
NCATE CONTINUING ACCREDITATION REPORT

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* Underlined terms are hyperlinks

NCATE INSTITUTIONAL REPORT

VALLEY CITY STATE UNIVERSITY, AUGUST 2001

OVERVIEW OF THE INSTITUTION

Valley City State University (VCSU) is one of ten institutions and one branch campus that comprise the North Dakota University System (NDUS). The State Board of Higher Education (SBHE) governs all 11 publicly supported campuses in North Dakota. The North Dakota Constitution established VCSU in 1889 as a college for the preparation of teachers. The Normal School opened in 1890 with its first graduating class in 1894. In 1921, the Normal School became the Valley City State Teacher's College, authorized to award a bachelor of arts degree, later changed to a bachelor of science in education. A liberal arts program began in 1946. However, the legislature did not formally recognize this expanded mission until 1963, when the institution became Valley City State College. In 1987, the legislature changed the name to Valley City State University. The University now offers degrees in teacher education, business, computer information systems, and the liberal arts. The National Council for the Accreditation of Teacher Education (NCATE), the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), and the National Association of Schools of Music (NASM) currently accredit VCSU. VCSU will undergo a ten-year comprehensive NCA evaluation in November of 2001.

The VCSU mission statement reflects a deep commitment to learners and learning and to the effective use of instructional technology:

Valley City State University is a learner-centered community dedicated to continuing improvement in meeting student needs. Preparing individuals to serve in a changing world, the institution provides a quality educational experience in an innovative culture and a technologically enhanced environment. A leader in the effective use of instructional technologies, Valley City State University is a member of the North Dakota State University System and offers baccalaureate degrees in education, business, and the liberal arts.

Approved by the SBHE in February 1998, this mission statement reflects a noteworthy change from the 1992 version contained in VCSU's 1996 NCATE institutional report. First, the focus on learner-centered instruction is explicit, and especially on preparing individual learners for the future. Second, VCSU's role as a state leader in instructional technology is even more clear. Finally, the importance of innovation and continuous improvement—both in terms of learning and technology—is clearly highlighted. Essentially, the current mission statement is more than just a description of programs and clientele served.

The University community formally adopted a vision statement in January 1994 that remains in effect:

Valley City State University is a nationally recognized learner-centered caring community committed to continuous improvement.

Enrollment has been stable for many years, with a high proportion of full-time students. The enrollment attributed to North Dakota State University (NDSU) in Table 1 is an off-campus program in the teacher education unit.

Table 1. Recent Enrollment Data for Valley City State University

YEAR	FALL 2000	FALL 1999	FALL 1998	FALL 1997	FALL 1996
Headcount	1,090	1,077	1,081	1,054	1,121
Full-time	805	796	821	793	847
Part-time	285	281	260	261	274
FTE	910	896	905	879	932
Freshmen	183	173	206	187	183
Transfers	88	87	74	91	106
NDSU	121	114	107	99	95

In Fall 2000, 55% of VCSU students were female, 78% were from North Dakota, and 90% were white (not of Hispanic origin). As reflected in the AACTE/NCATE 2000 JDCE Form B, the characteristics of the teacher education unit mirror the overall characteristics of VCSU students. In Spring 2001, 64 of the University's 111 graduates earned the B.S.Ed. Typically, the majority of graduates earn degrees in education.

CHARACTERISTICS OF THE TEACHER EDUCATION UNIT

The teacher education unit of VCSU is led by the Division of Education, Psychology, and Technology (DEPT), one of the six academic divisions of the University. The mission of the unit, adopted in 2000-2001 is:

Committed to learner centered education and effective use of instructional technology, the VCSU Teacher Education Program prepares exemplary teachers who are knowledge-based decision makers.

All of the full-time members of the unit are members of the division, and the unit chair is the division chair. The division faculty teach all courses for the elementary education major and all courses in the professional education sequence. Part-time unit members who are full-time faculty members of the University teach secondary methods courses in the content area. Unit faculty members are listed in Table 2.

Table 2. Teacher Education Unit Faculty

FULL-TIME IN THE DIVISION	PART-TIME UNIT, FULL-TIME INSTITUTION
Bass, Dave	Kringlie, Kay – Spanish
Christensen, Valorie	McCarriar, Sharon – Physical Education
Corwin, Terry	Rock, Susan – Mathematics
Gegelman, Patricia	Russell, Julee – Communication Arts
Grooters, Larry	Shafer, Dawn – Business
Holcomb, Linda	Starr, Eileen – Science
Holleque, Kathryn	Wong, Les – Diversity
Hoskisson, Dale	Hagen, Sara – Music
Mugan, Don	Nickel, Richard - Art
Olson, Al	
Thompson, Gary	
Will, Orlin	

The unit performs all of the administrative, governance, and instructional functions related to the preparation of teachers. It reviews and makes recommendations to the University Curriculum Committee concerning all proposed curriculum changes affecting teacher education. The unit monitors all policies and candidates concerning admission to teacher education, admission to student teaching, assignment of student teachers, and recommendation of graduates for initial licensure.

As authorized in the Faculty Constitution, the Teacher Education Committee decides on admission to teacher education and to student teaching, reviews curricula changes, provides advice and consent to the institutional Curriculum Committee concerning any curricular proposals before that committee affecting teacher education, reviews policies which govern teacher education, and advises and consents to policy changes which directly affect the administration of the teacher education program. The committee consists of one representative per academic division; chair of the division of education, psychology and technology; and the director of student teaching. Non-voting members include two public school teachers and two candidates from the VCSU teacher education program. The minutes of the Teacher Education Committee are available at in the exhibit room.

The following table provides program data as of May 2001.

Table 3. Teacher Education Program Data

Program Name	Award Level	Program Level I-Initial	Number of Hours	Number of Students	Agency or Association Reviewing Program	Status of and Program	National State Review
						Program Review Submitted	Current Status
Art	B.S.	I	43	9	ND/NCATE	Yes	Accredited
Business Education	B.S.	I	40	16	ND/NCATE	Yes	Accredited
Elementary Education	B.S.	I	37	306	ND/NCATE	Yes	Accredited
English	B.S.	I	39	25	ND/NCATE	Yes	Accredited
Foreign Language (Spanish)	B.S.	I	38	6	ND/NCATE	Yes	Accredited
Health	B.S.	I	35	20	ND/NCATE	Yes	Accredited
Mathematics	B.S.	I	36	12	ND/NCATE	Yes	Accredited
Music	B.S.	I	65-78	11	ND/NCATE	Yes	Accredited
Physical Education	B.S.	I	36	61	ND/NCATE	Yes	Accredited
Coaching Minor	B.S.	I	20	90	ND/NCATE	Yes	Accredited
Biology	B.S.	I	55	6	ND/NCATE	Yes	Accredited
Chemistry	B.S.	I	56	4	ND/NCATE	Yes	Accredited
Composite Science	B.S.	I	61	2	ND/NCATE	YES	Accredited
Social Science	B.S.	I	61	9	ND/NCATE	Yes	Accredited
History	B.S.	I	36	23	ND/NCATE	Yes	Accredited
Technology Education	B.S.	I	36	3	ND/NCATE	Yes	Accredited
Instructional Technology	B.S.	I	35	1	ND/NCATE	Yes	

Candidates acquire entry-level teaching knowledge and skills through courses, field experiences, and clinical experiences. Some of the field experiences take place in University classrooms, but the majority occurs in K-12 classrooms. Field experiences begin during the sophomore year and continue through the senior year. Student teaching, a ten-week-long experience, is completed during the senior year and is the apex of the entire teacher preparation program.

