issue regarding student and institutional assessment. The constant questions of any educational institution are:

- How do we know students are learning what we want them to?
- How can we prove it?
- If they are not learning what we want them to, how can we change things?

Using NCATE Standard #2 as a guide, the FBCC Teacher Education Department has set up a system of answering those three questions in order to ensure that our program and our graduates are of premier caliber. NCATE Standard #2 reads: The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

The following is an overview chart of the FBCC Teacher Education Department’s assessment plan. It is broken down into candidate assessment and program assessment. The candidate assessment section is further divided into the time periods during which the assessments will be taking place. The columns indicate what the assessment is, who is being assessed, state standards and core merits are being assessed, and the purpose of the assessment.
## FBCC Teacher Education Candidate & Program Assessment

### CANDIDATE ASSESSMENT:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Who is this Assessing?</th>
<th>State Std./Core Merit Assessed</th>
<th>Why do we have this Assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Entry into the Teacher Education Program</td>
<td>GPA Students entering the Teacher Education Program</td>
<td>N/A</td>
<td>Cumulative GPA is taken into account to ensure commitment to academics</td>
</tr>
<tr>
<td></td>
<td>Attendance Students entering the Teacher Education Program</td>
<td>N/A</td>
<td>Attendance is taken into account during the application process to ensure commitment to academics</td>
</tr>
<tr>
<td>During the Application Process</td>
<td>Application Interview Students applying for the Teacher Education Program</td>
<td>N/A</td>
<td>The interview process measures teacher potential and interest</td>
</tr>
<tr>
<td></td>
<td>Application Essay Students applying for the Teacher Education Program</td>
<td>N/A</td>
<td>The application essay measures their commitment to the field of education, their developing philosophy, and their potential in education</td>
</tr>
<tr>
<td></td>
<td>Electronic Portfolio Students applying for the Teacher Education Program</td>
<td>All ND state Standards and Core Merits are assessed, but unlikely to all be met at this point in the academic career.</td>
<td>The initial e-portfolio assessment is used to measure academic commitment as well as documentation to compiling their education artifacts</td>
</tr>
<tr>
<td>While in the Teacher Education Program prior to Student Teaching</td>
<td>EDU 210 Intro to Exceptional Children Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standards: 50015.3b, 50015.5c Core Merit: CREDE Std 4</td>
<td>To ensure candidates are meeting the ND State Standards and the Core Merits of the Teacher Education Program</td>
</tr>
<tr>
<td></td>
<td>EDU 222 Technology for Teachers Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standard: 50015.6 Core Merit: CREDE Std 7</td>
<td>To ensure candidates are meeting the ND State Standards and the Core Merits of the Teacher Education Program</td>
</tr>
<tr>
<td></td>
<td>EDU 224 Fine Arts Activities &amp; Methods Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standard: 50015.2f Core Merits: Culture, CREDE Std 7</td>
<td>To ensure candidates are meeting the ND State Standards and the Core Merits of the Teacher Education Program</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Student Population</td>
<td>State Standards</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>EDU 232</td>
<td>Classroom Management</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.3d, 50015.5c</td>
</tr>
<tr>
<td>EDU 237</td>
<td>Music for Elementary Teachers</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.2f</td>
</tr>
<tr>
<td>EDU 238</td>
<td>Children's Literature</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.2b</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Intro to Education</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.1, 50015.5d</td>
</tr>
<tr>
<td>EDU 297</td>
<td>Middle School Field Experience</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.23e</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Elementary Practicum I</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.3d</td>
</tr>
<tr>
<td>EDU 305</td>
<td>Multicultural Education</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.3e</td>
</tr>
<tr>
<td>EDU 320</td>
<td>Curriculum, Instruction &amp; Assessment</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.4, 50015.5d</td>
</tr>
<tr>
<td>EDU 392</td>
<td>Foundations, Issues, &amp; Trends</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>50015.3a, 50015.5a</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Students in the Teacher Education Program</td>
<td>State Standards</td>
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</tr>
<tr>
<td>EDU 400</td>
<td>Elementary Practicum II</td>
<td>Students in the Teacher Education Program</td>
<td>50015.5a, 50015.5b</td>
</tr>
<tr>
<td>EDU 402</td>
<td>Teaching Reading in Content Area/Diagnostic Reading</td>
<td>Students in the Teacher Education Program</td>
<td>50015.2b, 50015.4</td>
</tr>
<tr>
<td>EDU 421</td>
<td>Math Methods &amp; Materials</td>
<td>Students in the Teacher Education Program</td>
<td>50015.6</td>
</tr>
<tr>
<td>EDU 422</td>
<td>Language Arts Methods &amp; Materials</td>