Courses and field experiences are organized into three broad areas—general education, specialty studies, and professional studies. The University faculty and cooperating public school classroom teachers closely guide the preparation of preservice teachers. A carefully designed program provides instruction and experiences that include a multi-mode system to provide feedback to and evaluate the preservice teachers' learning and performance.

Program completion rates have remained fairly steady since the 1996 NCATE visit. The teacher education program completion rates table is located in the exhibit room and on page 3 in the North Dakota Approval Standards Report. A steady increase in the elementary education program completion rates, beginning in 1995, is evident.

OFF-CAMPUS SITE

Under an agreement with North Dakota State University, approved by the North Dakota State Board of Higher Education, the division also teaches all of the courses of the elementary education major on the NDSU campus. NDSU provides the necessary resources, equipment, and classroom space needed to run the program successfully. Complying with VCSU requirements, students may complete general education courses and a minor from the NDSU curriculum. Graduates receive their diplomas from VCSU, but they may participate in either the NDSU or VCSU commencement exercises. Historically, NDSU has retained student tuition and fee revenues, and VCSU has counted student enrollment in its FTE numbers. Given recent State Board of Higher Education action in North Dakota, the allocation of revenues may change.

This cooperative arrangement with NDSU began in 1990. Currently about 110 students are enrolled in the shared program. The partnership between the two universities has benefited students on both campuses and broadened the scope and influence of VCSU's program. The VCSU teacher education program review at NDSU is similar to that which takes place on the VCSU campus, and NCATE - State continuing accreditation reviews include the VCSU-NDSU cooperative program.

In the fall semester 2001, DEPT full-time faculty will teach all VCSU classes on the NDSU campus. Most faculty members teach in the NDSU program one semester a year. Faculty also supervise students in field and clinical experiences in the Fargo area.

CONTINUED EXCELLENCE

The high quality of the VCSU teacher education program has not gone unnoticed. The 1996 NCATE Board of Examiners Report referenced VCSU's excellence in a number of areas, e.g., evaluation system implementation, well-balanced sequence of courses and experiences (Part II). In addition, the team recognized VCSU for exemplary practice (see Part III). The teacher education faculty have played a key role in the transformation of VCSU that has occurred during the last five

years. Besides NCATE, various professional organizations and private businesses are among those supporting VCSU progress, e.g., The American Association of Higher Education (AAHE), the American Association of State Colleges and Universities (AASCU), IBM, and the Mid-Continent Regional Educational Laboratory (McREL). Recognition includes the 1996 John L. Blackburn Award Winner for Exemplary Administrative Leadership, 1999-2001 U.S. World News and Report Top Regional Public Liberal Arts College Ranking, and the 1996 CAUSE Award Winner for Best Practices in Professional Development.

MAJOR DEVELOPMENTS AT VCSU: 1996-2001

In VCSU's 1996 NCATE report, the pace of change at VCSU was described as rapid and fundamental. During the 1996-2001 period, the changes can be similarly characterized. VCSU has continued to focus on creating a learner-centered environment in which learning is more authentic and performance-based. For the sake of setting a context in which the 2001 NCATE visit occurs, the revolutionary changes during the past five years reflect three major and interrelated themes that are firmly grounded in the mission statement: assessment, the use of educational technology to enhance student learning, and customized learning. Clearly, these changes have impacted VCSU's teacher education unit during the last five years.

1. MATURATION OF VCSU'S INSTITUTION-WIDE ASSESSMENT PROGRAM.

Since the 1996 NCATE visit, VCSU has realized significant progress in the assessment of student academic achievement. In conjunction with the 1996 notebook initiative described in the next section, this progress occurred through a convergence of grant awards, key faculty and institutional decisions, and sustained faculty effort.

Grants. Grant funding has been critical to faculty development at VCSU. A 1995-2000 \$1.4 million Title III collaborative grant focused on the use of project-based learning, student assessment, and digital portfolios to demonstrate student achievement of VCSU's student outcomes (later known as the Abilities). Funding from other sources such as the three Bush Foundation grants and a U. S. West foundation grant have provided additional faculty development resources. The latest Bush Foundation grant involves increasing faculty ability to understand the theory behind non-traditional learning approaches, applying on-line software to the instructional environment, and evaluating the efficacy of VCSU's ability-based assessment model. A VCSU center for learning and teaching is planned.

Faculty and Institutional Decisions. The years 1993 through 1999 involved concerted institutional and faculty efforts aimed toward developing a comprehensive and campus-wide assessment model. For example, a team of faculty and administrators visited Alverno College, a recognized national leader in student outcomes assessment. VCSU campus forums focused on Learner-Centered Education (LCE). In turn, the forums resulted in the decision to transform the Foundation Studies Objectives into the VCSU Abilities Model, which is comprised of eight institutional Abilities. Each Ability has a corresponding set of skills and performance levels that serve to demonstrate each Ability. Table 4 shows the Abilities and related skills. A more detailed version of the matrix, available in the exhibit room, show the expected student performance levels.

The Ability matrix incorporates content knowledge. For example, at skill level one on all Abilities and skills, the student demonstrates content knowledge without reapplying or developing the information received. At skill level four, on the other hand, the student understands and appropriately applies discipline-specific concepts and strategies within the field of study. The full matrix is available online at: <http://www.vcsu.edu/facultystaff-dev/portfolios.htm>

Table 4. VCSU Ability-Based Assessment Model

ABILITY	RELATED SKILLS
I. AESTHETIC ENGAGEMENT (To move from an intuitive reaction toward a reasoned response)	<ul style="list-style-type: none"> •Receptivity •Visualization
II. COLLABORATION (To work together or act jointly to reach a common goal)	<ul style="list-style-type: none"> •Positive Interdependence •Leadership
III. COMMUNICATION (To convey thoughts, ideas, data, information, and messages effectively)	<ul style="list-style-type: none"> •Written •Spoken •Visual •Performance
IV. EFFECTIVE CITIZENSHIP (To be a good role model and teacher, actively involved in improving the community and the environment while teacher others to do the same)	<ul style="list-style-type: none"> •Provides Service to Others •Teaches Others •Change Agent Skills
V. GLOBAL AWARENESS (To look beyond one's immediate self and local community)	<ul style="list-style-type: none"> •Works with diversity •Understands system inter-relationships
VI. PROBLEM SOLVING (To select and use appropriate and effective approaches and tools in solving a wide variety of problems)	<ul style="list-style-type: none"> •Gathering Information •Problem Recognition •Creative Thinking •Decision Making •Systems Analysis
VII. TECHNOLOGY (To select and apply technology appropriately)	<ul style="list-style-type: none"> •Selects •Applies
VIII. WELLNESS (To cultivate habits that lead to holistic health and a well-balanced life)	<ul style="list-style-type: none"> •Self-Management •Self-Worth

As early as 1997, some faculty members were already incorporating the Abilities into their courses even though the Abilities had yet to be formally adopted by the faculty as whole. By 1999, through a series of careful changes, the Foundation Studies program goals and objectives had been

transformed into the VCSU general education program based upon the eight Abilities. In addition, portfolio assessment was selected as the backbone of VCSU's assessment approach.

By Spring 2000, scoring rubrics identifying five performance levels for each skill had been developed and the faculty had formally adopted this Ability-based model. Candidates design their portfolios to include course projects based on defined institutional Abilities. Beginning with the class of 2002, the digital portfolio is a graduation requirement. All candidates must submit a digital portfolio that documents their proficiency in five of the eight VCSU general education outcomes (the Abilities) as well as proficiency in the Abilities specified by their academic major. Work on the portfolios begins in general education courses by preparing projects that show candidate achievement of the Ability that each general education course emphasizes (see page 29 of the [2000-2002](#)). As candidates progress in their academic major program, they further develop some of the Abilities that pertain specifically to their major fields of study. In addition candidates begin to develop the teacher education Abilities of planning, implementing, and evaluating (see page 37 of the [2000-2002 Bulletin](#)). Candidates may also choose to include work that relates to their minor field or co-curricular activities.

During 2000-2001, the academic divisions and general education faculty made significant progress toward mapping the Abilities and skills with the curriculum. During 2001-2002, VCSU will evaluate portfolios both in general education and within each major. Faculty will continue their deep engagement with assessment.

The unit has completed four semesters of evaluating candidate portfolios. During the last week of each semester, candidates present their portfolio to a minimum of two unit faculty members and other candidates. The digital portfolio evaluation form is used as the assessment tool for this process. Examples of the assessment process and digital portfolios are in the exhibit room.

2. EDUCATIONAL TECHNOLOGY AND THE IMPACT ON LEARNING AND TEACHING

Grants have also played a major role in VCSU's leadership in the area of instructional technology—a role clearly specified in the institutional mission statement and initiated in 1990 by the SBHE.

In August of 1996, VCSU became the first university in North Dakota and one of a few in the United States to provide notebook computers to all students and faculty. In preparation for this event, the University did extensive classroom renovations, infrastructure development, equipment purchase, and faculty training. Accompanying curricular changes included defining student computer-related competencies.

Currently, VCSU has 20 multimedia classrooms with projection televisions capable of displaying computer and video information. Other core equipment includes overhead video cameras, VCRs, and videodisk players. Classroom setup facilitates group work with 36-inch wide tables. Early applications included using productivity tools (e.g., PowerPoint) to enhance lectures and requiring students to submit work using such tools. Faculty began to communicate with

students via email and require the use of the Internet during class. Textbooks for some psychology courses have been replaced with Internet resources.

Another recent application of technology to the instructional environment is the use of the course management software Blackboard that began during the 1999-2000 academic year. As of the Spring 2001 semester, 42 courses reflect varying degrees of Blackboard use. VCSU is working on understanding the impact of Blackboard on student learning. VCSU research is documented at: <http://community.vcsu.edu/facultypages/kathryn_holleque/TheXFactor.pdf> and <http://community.vcsu.edu/facultypages/kathryn_holleque/OLsurvey/Report.html>. Examples of the survey results are in the exhibit room.

A major focus at VCSU is to demonstrate the impact of educational technology on student learning. Much of this effort has occurred through faculty initiative. Faculty from VCSU's teacher education unit have been leaders in this area (Holleque, 1999).

Based upon the learner-centered principles of good practice in teaching and learning developed by Chickering and Gamson (1987), Holleque (1999) developed the [Learner Survey](#), to obtain information about learner-centered practices and effective use of instructional technologies. This survey can be coded to the Flashlight Project Current Student Inventory, a well-known instrument to gauge the impact of technology. Results from early efforts to determine impact are described at: <<http://temp.vcsu.edu/offices/itc/notebooks/results/staffsurvey.htm>>.

3. THE CUSTOMIZED LEARNING INITIATIVE

In her 1997 opening address, President Ellen Chaffee introduced the need for flexible access, mass customization of education, and learner-directed processes. In other words, lifelong learning that is self-paced, part-time, occurs regardless of place, experiential, career-focused, and based upon learner goals. Customized learning naturally evolves from the VCSU commitment to sustain a learner-centered environment as well as the notion that technology is only a tool, a means to the end of effective learning.

The purpose of a 1998-2003 Title III grant (\$1.7 million) is to realize the customized learning concept in a pilot program, technology education. In addition, VCSU is developing a center for teaching and learning. The vision for this center is to provide products, knowledge, and services that will assist faculty as they work to create a learning environment that is convenient, effective, and efficient. Additionally, this center will be the focal point for campus assessment efforts.

CONCEPTUAL FRAMEWORK

The unit's conceptual framework, based on the work of Cooper (1999), focuses on the teacher as a knowledge-based decision maker (see figure 1). Competent teaching requires knowledge and skills in three domains: general education, specialty studies, and professional studies. Once prepared with knowledge and skills, the teacher's core activity is decision-making with respect to planning, implementing, and evaluating instruction. Continued and increasing competency also requires the teacher to use feedback reflectively in the teaching and decision-making process.

The teacher education program encompasses three major domains for teacher knowledge and skills. The overall goal of each is as follows:

Domain I, General education: To help pre-service teachers acquire a broadly-based liberal arts education in order to function as informed members of our society and within the teaching profession.

Domain II, Specialty Studies: To prepare pre-service teachers who possess strong backgrounds within each subject area they will teach.

Domain III, Professional Studies: To prepare pre-service teachers who are able to function in a variety of educational settings and with students of diverse backgrounds, abilities, and needs.

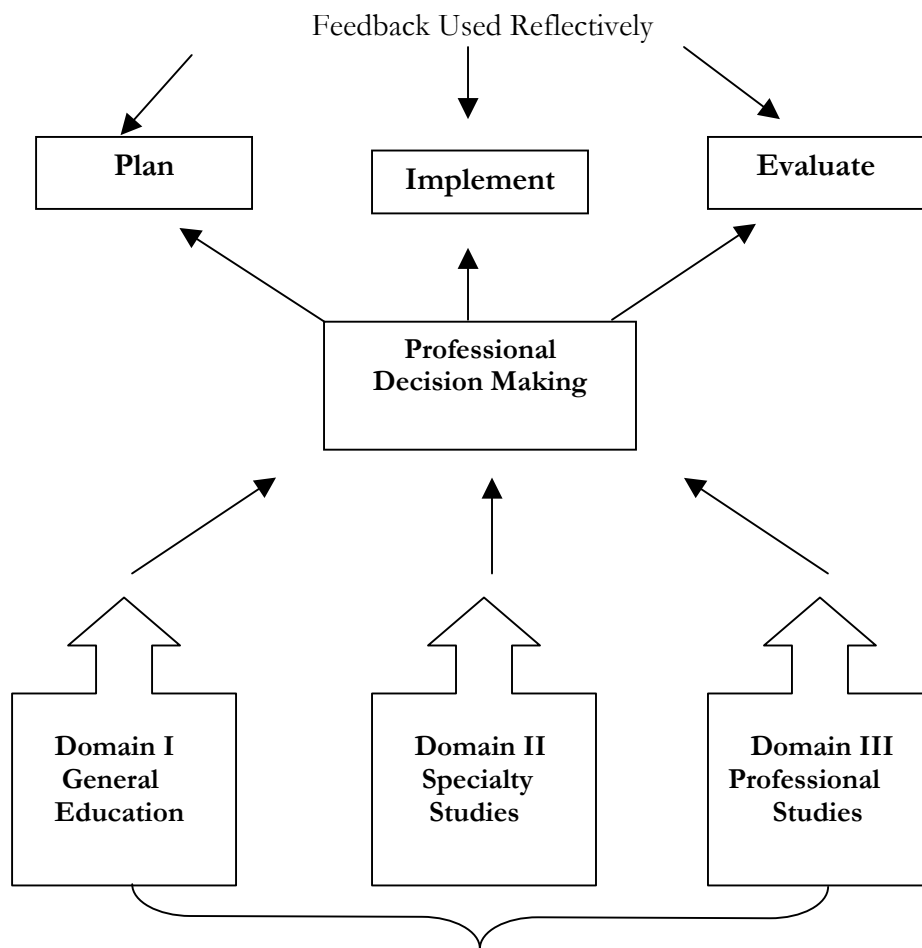
Teachers' decisions relate to the following functions:

- Planning: While planning, the teacher must make decisions regarding areas such as goals and objectives, the degree of background building required, and specific materials and methods to use.
- Implementing: The implementation function requires the teacher to carry out the plans that have been made. During the actual teaching phase numerous decisions need to be made. Often times, they need to be made quickly as the teacher responds to student reactions, comments, and instructional needs. As a result, modification of prepared plans becomes the rule rather than the exception.
- Evaluating: During the evaluation phase of decision making the teacher determines the degree to which the instructional objectives were attained. Determining the degree of re-teaching that is needed, recording information, and reporting progress are some of the areas within the evaluation phase of decision making.
- Reflecting: The teacher plans, implements, and evaluates by using feedback in a reflective manner. During the entire process it is essential the teacher realizes that professional growth and development is continuous.

Figure 1 illustrates the VCSU teacher education model.

Figure 1. Teacher Education Model

**VALLEY CITY STATE UNIVERSITY
TEACHER EDUCATION MODEL**



Areas of Essential Knowledge and Skills

Theme: Teacher As a Knowledge-Based Decision Maker
Adapted from Cooper, 1986, 1999

The unit's objectives for student learning tie into the University's student assessment model, which is based on documentation of eight Abilities. Each teacher education program requires five University Abilities for candidate proficiency, and all teacher education programs have specified

competencies to achieve in the three teacher education Abilities: planning, implementing, and evaluating. Content area faculty has identified the Abilities, skills, and levels required for candidate proficiency for eight of the University Abilities. The unit has identified the three-teacher education Abilities: planning, implementing and evaluating. Effective with the class of 2002, teacher education candidates must produce a digital portfolio to document their competencies on the required Abilities and skills at the defined levels for their program. The portfolio has become a program exit requirement in lieu of the National Teachers Exam.

SHARED VISION

The unit's mission is, "Committed to learner centered education and effective use of instructional technology, the VCSU Teacher Education Program prepares exemplary teachers who are knowledge-based decision-makers." The mission restates the theme of the unit's conceptual framework. Consistent with the conceptual framework, the broad goals of the VCSU teacher education program are to prepare entry-level teachers who: (1) are capable of teaching and guiding students of varying backgrounds, strengths, and needs; (2) are competent decision makers; (3) are skilled in planning, implementing, and evaluating learning experiences for students; (4) view decision making as a reflective process; (5) understand and are committed to the moral dimensions of teaching; (6) select and apply technology appropriately; and (7) accept the view that professional growth and development is an on-going, never-ending process.

The unit adopted the current conceptual framework in 1989. The unit has used the framework for all curriculum revisions, program reviews, and assessment developments since that time. Faculty are thoroughly grounded in the model, and it has served the unit well in all respects.

The model is introduced in the introduction to teaching courses, reinforced in method courses, and used as an assessment tool in the field experiences and clinical practices. Changes based on the model are ongoing. For example, candidates are assessed on how they plan to use technology as a tool in teaching, how they teach using technology, and how they evaluate student learning using technology. Assessment forms for the field experiences and clinical practices are in the exhibit room and other examples are found in the candidate's digital portfolio.

COHERENCE

The three Abilities that are specific to assessing competencies in the teacher education program are the three functional areas from the conceptual framework in which teachers make decisions: planning, implementing, and evaluating. Because candidates must demonstrate competencies in these areas in order to graduate, this relationship ensures that these three decision functions are central throughout the curriculum.

The 1996 NCATE visitation team recognized VCSU for Exemplary Practice and noted:

Valley City State University through its collaborative work with the Center for Innovation in Instruction (CII) and the Kathryn Center for Lifelong Learning, and through the initiative of its faculty in pursuing grants, has achieved a synergy of vision and mission in action which would not normally be possible for an institution of its size and financial resources. In this

case, the whole is greater than the sum of its parts. Noting that institutional culture is notoriously resistant to change, VCSU has achieved virtual transformation of the culture of the entire institution...these multiple efforts have worked in concert, focusing philosophy, and a broad range of human and financial resources, to create institution-wide movement toward their long range vision to be a leader in technology in education.

The report also concluded that, “The knowledge bases that support the education unit’s conceptual framework are well-articulated throughout the unit’s course syllabi, in classroom interactions, and in field-based practical experiences.” And that, “The instruction in the unit is consistent with the conceptual framework and is of high quality. Course syllabi, class observations, and student interviews indicate a wide variety of strategies are used to deliver courses. Those strategies are reflective of learner-centeredness, student responsibility, and reflection for the purpose of self-evaluation and continuous improvement.”

PROFESSIONAL COMMITMENTS AND DISPOSITIONS

The conceptual framework articulates the unit’s professional commitments as follows:

Table 5. Commitments and Conceptual Framework

COMMITMENT	CONCEPTUAL FRAMEWORK
Commitment to knowledge	Teacher as knowledge-based decision maker; feedback used reflectively
Commitment to teaching competence	Knowledge and skill in general education, specialty studies, and professional studies; disposition to professional development as continuous
Commitment to student learning	Mission-based commitment to learner-centered education
Dispositions the faculty value in teachers and other professional school personnel	The model points out the essential personal disposition: that professional development is continuous. The model values knowledge-based decisions in planning, implementing, and evaluating instruction; reflecting on feedback for future improvements.

The unit assesses commitment to knowledge through successful completion of coursework in the general education, content major, and professional education requirements. As a knowledge-based decision maker, candidates demonstrate their knowledge in field-based and clinical experiences.

The unit assesses commitment to teaching competence in methods courses, field-based and clinical experiences, and demonstration of proper disposition as a professional educator.

The unit assesses commitment to student learning through required coursework, clinical experience, and demonstrations on the candidates’ digital portfolios.

The unit assesses proper dispositions of candidates through the requirement for admission to the teacher education program, observations by university supervisors, and feedback from K-12 cooperating teachers during the field-based and clinical experiences.