<td>Students in the Teacher Education Program</td>
<td>50015.2i</td>
</tr>
<tr>
<td>EDU 423</td>
<td>Reading Methods &amp; Materials</td>
<td>Students in the Teacher Education Program</td>
<td>Core Merit: Comprehension, CREDE Std 2, CREDE Std 5</td>
</tr>
<tr>
<td>EDU 424</td>
<td>Social Studies Methods &amp; Materials</td>
<td>Students in the Teacher Education Program</td>
<td>50015.2e</td>
</tr>
<tr>
<td>EDU 426</td>
<td>Science Methods &amp; Materials</td>
<td>Students in the Teacher Education Program</td>
<td>50015.2a, 50015.2c</td>
</tr>
<tr>
<td>EDU 450</td>
<td>Middle School Curriculum &amp; Philosophies</td>
<td>Students in the Teacher Education Program</td>
<td>50015.3a, 50015.5b</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standards</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>EDU 451</td>
<td>Middle School Teaching Methods</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standards: 50015.2i, 50015.3c</td>
</tr>
<tr>
<td>GEOG 150</td>
<td>Introduction to Geography</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standard: 50015.2e</td>
</tr>
<tr>
<td>HPER 225</td>
<td>Elementary Health and Phy Ed Activities &amp; Methods</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standards: 50015.2g, 50015.2h</td>
</tr>
<tr>
<td>MATH 277</td>
<td>Math for Elementary Teachers</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standards: 50015.2a, 50015.2d</td>
</tr>
<tr>
<td>MATH 377</td>
<td>Geometry for Elementary Teachers</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standards: 50015.2d, 50015.3c</td>
</tr>
<tr>
<td>PST 230</td>
<td>Educational Psychology</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standards: 50015.1, 50015.3b</td>
</tr>
<tr>
<td>PHY 211</td>
<td>Physics or EDU 273 Physical Science for Elem Teachers</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>State Standard: 50015.2c</td>
</tr>
<tr>
<td>Praxis I</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>Praxis I assesses Reading, Writing, and Mathematics. Many state standards are included, but not specifically targeted.</td>
<td></td>
</tr>
<tr>
<td>Praxis II</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>Praxis II assesses Curriculum, Instruction, and Assessment, and Principles of Learning and Teaching. Many state standards are included, but not specifically targeted.</td>
<td>Students must pass Praxis II to obtain teacher licensure in North Dakota</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>Students in the Teacher Education Program/The Teacher Education Program</td>
<td>N/A</td>
<td>This is an ongoing assessment in order to ensure commitment to teacher education and is a requirement for the FBCC Teacher Education Department.</td>
</tr>
<tr>
<td>During Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Pre-Test and Post-Test</td>
<td>Students in EDU 492 – Student Teaching</td>
<td>A collection of state standards and core merits</td>
<td>To ensure candidates' outcome is in helping students to learn</td>
</tr>
<tr>
<td>Evaluation Rubrics</td>
<td>Students in EDU 492 – Student Teaching</td>
<td>All ND state standards and 4 core merits (including the 7 CREDE standards)</td>
<td>To ensure candidates' understanding of professional and state standards</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>Students in EDU 492 – Student Teaching</td>
<td>All ND state standards and 4 core merits (including the 7 CREDE standards)</td>
<td>Documentation that candidates are able to recognize and utilize the ND state standards and the Teacher Education Program's core merits</td>
</tr>
<tr>
<td><strong>PROGRAM ASSESSMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the First Two Years of Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First/Second Year Teacher Survey</td>
<td>Teacher Education Program</td>
<td>Results of the measure of ND state standards and core merits are utilized</td>
<td>During their first two years of teaching, teachers will provide feedback to the Teacher Education program on areas of strengths and weaknesses. This will be valuable to the program.</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Teacher Education Program</td>
<td>Results of the measure of ND state standards and core merits are utilized</td>
<td>Employers of teacher graduates will provide feedback on the training of their employee. Knowing strengths and weaknesses of graduates will be valuable to the program.</td>
</tr>
<tr>
<td>Individual course matrix</td>
<td>Each course and the Teacher Ed Program</td>
<td>Each course will be assigned certain state standards and core merits for which to evaluate students</td>
<td>The instructor will fill out a course matrix which is a compilation of the candidates' results on their assessments in that course. Together, all of the course matrices will provide evidence of assessment of each standard and merit multiple times.</td>
</tr>
<tr>
<td>Each Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Assessment Matrix</td>
<td>Teacher Ed Program</td>
<td>The program assessment matrix shows all of the candidate assessments (see CANDIDATE ASSESSMENT categories above)</td>
<td>All of the candidates' assessments will be compiled and entered into one matrix for the entire year.</td>
</tr>
<tr>
<td>Annually (each May)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the NCATE Professional Standards publication, the assessment system should contain the examination of:

1. Alignment of instruction and curriculum with professional, state, and institutional standards;
2. Efficacy of courses, field experiences, and programs;
3. Candidates’ attainment of content knowledge and demonstration of teaching that leads to student learning or other work that supports student learning.

1. Alignment of instruction and curriculum with professional, state, and institutional standards

The curriculum that the Fort Berthold Community College Teacher Education Department has set forth for the baccalaureate degrees of Elementary Education with a minor in Middle School Math and Elementary Education with a minor in Middle School Science follows the North Dakota Education Standards and Practices Board (ESPB) Standards. The curriculum for both degree programs is attached to the end of this Precondition 5.1.

In addition to meeting the requirements of the North Dakota ESPB, the curriculum also meets FBCC institutional standards as well. Every degree plan at FBCC requires courses to educate students in the Mandan, Hidatsa, and Arikara culture. This fits with the conceptual framework of the Teacher Education Department as culture is one of the four core merits. The required courses are IS 201 – History of the Three Affiliated Tribes and one of either IS 113, 115, or 117 which are language courses in Hidatsa, Mandan, or Arikara, respectively. These cultural classes are taken in addition to the Multicultural/Native American/Diversity component of the teacher education curriculum required by the ND ESPB: IS 101 – Introduction to Indian Studies, EDU 305 – Multicultural Education, and EDU 391 – Strategies for Diverse Learners.

There are strategies in place in the degree plan curriculum to align with the other core merits of the Teacher Education Department as well. In order to stress comprehension, Diagnostic Reading was added to the course, EDU 402 - Teaching Reading in the Content Area and the number of credits was increased in that course. CREDE (Center for Research on Education, Diversity & Excellence) is another of the four core merits. The principles of CREDE stress various learning styles for children including active learning, decision making, and connecting students’ learning to their lives. These will be included specifically in the following classes, as well as others: EDU 210 – Introduction to Exceptional Children, EDU 305 – Multicultural Education, EDU 391 – Strategies for Diverse Learners, and PSY 230 – Educational Psychology. The final core merit, constructivism, is required in every classroom at FBCC, regardless of its educational nature. By reading course descriptions and course syllabi, it is evident that constructivism is integrated into the curriculum.

By the scheduled visit in the spring of 2010 by ESPB, FBCC will have every syllabus in the curriculum aligned with the North Dakota state standards and our four core merits in order to ensure that the elementary education students receive every piece of education that is required.

2. Efficacy of courses, field experiences, and programs

In order to guarantee effectiveness of the courses, the student teaching experience and the program as a whole, the Teacher Education Department has multiple modes of assessment in place. As with every faculty at FBCC, there are course evaluations at the end of every course
that are filled out by students. Unfortunately, the course evaluations are not specific to each department, but ask students about what they learned, how much they learned, and if culture, technology, and constructivism were integrated into the course. These are collected by the FBCC Data Manager, compiled, kept for documentation by the Data Manager, and copies of the anonymous results are given to each instructor for each course. This process is carried out at the end of each semester. The downfall of such course evaluations is that it does not solicit reviews from students who have dropped the course or who may not be present on the day they are given.

Each faculty member at FBCC also undergoes another evaluation process every semester called a Small Group Instructional Diagnosis (SGID). Each instructor arranges for one class at midterm to be evaluated. Another faculty member comes into the classroom and listens to and discusses the positive and negative aspects of the class so far in the semester. This method of assessment brings about very helpful and constructive criticism of the class. The evaluating faculty member then anonymously types the comments and discusses them with the instructor of the course. This is an effective way for faculty to assess what is going on in his/her classroom and make positive changes during the current semester before it is over. A copy of the SGID evaluation is kept by the instructor and in his/her file in the Vice President for Academic Affair’s office.

As mentioned above, every education course that a teacher education student takes at FBCC is aligned with the state standards and the four core merits which are covered in that class. Demonstrating knowledge and understanding of the standards and merits are measured in courses taken throughout the candidates’ education and that data is compiled for each student and the group of students as a whole. More information on this can be found in the next section on candidates’ content knowledge.