COMMITMENT TO DIVERSITY

In a world that is witnessing rapid change and globalization, the unit is committed to providing a quality teacher education program that meets the needs of its learners. Accordingly, the unit has adopted a rigorous approach to addressing diversity issues. An explicit unit goal has gives even greater attention to the diversity factor. While the unit has made progress in integrating diversity issues throughout the program, it is committed to improving candidate proficiencies in working with K-12 students who are diverse. For example, the unit faculty worked with the VCSU vice president for academic affairs, the Teacher Education Committee, and candidates to develop a plan that requires coursework and a field experience for working with culturally diverse students, low socioeconomic, and special needs students. As a result, the unit now offers preservice teachers additional opportunities to increase their understanding and awareness of diversity through a specified course and related field experience. All candidates will participate in these opportunities.

In addition to increased focus on diversity in the curriculum and field experiences, the DEPT continues to aggressively recruit culturally diverse candidates. In 1996, .8% of the full-time admitted teacher education students reflected ethnic origins other than white, non-Hispanic. In the fall of 2000, 6.33% of the full-time admitted teacher education students reflected ethnic origins other than white, non-Hispanic.

COMMITMENT TO TECHNOLOGY

The University's infusion of computing resources throughout the curriculum and campus is reflected in the 1996 NCATE Board of Examiners Report that stated:

Valley City State University has positioned itself in a leadership role in the application of information technology to the teaching-learning process. The education unit is substantially invested in this mission and is actively involved with and supportive of these campus initiatives.

The report said further, "The addition of new technologies and their applications is a strength," and, "This (notebook computer) initiative certainly qualifies as one of the strengths of the unit and of the university and the unit deserves much of the credit for its leadership in this technological innovation."

The faculty have benefited from grant funds for extensive, continuous on-campus and off-campus professional development in instructional technologies for over a decade. Their leadership in the late 1980s prompted the State Board to give VCSU a special mission designation. Since 1996, funds from the Bush Foundation, and the U.S. Department of Education (Title III, Strengthening Developing Institutions) have supplemented institutional funds to finance faculty development and travel to exemplary technology sites, to promote instructional innovation through learning teams composed of students and faculty, to present papers at professional meetings, and to move forward with customized learning initiatives.

The U.S. Department of Education also selected the unit to receive \$411,387 in funding over a three-year period under the [Preparing Tomorrow's Teachers to use Technology](#) (PT3) program. Local matching funds will total \$485,676. The purpose of the grant is to train future teachers to effectively use technology in support of improved learning. VCSU candidates are working in cooperation with K-6 teachers and students to accomplish this.

The results of the notebook initiative are pervasive and difficult to assess. As indicators, a 1999 survey of faculty and staff found that 75% of respondents felt that the notebook computers had mostly or definitely enhanced learning, while only six percent felt they had not enhanced or mostly not enhanced learning. Four years of student surveys, available at, http://community.vcsu.edu/facultypages/kathryn_holleque/Surveys.htm, document the changes students note in their learning due to the notebook initiative:

- 84% say it is now easier to be more actively involved in learning
- 83% say computer use helps them take more personal responsibility for learning
- 83% say computer use helps them better integrate and organize knowledge in meaningful ways
- 91% say technologies enhance learning
- 79% say in-class use is valuable for learning

Thanks to all these support systems, the unit's commitment to technology is evident in the course syllabi aligned with the National Educational Technology Standards (NETS), required technology projects in most coursework, and field experiences that require appropriate integration of technology in support of learning.

CANDIDATE PROFICIENCIES ALIGNED WITH PROFESSIONAL AND STATE STANDARDS

Applicants are admitted to study at Valley City State University on the basis of academic and personal qualifications, consistent with the admissions policies established for all public colleges and universities in the state. The admittance and continuance requirements of the teacher education program go beyond those of the institution. Candidates are typically admitted into teacher education during their sophomore year or the beginning of the junior year. While enrolled in either EDUC 200 or 205, the introductory courses to teacher education, candidates study the [VCSU Teacher Education Program Handbook](#). Enrollees receive application forms to submit to the division chair.

The candidate who intends to pursue a program in teacher education must apply to the Teacher Education Committee through the Chair of the Division of Education, Psychology, and Technology and be approved for admission to the program. A candidate must meet the following criteria to be considered for admission:

- 1) Sophomore standing or better with a minimum cumulative grade point average of 2.50.

- 2) Complete ENGL 110 and 120 with grades of C or higher and pass a speech screening test.
- 3) Record of good conduct and evidence of good physical and mental health. Recommendations from the adviser, the vice president for student affairs, the Introduction to Teaching course instructor, and evaluations by any other related professionals serve as documentation.
- 4) Eligibility requirements for teacher licensure in the state of North Dakota upon VCSU program completion, as outlined in the latest issue of the Rules of Certification of the Education Standards and Practices Board.
- 5) Required scores on the PRAXIS I. The current minimum scores required at VCSU are Reading – 167/313; Writing – 169/313; Math – 168/313.

The Teacher Education Committee will review the documentation and make a recommendation to the unit chair to accept or deny the application for admission to the program. Not all students are admitted to the teacher education program. Every semester approximately 10-15 percent of the students that enroll in the Introduction to Teaching course drop out for various reasons. During spring semester 2001, 15% of the students were denied admission into teacher education because they did not meet admission requirements. Approximately 5% of students seeking admission to teacher education fail the PRAXIS I test. One student in spring semester 2001 did not continue in the program because of an unacceptable disposition. If the applicant is denied admission due to a condition that can be corrected, the applicant may reapply when the deficiency is removed.

In order to continue in the teacher education program, the candidate must: (1) maintain a minimum cumulative grade point average of 2.50; (2) demonstrate good conduct and evidence of good physical and mental health; and (3) continue to obtain satisfactory recommendations from faculty, staff, and field experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program. The committee forwards its recommendation to the unit chair, who makes the final decision. Any such action would be reflected in a letter from the unit chair to the candidate and the adviser.

Student teaching is the culminating experience of the teacher education program. During this time, preservice teachers apply what they have learned about theory and methodology through their University coursework and earlier field experiences. Student teaching provides an opportunity to plan and implement interesting, relevant lessons, as well as use a variety of assessment techniques to determine both the effectiveness of teaching strategies and the level of student learning. Skills in using educational technology, the lecture method, cooperative learning, inquiry, classroom management procedures, questioning, and other strategies are further enhanced.

Student teaching requires at least ten weeks of teaching for full-time and five weeks of full-days or ten weeks of half-days for half-time status. Additional information about student teaching is included in the VCSU [Handbook for Student Teaching](#).

A candidate must meet the following criteria to be considered for admission to student teaching:

- 1) Continued satisfactory performance on all criteria for admission and retention in the teacher education program. Recommendations by the vice president for student affairs and the appropriate division chair are reviewed.
- 2) Senior standing or equivalent with a minimum cumulative grade point average of 2.50.
- 3) Completion of the professional education sequence before student teaching. The director of student teaching in consultation with the unit chair may make exceptions to this criterion if circumstances warrant it.
- 4) Agreement to provide evidence of personal liability insurance by joining the Student National Education Association (SNEA) or by a private insurance policy. The candidate will present proof of such insurance on or prior to the first day of the semester of student teaching.
- 5) Submission of student teaching application to the director of student teaching during the semester preceding the semester of student teaching.
- 6) During student teaching, candidates will not be allowed to take more than three semester hours of credit during the ten weeks of student teaching without approval of the Teacher Education Committee. Any requests for exceptions must be presented in writing to the Teacher Education Committee.

Valley City State University reserves the right to have the candidate meet additional requirements that the unit may establish. The Teacher Education Committee will review the application and recommend to the chair of the unit to approve or deny the application for admission to student teaching.

The unit chair makes the recommendation for teacher licensure. In order to be recommended a candidate must meet the following requirements:

- 1) Cumulative grade point average of 2.50 or better.
- 2) Satisfactory completion of all program requirements, as described in the [University Bulletin](#) and the [Teacher Education Handbook](#) and successful student teaching experience.
- 3) Successful completion of an approved professional development portfolio.

The registrar sends the application to the appropriate state licensing agency for issuance of a teaching license.

Candidates seeking an exception to policies, regulations, or academic requirements of the unit may submit a written petition requesting exemption to the Appeals Committee. Items that students may appeal include: requirements regarding the grade point average; competency in

reading, writing, mathematics, and speech; records of good conduct; scores on the PRAXIS I; professional development portfolio; and other items related to admission to teacher education. The burden of proof for demonstrating the appropriateness of the request rests with the candidate.

The Appeals Committee will consider the evidence and make a recommendation in the matter. All recommendations and actions of this committee are advisory in nature to the unit chair who will render a final decision in a timely manner.

Candidates wishing to appeal any recommendation of the Teacher Education Committee or a decision of the unit chair should consult the [VCSU Student Handbook](#) that details final appeal procedures under the University Hearings and Appeals Board.

CONTINUOUS EVALUATION

The unit has met the accreditation standards of the NCATE since 1964. Building on a tradition of excellence and committed to continuous improvement, it uses a multi-faceted feedback loop to ensure high quality and promote effective changes within the program:

- Regular analysis of criteria and policies for admission to and continuance in the program.
- Integration of the Abilities assessment model.
- Clinical and field-based experiences with review by candidate, cooperating instructor, and faculty mentor.
- Candidate development of Abilities for portfolio.
- Continuous student evaluation of course objectives.
- Digital portfolios as exit requirements demonstrate candidate proficiencies.
- First and third year teacher education graduates complete the General Knowledge Survey to determine the degree of satisfaction related to preparation. Principal and teacher evaluation surveys accompany this survey to assess the performance of those graduates.

Assessment of candidate success takes place from entry to exit:

- General education courses are linked to the Abilities.
- Major courses track Abilities to higher levels.
- Portfolio development documents Abilities.
- Successful completion of field experiences aligns with teacher education Abilities.

Unit expectations of candidates are high:

- The teacher education program has specific requirements, goals, and objectives.

- Teacher education program objectives are linked to specified Abilities of planning, implementing and evaluation.
- Specified course projects are linked to University Abilities and skills.

The unit builds systems for change through the following:

- Through assessment and reflection, Abilities and portfolios continue to evolve.
- Definitions and rubrics for Abilities and skills reflect University program objectives.
- Field site visitations identify skills of effective teachers in today's changing classrooms.
- A PT3 grant application was awarded based on VCSU's ability to assist in meeting the technology needs in today's schools.

Exit information regarding new teachers is gathered through:

- Surveys of first year teachers conducted by the VCSU Career Planning and Placement Office.
- Surveys of administrators who have hired VCSU first year teachers conducted by the VCSU Career Planning and Placement Office.

The Division of Education, Psychology, and Technology is committed to meeting the needs of all learners and ensuring their success. Assessment and evaluation are critical components of that commitment. The division uses assessment information to annually review its improvement plan.

EVIDENCE OF MEETING EACH STANDARD

STANDARD 1 – CANDIDATE SKILLS, KNOWLEDGE, AND DISPOSITIONS

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

CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

Since the last NCATE visit, VCSU has established a process to more thoroughly evaluate the general education program to ensure that the liberal arts component of a candidate's educational experience provides critical background knowledge which supports content knowledge in the candidate's chosen major field of study. This process to evaluate general education is carried out by an institutional Curriculum Committee, which includes the vice-president for academic affairs,

registrar, unit chair, a faculty representative from each of the six academic divisions on campus, and two student representatives.

Two important changes have occurred in the general education curriculum for candidates who major in teacher education. One of these changes, integration of identified skills on the University's Abilities matrix for each general education course, helps candidates demonstrate content knowledge through projects they create as part of the course requirements. The second general education change applies only to elementary education majors who must now take a new course, Introduction to American History (HIST 100), which is part of the social science component of general education. Neither of these initiatives was part of the general education curriculum during the last NCATE visit.

Candidates at VCSU do not have to complete all general education courses prior to enrolling in professional education sequence courses. However, since candidates are discouraged from enrolling in Introduction to Teaching (EDUC 200/EDUC 205) until their sophomore year, most of them have completed the majority of their general education program before they become heavily involved in the professional education sequence of courses.

In addition to general education courses, candidates at VCSU develop content knowledge in the specialty areas they will be required to teach within their specific major and minor fields of study. For elementary education candidates, the majority of content knowledge is developed through courses taught within the Division of Education, Psychology and Technology. For secondary education candidates, the majority of content knowledge is developed through courses that are taught within the department that represents the candidate's specific major or minor. Content knowledge for each teacher education major and minor program of study is aligned with the North Dakota State Standards as well as with national standards (i.e., National Council of Teachers of Mathematics, National Council of Teachers of English, National Science Teachers Association).

In addition to traditional measures used to assess content knowledge throughout the curriculum (i.e., tests, written reports, grades), VCSU requires a digital portfolio for graduation. The portfolio must demonstrate content knowledge as well as process skills in at least five of the eight institutional Abilities. In addition, students who graduate in teacher education must include in their portfolio the three core abilities from the teacher education model: planning, implementing, and evaluating.

PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

The VCSU teacher education model seeks to integrate pedagogical skills with content knowledge. As elementary education majors complete their general education curriculum and move into the professional education sequence and courses required in their major, they learn to apply content knowledge through effective use of pedagogical skills in teaching situations. This development is enhanced by the variety of field experiences they complete, culminating in the student teaching experience, which requires ten weeks of full-time work in an elementary classroom.

Secondary education majors continue to develop content knowledge in their major and minor fields of study while developing pedagogical skills to effectively teach content in their academic discipline. As candidates in secondary education progress through their program, they integrate content knowledge learned in their discipline area--especially in methods courses that are offered within the department of their major or minor--with pedagogical knowledge and skills learned in courses taught in the professional education sequence within the Division of Education, Psychology and Technology. Similar to the program in elementary education, this development is enhanced by pedagogy applied during field experiences, culminating in a clinical experience of ten weeks in a secondary school.