The effectiveness of the student teaching field experience is highly assessed at multiple points by the student teacher, the mentor teacher, and the college supervisor. This is an imperative field experience to assess as it is the final step before the teacher candidates graduate and become teachers in their own classrooms. There are three forms of assessment for this period. The first is a pre-test/post-test requirement that the student teachers must administer to their students. This is a critical component to show that the candidates can help students learn. It is only through a culmination of their teaching methods learned during courses at FBCC that this can happen, so in a certain sense, it is an ultimate test of the teacher candidate and the Teacher Education program. During the 16 weeks of student teaching, teacher candidates are also scored on evaluation rubrics at the midterm point and during the final week by their mentor teachers and their college supervisor. The rubric is scored on how the student teacher applied the North Dakota state standards and the four core merits of the FBCC Teacher Education program during their time teaching. Also, student teachers will evaluate themselves on the same rubric with some additional reflective questioning. The third assessment that takes place shortly after student teaching is the evaluation of the candidates’ electronic portfolio. The e-portfolio template for the Teacher Education Department is set up differently from other FBCC students’. In their e-portfolios, teacher candidates must show proof by way of artifact or reflection that each North Dakota state standard and FBCC Teacher Education Department core merit was met during their time in the program. Members of the Teacher Education Department will score each e-portfolio based on a rubric. An example of all of these rubrics can be found in the teacher education student handbook appendix.
3. Candidates’ attainment of content knowledge and demonstration of teaching that leads to student learning or other work that supports student learning

After FBCC’s last visit from the Higher Learning Commission (HLC) in 2006, the importance of assessing general education has been stressed in the Academic Department. As with all graduating students, the Teacher Education students will also have their knowledge of general education assessed. This is done before a student graduates with an exam that is administered by the Student Learning Assessment Coordinator. Scores are compiled on an annual basis and evaluated by the coordinator.

The FBCC Teacher Education Department has an extensive system that will serve to guarantee that candidates not only attain content knowledge, but put into practice North Dakota state standards and the department’s four core merits (including the CREDE standards). The FBCC TED has a complete map of each course and which standards and merits are met in each course. In addition, each North Dakota state standard and department core merit have two courses assigned to each in which an artifact is assigned by the instructor, scored, and stored in the TED database. The artifact score represents knowledge and understanding of that standard or merit. The results of these individual course assessments for each particular candidate will be stored in the database as well as with each individual instructor and in the Director of the Teacher Education Department’s office. In addition, each faculty member will fill out a matrix for each class displaying the overall results for each of the standards/merits that were to be qualified in that course. These matrices will be stored in the office of each faculty member and the Director of the Teacher Education Department. In addition, the individual scores for each student will be stored in the database and in each student’s file in the office of the Director of the Teacher Education Department. The following is an example of the course matrix which will be individualized for each course in which artifacts are scored to demonstrate the meeting of North Dakota state standards and FBCC Teacher Education Department core merits. The course alignment chart, artifact alignment chart, and the specific course matrices are located in Precondition 4.5.
Course Assessment Matrix – EDU 3XX (This is an example of the course matrix)

State Standard measured in EDU 3XX: 50015.2c
Core Merits measured in EDU 3XX: Constructivism, Culture

<table>
<thead>
<tr>
<th>Assessment</th>
<th>State Standard/Core Merit</th>
<th>Measurement</th>
<th>Expected Results</th>
<th>Actual Results</th>
<th>Analysis</th>
<th>Action/Recommendations</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Essay Exam</td>
<td><strong>State:</strong> 50015.2c</td>
<td>The students will be scored by the instructor on three essays using the Essay Rubric</td>
<td>Students will score an average of 12.8 on the three essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Demonstration</td>
<td><strong>Core Merit:</strong> Constructivism</td>
<td>The students will be scored by the instructor using the EDU Lesson Plan Rubric</td>
<td>Students will score Proficient or Excellent in 7/8 categories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Planned Activity</td>
<td><strong>Core Merit:</strong> Culture</td>
<td>The students will be scored by the instructor on a 0-4 scale</td>
<td>Students will score 3/4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Additional Assessment Information