Since the last NCATE visit, VCSU changed two important areas of content and pedagogical knowledge. Beginning with the notebook computer initiative in 1996, VCSU has continued to focus on pedagogical skills that allow teachers to effectively use technology as a teaching tool in the classroom. This initiative was bolstered during the 2000-2001 academic year when the University received a federal Preparing Tomorrow's Teachers to Use Technology (PT3) grant. As a result of this grant, elementary education faculty developed a matrix that assigns responsibility for successful development of National Educational Technology Standards (NETS) skills for each student. Syllabi for each education course reflect the NETS skills that will be developed in that particular course. In addition, course projects require students to demonstrate skills in using technology as a teaching tool. Candidates apply these skills during field experiences for elementary education majors. Surveys measure skill development for the general level, professional level and student teaching level. Candidates in methods courses and the educational technology course work with area elementary schools to assist classroom teachers in professional development of content and pedagogical skills so these classroom teachers will more effectively use technology as a teaching tool.

The other recent initiative in content and pedagogical knowledge has targeted preparation for teacher candidates to develop knowledge and skills to successfully teach students who come from diverse backgrounds. In the 2001-2002 academic year, candidates who major in elementary or secondary education must complete two new courses. Understanding Culturally Diverse Education (EDUC 283, provides background knowledge about learning characteristics, learning styles, and pedagogical skills used to promote learning for students who represent diverse cultures. Culturally Diverse Practicum (EDUC 352) is a field experience in which candidates complete a 25-hour practicum working with teachers and students in K-12 classrooms where the student demographics represent high levels of cultural diversity. Both courses enhance content and pedagogical knowledge that have traditionally been part of the general education program (North Dakota Indians and Multicultural Studies) as well as specific units within various methods courses and professional education courses taught to both elementary and secondary majors.

One of the important assessment measures used to document candidates' knowledge and pedagogical skills is the digital portfolio that is required for graduation. In this portfolio, candidates demonstrate each of the three planning, implementing, and evaluating (PIE) components of the VCSU teacher education program. Another critical assessment measure to document knowledge and pedagogical skills is successful completion of field experiences, especially during the ten-week student teaching experience. Field experiences required in the program are considered the most authentic performance assessments our candidates encounter because these

experiences measure how successfully teacher candidates apply content and pedagogical knowledge to promote student learning. Field and clinical experiences are measured through rubrics and observation forms developed by the unit.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

Teacher candidates utilize their professional and pedagogical skills to create meaningful learning experiences for all students. They recognize that learning does not occur in a vacuum but within the context of a much larger arena that includes the school, family, community, and individual development. Throughout their program of study, candidates see that concept reinforced and have ample opportunities to incorporate it in their work. More than ever before, being cognizant of student learning has become part of the reflective experience of the preservice teacher.

The unit models its commitment to ensuring the success of all students; the unit has initiated activity beyond the classroom to corroborate that commitment. From 1994 through 2001, the unit sponsored the annual Partners in Quality Conference as a professional development opportunity. The conference provides information about key educational issues such as quality schools, choice theory and classroom management, multiple intelligences, and brain-based learning. Featuring a prominent keynote presenter each year, these conferences have been well attended by P-16 educators, parents, and preservice teachers. Recent speakers include: Perry Good, Diane Gossen, Albert Mamary, and David Lazear. These conferences reinforce educational collaboration and partnerships.

The PT3 grant also reinforces collaboration and partnerships while having a major impact on improving learning. The grant goals include to creating a learning community and developing complex reasoning and problem solving skills. VCSU faculty, K-6 teachers, and candidates participate in collaborative projects designed to develop complex reasoning and problem solving skills. Cooperating teachers representing the various consortium schools collaborate with VCSU faculty and candidates to restructure learning experiences in their classrooms that reflect current best practices for using instructional technology strategies and tools. Another goal prepares elementary education graduates will be able to use technology to help their future students improve learning by developing complex reasoning and problem solving skills.

Measuring student learning remains a challenging task at every level. At VCSU, the digital portfolio is the basis for institutional assessment of student achievement, as well as more traditional measures. The mapping of the Abilities throughout the curriculum, especially in the majors, has been a key method of ensuring that students gain the knowledge and skills they need for an acceptable portfolio. Through the portfolio development, candidates reflect on how their educational experiences and abilities relate to the real world. Upon graduation, preservice teachers take with them the compelling knowledge of how powerful portfolio assessment can be. The candidates integrate this assessment strategy into their K-12 classrooms.

DISPOSITIONS FOR ALL CANDIDATES

Following intensive study and dialog with unit faculty and local educators the unit has identified dispositions expected of professionals. These dispositions include attendance, appearance, punctuality, responsibility, communication, attitude, initiative, cooperation, decision-making, response to feedback, desire, commitment, and professional ethics. A list of these dispositions and a description of these dispositions, which represent a crucial criterion for success not only for admission but also for continuance in the program, is available in the [Teacher Education Handbook](#). The unit informs candidates of these dispositions prior to admittance into the teacher education program. Academic advisors, unit faculty, cooperating teachers, the Teacher Education Committee, and candidates themselves are all engaged in a monitoring process to gauge progress toward meeting these dispositions throughout the candidate's enrollment in the teacher education program.

Candidates become aware of the dispositions in their introductory education course and have many opportunities to meet them through courses and experiences in all three of the teacher education program domains. Successful candidates model these dispositions in their work with students, families, and communities. The unit developed an assessment plan and a rating measurement tool to assess the candidate's ability to demonstrate these qualities. The professional disposition rating sheet was used for the first time spring semester, 2001 in selected field experiences and clinical practices. Results of the assessment are available in the exhibit room.

Candidates who fall short of meeting any of the professional dispositions face various alternatives. Some may be removed from the program and encouraged to contemplate careers outside of teaching. Others may seek professional help and strengthen their candidacy. Most will reflect on their behavior, get the support they need, and work to overcome deficiencies that have the potential to keep them from achieving their professional goals. Unit referral and appeals processes are in place to ensure compliance, assistance, and fairness and to foster optimal development of these future educators.

STUDENT LEARNING FOR TEACHER CANDIDATES

Content knowledge development, pedagogical knowledge development, and reflection as a knowledge-based decision maker all lie at the heart of the VCSU teacher education program. The unit is committed to modeling effective teaching and assessment strategies in University classrooms so candidates are better prepared to teach all students in the rapidly changing environment of K-12 education in today's world. All unit faculty members emphasize the teacher education model of planning, implementing, evaluating, and reflecting as the components of successful instructional strategies.

As candidates progress through the teacher education program they develop understanding of the knowledge base related to learning theories and how individual students learn. Candidates learn about child and adolescent developmental stages and the importance of planning lessons that are both ability-level appropriate and age-appropriate. Instruction during the professional education sequence emphasizes that cognition can be enhanced or impaired by the social and affective elements that impact individual students in K-12 settings. Additionally, candidates acquire knowledge about diversity and about effective strategies for teaching students who have

special needs or who reflect diverse backgrounds. As a result, preservice teachers are prepared to create classroom environments that value each student and promote learning for each student.

The unit continues to seek optimal strategies for integrating theory with practice. Content, pedagogical, and professional knowledge from University classes are supported with carefully structured field experiences and clinical practice. These experiences allow candidates to observe best practices from K-12 classroom teachers while they apply the knowledge and skills acquired from University classes. These activities enhance the unit goal of preparing candidates who are able to help all students learn.

STANDARD 2 – ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects data on the qualifications of applicants and the performance of candidates and graduates. These performance data and other information are used to evaluate and improve programs.