It is evident that the Teacher Education Department has a great deal of assessment data to organize and discuss at the end of every semester and academic year. The members of the Teacher Education Department meet for one day at the end of each summer and fall semester and for two days at the end of the spring semester to discuss the data that they have compiled. At their semester meetings they look at the assessments gathered during that semester and flag any that may need additional attention. For example, if a student received poor rubric evaluations from his peers, the Teacher Education Department will discuss whether or not the student needs additional tutoring in presenting a lesson plan. At the annual meeting in the spring, similar information will be evaluated. In addition, the program as a whole will be reviewed. During this time, a matrix will be completed that reveals the different points of assessment for the program, how they are measured, the expected outcomes, the actual results, an analysis of the results, actions/recommendations for the following year on how to positively change any negative results, and outcomes to be filled out the following year on whether the changes were successful. This is a similar form that the faculty members use for each of their degree programs to assess that students are learning general outcomes. The Teacher Education Department has tweaked it to fit for the entire program assessment. The following is a template of this matrix.
**Program Assessment Matrix** – to be completed each May by the Teacher Education Department

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Measurement</th>
<th>Expected Results</th>
<th>Actual Results</th>
<th>Analysis</th>
<th>Action/Recommendations</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Interview</td>
<td>Interview scored on rubric by TED selection committee</td>
<td>Students accepted into the program score ____/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Essay</td>
<td>Essay scored on rubric by TED selection committee</td>
<td>Students accepted into the program score ____/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application Electronic Portfolio</td>
<td>Students will be scored by the Teacher Ed Dept. on a rubric based on ND state standards and four core merits</td>
<td>Student accepted into the program score ____/32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>Cumulative GPA is measured on a 4.0 scale</td>
<td>Students in program maintain a 3.0 cumulative GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praxis I</td>
<td>Students pass by ND score standards: pass at least 2 out of 3 exams with a cumulative score of 516 points</td>
<td>100% of students in program pass Praxis I by the time for student teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praxis II</td>
<td>Students pass by ND score standards</td>
<td>100% of students in program pass Praxis II by the time for student teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Rubric - College supervisor evaluation</td>
<td>Students will be scored on a rubric based on ND state standards and four core merits</td>
<td>Students will score ____/100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Type</td>
<td>Description</td>
<td>Scoring Details</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Rubric - Mentor teacher evaluation</td>
<td>Students will be scored on a rubric based on ND state standards and four core merits</td>
<td>Students will score ___/100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Rubric - Self evaluation</td>
<td>Students will be scored on a rubric based on ND state standards and four core merits</td>
<td>Students will score ___/100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Electronic Portfolio</td>
<td>Students will be scored by the Teacher Ed Dept. on a rubric based on ND state standards and four core merits</td>
<td>Students will score ___/32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Interview</td>
<td>Students will evaluate program based on ND state standards and four core merits</td>
<td>The program will score <strong><strong>/</strong></strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(rubric not yet created)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Teacher Evaluation</td>
<td>Students will self evaluate their teaching skills in a rubric based on ND state standards and four core merits</td>
<td>The rubric will score <strong><strong>/</strong></strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(rubric not yet created)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year Teacher Evaluation</td>
<td>Students will self evaluate their teaching skills in a rubric based on ND state standards and four core merits</td>
<td>The rubric will score <strong><strong>/</strong></strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(rubric not yet created)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With so many documents related to assessment, it is essential for the Teacher Education Department to keep track of each record. The following is a document inventory to establish where each document is stored at FBCC.

<table>
<thead>
<tr>
<th>Document</th>
<th>Storage Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student File in Office of Director of TED</td>
</tr>
<tr>
<td>Program Interview Score</td>
<td>X</td>
</tr>
<tr>
<td>Interest Essay Score</td>
<td>X</td>
</tr>
<tr>
<td>Application E-Portfolio Score</td>
<td>X</td>
</tr>
<tr>
<td>Application GPA</td>
<td>X</td>
</tr>
<tr>
<td>Attendance at Application to Program</td>
<td>X</td>
</tr>
<tr>
<td>Praxis I Score</td>
<td>X</td>
</tr>
<tr>
<td>Praxis II Score</td>
<td>X</td>
</tr>
<tr>
<td>300/400 level EDU Course Assessments</td>
<td>X</td>
</tr>
<tr>
<td>Student Teaching Pre-Test/Post-Test Results</td>
<td>X</td>
</tr>
<tr>
<td>Student Teaching Rubrics – Midterm and Final (from College Supervisor)</td>
<td>X X X</td>
</tr>
<tr>
<td>Student Teaching Rubrics – Midterm and Final (from Mentor Teacher)</td>
<td>X X X</td>
</tr>
<tr>
<td>Student Teaching Rubrics – Midterm and Final (Self-Evaluation)</td>
<td>X X X</td>
</tr>
<tr>
<td>Final E-Portfolio Score</td>
<td>X</td>
</tr>
<tr>
<td>Annual Program Assessment Matrix</td>
<td>X (in program file)</td>
</tr>
<tr>
<td>Program Exit Interview</td>
<td>X (in program file)</td>
</tr>
<tr>
<td>First Year Teacher Evaluation</td>
<td>X</td>
</tr>
<tr>
<td>Second Year Teacher Evaluation</td>
<td>X</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>X (in program file)</td>
</tr>
</tbody>
</table>

Note: The Student File in Office of Director of TED, Course File in Office of Instructor/College Supervisor, and Student File in Database are stored in the electronic records management system (ERS) at FBCC. The Program File in Database (compilation of results annually) is stored in a dedicated database. Any document marked with an 'X' indicates that it is stored in the specified location.
### General Education Requirements (39)

<table>
<thead>
<tr>
<th>Area/Course</th>
<th>Cr</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communications (9 cr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 Composition I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 120 Composition II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YSNMT 110 Fundamentals of Public Speaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area/Course</th>
<th>Cr</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Arts &amp; Humanities (9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 105 History of Art</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 115, 117 (circle one) Hidatsa, Mandan, or Arikara I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 238 Children’s Literature</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area/Course</th>
<th>Cr</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Social Sciences (9)</td>
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### Core Requirements (66)

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<td>EDU 493 Student Teaching</td>
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### Additional Requirements for all Elem Ed majors (28)

<table>
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<th>Area/Course</th>
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<tr>
<td>MATH 180 Calculus</td>
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<tr>
<td>MATH 210 Statistics</td>
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<td>MATH 273 Physical Science for Elementary Teachers</td>
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<td>HPR 210 First Aid/CPR</td>
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<tr>
<td>MATH 177 Geometry for Elementary Teachers</td>
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<tr>
<td>HIS 105 United States History I</td>
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<tr>
<td>HPR 225 Elementary Health &amp; Physical Education Activities &amp; Methods</td>
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### Additional Math Requirements (12)

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<td>MATH 273 Physical Science for Elementary Teachers</td>
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<td>HPR 210 First Aid/CPR</td>
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<tr>
<td>MATH 177 Geometry for Elementary Teachers</td>
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<td>HIS 105 United States History I</td>
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</table>
Major: Bachelor of Science Elementary Education w/ Minor in Middle School Science  
Credit Hours Required (148 cr)

Name:_________________________________  
Date__________________________________  
Advisor:________________________________

General Education Requirements (39)  
Core Requirements (66)

<table>
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<th>Area/Course</th>
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<td>ENG 120 Composition II</td>
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<td>COMM 110 Fundamentals of Public Speaking</td>
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<td>2. Arts &amp; Humanities (9)</td>
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<td>HIS 201 History of TAT</td>
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<td>HIS 113, 115, 117 (circle one)</td>
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<td>IS 113, 115, 117 (circle one)</td>
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<td>EDU 238 Children's Literature</td>
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<td>3. Social Sciences (9)</td>
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<td>PSY 100 Psychology of Student Success</td>
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<td>EDU 492 Student Teaching</td>
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Additional Requirements for Elem Ed majors (28)  
Additional Science Requirements (15)

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<th>Area/Course</th>
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<tr>
<td>GEOG 150 Intro to Geography</td>
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<td>MATH 101 Earth Science</td>
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<td>MATH 101 Astronomy</td>
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<td>CHEM 115 or 121 Chemistry</td>
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<td>SCI 117 Front Page I</td>
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Precondition 6.1

As the Mada Maagarishtauo Awa Hee Aadsa Mao Aru Mao Giguukiigash program is currently in the process of becoming accredited, Fort Berthold Community College has not yet published documentation listing the basic requirements for entry to, retention in, and completion of the program. The following is what will become the official requirements.

Criteria for the Admission to Teacher Education

The student who intends to pursue a program in teacher education must apply to the Teacher Education Department and be approved for admission into the program. A student must meet the following criteria to be considered for admission:

1. A minimum cumulative grade point average of 2.50
2. Satisfactory academic performance in ENG 110, ENG 120 and COM 110
3. Academic performance of an A or B grade in MATH 103 – College Algebra
4. Written recommendations from three professionals
5. Essay on why the student would like to enter the teacher education program
6. Work in progress on the electronic portfolio
7. Professional resume
8. Demonstrate a commitment to the learning community model
9. Agree to fulfill service to education or a related field on Fort Berthold upon graduation
10. Exhibit suitable character necessary to teach

The Teacher Education Department and a committee consisting of faculty and staff will review the documentation and make a recommendation. If the applicant is denied admission due to a condition that can be corrected, the applicant may reapply when the deficiency is removed, or may be put on interim probation.

Continuance in Teacher Education

In order to continue in the teacher education program, the student must:

1. Maintain a minimum cumulative grade point average of 3.0 and earn a grade of a B or better in courses taken after admission to the program.
2. Exhibit suitable character and evidence of good conduct, physical and mental health.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field experience supervisors.
4. Pass the Praxis I exam with a satisfactory score required by the state of North Dakota: a composite score of 516 based on the Current Qualifying Scaled Scores for PPST Reading, Writing, and Mathematics, provided the candidate has met the passing score currently in place for two of the three tests.

If requirements are not maintained, the Teacher Education Department and a committee consisting of faculty and staff may recommend probation or suspension from
the program. Any such action would be reflected in a letter from the Teacher Education Department to the student.

**Student Teaching**

Student teaching is the concluding experience of the Teacher Education Program at Fort Berthold Community College. It is completed during the students’ final semester and requires at least 16 full-time consecutive weeks. During this time, students will apply what they have learned through their college course work and field experiences. Student teaching allows the pre-service teachers a time to plan and carry out lessons that follow our four core merits: culture, constructivism, comprehension and CREDE. They will also be able to use a variety of assessment techniques to determine suitability of the lessons, success of instruction and understanding of their own students. During this time, it is expected that the pre-service teachers will experience and learn additional decision making skills, instructional approaches, classroom management courses of action, and general competence.

**Criteria for Admission to Student Teaching**

A student must meet the following criteria to be considered for admission to student teaching:

1. Senior standing or equivalent with a minimum cumulative grade point average of 3.0 or better since admission to the teacher education program.
2. Successful completion of the Praxis II exam as per the state cut score.
3. Continued satisfactory performance on all criteria for admission and retention in the teacher education program.
4. Completion of the professional education sequence before student teaching. The Teacher Education Department in consultation with a committee of faculty and staff may make exceptions to this criterion if circumstances warrant.
5. Agreement to provide evidence of personal liability insurance by joining the Student National Education Association (SNEA) or by a private insurance policy. The student will present proof of such insurance on or prior to the first day of the semester of student teaching.
6. Submission of student teaching application to the Teacher Education Department during the semester proceeding the semester of student teaching.
7. A criminal background investigation including the Bureau of Criminal Investigation and Federal Bureau of Investigation must be completed prior to student teaching.
8. During student teaching, students will not be allowed to take more than three semester hours of credit during the 16 weeks of student teaching without approval of the Teacher Education Department. Classes cannot be taken during the daily full time student teaching assignment block.

Fort Berthold Community College reserves the right to have the students meet additional requirements that may be established by the Teacher Education Department.
Criteria for Licensure Recommendation
The Teacher Education Department makes the recommendation for teacher licensure. In order to be endorsed, a student must meet the following requirements:

1. Cumulative grade point average of 3.0 or better since admission to the teacher education program.
2. Agreeable completion of all program requirements, as defined by the Teacher Education Department.
3. Successful student teaching experience.
4. Successful completion and presentation of an electronic portfolio.
5. Successful completion of Praxis II requirements and all ND licensure requirements.

The Registrar sends the application to the North Dakota Education Standards and Practices Board (ESPB) for issuance of a teaching license.
Precondition 6.2

As the Mada Maagarishtauo Awa Hee Aadsa Mao Aru Mao Giguckiigash program is currently in the process of becoming accredited, Fort Berthold Community College has not yet completed or compiled results of candidate performance on assessments conducted for admission into the program or exit from the program. This information will be stored in the Teacher Education Database in Microsoft Access.

Students will be scored on the following for entry into the teacher education program:

- Personal essay of intent
- Electronic portfolio (work in progress)
- Interview
- Letters of recommendation
- Resume
- Grade point average

Students will be scored on the following for exit from the teacher education program:

- Cumulative GPA
- 300 & 400 level EDU course assessments
- Electronic portfolio
- Praxis I & II results
- Student teaching assessments from FBCC faculty and student teaching supervisors and individual self assessments
Precondition 7.1

As the Mada Maagarishtau Awa Hee Aadsa Maa Aru Maa Giguckiigash program is currently in the process of becoming accredited, Fort Berthold Community College is not currently accepting applicants in the program. FBCC will be submitting the third draft of the Preconditions Report to the North Dakota Education Standards and Practices Board (ESPB) in November, 2009. Pending approval of the Program Approval Advisory Committee (PAAC), ESPB will visit FBCC from April 26 – April 29, 2010. FBCC has been in communication with John Taylor of the Higher Learning Commission regarding a visit for approval to offer baccalaureate degrees in the spring of 2010 as well, a short time after April 29. The following is an email that was sent to Mr. Taylor to secure a date for a visit from HLC in the spring:

From: Kyle Patterson
Sent: Tuesday, October 06, 2009 1:10 PM
To: jtaylor@hlcommission.org
Cc: Rusty Mason; Clarice Baker-Big Back; Anna Rubia; Alyce Spotted Bear; Roz Baker
Subject: FBCC Proposed Change Request

John Taylor:

The Fort Berthold Community College staff met informally with you in April 2009 at the HLC Annual Meeting about proposed changes in program offerings at a new level. This email is a follow-up to that meeting detailing the proposed change request and a tentative timeline.

Beginning Academic Year 2010-2011, FBCC will offer the following programs (all three are currently offered at an Associates level):

- Bachelor of Science in Elementary Education
- Bachelor of Science in Environmental Science
- Bachelor of Arts in Indigenous Studies

FBCC will submit the Documentation to Support A Change Request by January 31, 2010 for each of these three new programs. The College is also requesting approval of the elementary teacher education program from the North Dakota Education Standards and Practices Board.

Please inform me of any additional information the Higher Learning Commission requires beyond what is stated in the Higher Learning Commission Handbook of Accreditation (2003). I am assigned as the FBCC point of contact for the proposed changes and can be reached on my cell phone at 716-353-2977.
Dr. Clarice Baker-Big Back, Vice-President for Academics, can be reached at 701-627-4738, ext. 248.

Sincerely,

Kyle Patterson

Kyle Patterson, Ed.D., M.P.H.
Director of Research and Development
Fort Berthold Community College
P.O. Box 490/220 8th Ave., N.
New Town, ND 58763
Phone/Fax: 716-754-1353
Precondition 7.2

As the *Mada Maagarishtauo Awa Hee Aadsa Mao Aru Mao Giguckiigash* program is currently in the process of becoming accredited, Fort Berthold Community College does not have documentation of the unit’s pass rate. The North Dakota pass rate requirement is 80% for the state licensure exam. Precondition 7.2 will not be met until the program is approved.
Precondition 8.1

The *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash* program at Fort Berthold Community College will be submitting the Institutional Report for program review by March 1, 2010 to the North Dakota Education Standards and Practices Board.
Precondition 9.1

The institution is accredited, without probation or an equivalent status, by the appropriate institutional accrediting agency recognized by the U.S. Department of Education.

In regards to program accreditation, a tentative date of April 26 – 29, 2010 has been set by the North Dakota Education Standards and Practices Board pending Program Approval Advisory Committee consent. FBCC has been in communication with John Taylor of the Higher Learning Commission regarding a visit for approval to offer baccalaureate degrees in the spring of 2010 as well, a short time after April 29. The following is an email that was sent to Mr. Taylor to secure a date for a visit from HLC in the spring:

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Subject: FBCC Proposed Change Request

John Taylor:

The Fort Berthold Community College staff met informally with you in April 2009 at the HLC Annual Meeting about proposed changes in program offerings at a new level. This email is a follow-up to that meeting detailing the proposed change request and a tentative timeline.

Beginning Academic Year 2010-2011, FBCC will offer the following programs (all three are currently offered at an Associates level):

- Bachelor of Science in Elementary Education
- Bachelor of Science in Environmental Science
- Bachelor of Arts in Indigenous Studies

FBCC will submit the Documentation to Support A Change Request by January 31, 2010 for each of these three new programs. The College is also requesting approval of the elementary teacher education program from the North Dakota Education Standards and Practices Board.

Please inform me of any additional information the Higher Learning Commission requires beyond what is stated in the Higher Learning Commission Handbook of Accreditation (2003). I am assigned as the FBCC point of contact for the proposed
changes and can be reached on my cell phone at 716-353-2977.

Dr. Clarice Baker-Big Back, Vice-President for Academics, can be reached at 701-627-4738, ext. 248.

Sincerely,

Kyle Patterson

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