ASSESSMENT SYSTEM

The unit has a comprehensive assessment system. It uses multiple indicators to ensure a quality teacher education program and a high degree of proficiency in its candidates and graduates. Feedback from this assessment system is used to review the divisional improvement plan (available in the exhibit room).

A clear understanding of and a university-wide commitment to the nature and purposes of assessment was in its infancy at VCSU in the early 1990s. By 1996, awareness of the significance and importance of academic assessment was evident in the University community and the administration. The 1990 technology directive from the State Board of Higher Education and the 1996 notebook computer initiative combined to provide faculty and administrators the motivation to begin serious exploration and experimentation with assessment. In short order, University assessment efforts were gaining momentum and broad-based campus support. With the development of the Abilities and their related skills, faculty began to embrace the concept of assessment in terms of student learning outcomes and sought to assess the needs and progress of learners for two purposes: to improve the teaching/learning process and to document the results.

The faculty has owned both the development and endorsement of the Abilities model, and faculty leadership has sustained it. Progress has occurred, the assessment discussion exists where it should, and faculty consensus has developed around the direction and basis of assessing student learning. The assessment initiative remains faculty-driven and in 2001 is sharply focused. Unit faculty members have provided steadfast and reliable campus leadership for institutional assessment of student learning throughout the entire process.

Working with the Teacher Education Committee, the unit has established criteria and specified policies for admission to and continuance in the teacher education program. The unit provides professional advisement opportunities for preservice teachers. Beginning with freshman Living to Learn course and throughout the college experience, candidates work with a faculty member assigned as their academic adviser. Regular meetings and consultations, mentoring, transcript and

graduation audit review, Ability assessment, evaluation of candidacy, and referral to appropriate student affairs services characterize the advisement experience. Often it is the adviser who is the first to note that a candidate is not suitable for teaching and may counsel that person into another field. The unit monitors candidate proficiencies throughout the program. The adviser oversees performance against established criteria. The Teacher Education Committee makes decisions regarding program admission. Cooperating teachers assess all field experiences of the candidates. The vice president for student affairs provides feedback regarding any potential social concerns. Candidates submit professional portfolios of their work at the conclusion of the program. Finally, the unit chair recommends successful candidates for licensure. An appeals process allows candidates who might otherwise be denied an opportunity to demonstrate their potential.

Developing meaningful learning experiences and accurately assessing student learning based on their developmental levels and prior experience is a daunting assignment. Faculty model this responsibility effectively and provide preservice teachers ample opportunity to develop their potential. Prior to institutional adoption of the portfolio requirement for graduation, the unit had accepted and encouraged portfolio creation as an alternative to taking the National Teacher Exam, a program exit requirement. The unit also led the University initiative to develop an Abilities mapping plan. Examples of mapping plans for an elementary major and a secondary can be found in Appendix I and in the exhibit room. The elementary education mapping plan can also be found at the following URL site:><http://temp.vcsu.edu/offices/edpsyc/elem.doc><.

DATA COLLECTION, ANALYSIS AND EVALUATION

The unit collects data to evaluate and improve the programs in teacher education through formal information gathering practices. K-12 teachers who work with candidates in a variety of field experiences provide feedback about candidate proficiencies. Formal evaluations of field experiences and clinical practice become a part of the candidate's file in the Teacher Education Office. The faculty advisor, teacher education office and institutional offices store information regarding the candidate.

Summative evaluation of candidate performance with respect to the unit's conceptual framework and the institution's Abilities takes place through the candidate's professional portfolio. During the last week of each semester, candidates present their portfolio to a minimum of two unit faculty members and other candidates. The digital portfolio evaluation form is used to provide immediate feedback to the candidate. Candidates are notified at the completion of the presentation if the portfolio has been approved or rejected. Examples of the assessment process and digital portfolios are in the exhibit room. A transition assessment plan with timelines is being developed to more effectively measure the Abilities and is available in the exhibit room.

Other forms of data that are consistently collected and reviewed for program improvement include:

- Faculty conduct course evaluations asking candidates to verify that the objectives in the course syllabus were met.
- PRAXIS I scores are kept for all candidates applying to admission to the program. The scores are evaluated periodically to upgrade our standards.
- The unit consults with other educational professionals on- and off-campus.

- Unit faculty actively participate in professional conferences, sharing information about the program, seeking feedback, and making comparisons.
- The unit also evaluates the program through the NCATE and North Dakota State Standards continuing accreditation process. The new NCATE, State Standards, INTASC, and NETS also provide an excellent framework for the program and an opportunity to plan and implement a positive process for the future.

A unit faculty member developed the Online Learning Survey to compare the online learning experience to meeting regularly in a classroom setting. Results reveal that most respondents to this survey agree completing coursework online is more convenient; meets learning needs better; fosters greater personal responsibility for learning; contributes to more effective communication in the class; increases Internet familiarity; provides more feedback opportunities; and promotes greater participation and interaction. Furthermore, most respondents reported that they prefer to complete coursework partially or entirely online, rather than meet regularly in a classroom setting. The institution and the unit continue to gather appropriate information and have serious dialogue about the issues, in order to determine the best way to proceed with this type of educational experience.

Results from a variety of surveys provide the unit with feedback. A General Knowledge survey is administered to first and third year graduates. The General Knowledge survey is mailed to graduates with an Employer Performance Assessment to be completed and returned by the employer. Graduates and employers complete satisfaction surveys generated by the unit, providing valuable programmatic feedback. Graduates give feedback on the benefits and effectiveness of required coursework in preparing them to teach. The school administrators complete surveys regarding the preparation of the first-year teachers from VCSU. Results from graduate and employer surveys and discussions with classroom teachers are used to revise course objectives and make improvements in our program (i.e. additional coursework in understanding cultural diversity in education, practicum in cultural diverse classroom, changes in educational technology coursework, greater emphasis on educating students with special needs, and a greater emphasis on classroom management in methods courses).

USE OF DATA FOR PROGRAM IMPROVEMENT

As a result of assessments from both formal and informal sources, systematic change and growth continue in the unit. An example of improvement in the admission standards is evident in the new disposition requirement. This change resulted from a response to national standards, participation in professional conferences, and feedback from cooperating teachers and administrators. Feedback from cooperating teachers readily supports this initiative. Continuous change takes place in virtually all coursework resulting from feedback from surveys of graduates, the Learning Survey, candidate professional portfolios relating to unit and institutional Abilities and Online Learning surveys. Due to national priorities and the PT3 grant, field experiences have changed for candidates in Educational Technology (EDUC 300) and Practicum (EDUC 350) classes who work on technology projects with teachers and K-12 students. The integration of technology into the K-12 classroom has strengthened our collaboration with the schools and improved candidate performance and program quality. The PT3 grant has also prompted curriculum changes. Research identifying best practices in technology has been integrated into

professional education courses. The collaboration between unit faculty and classroom teachers, in addition to field site visits, has helped to apply technology skills and software programs that promote student learning.

Program requirements have also changed. Responding to General Knowledge surveys, review of field experiences and consulting with educational professionals, the unit expanded the requirements for coursework and field experiences relating to cultural diversity (Standard 3 and 4). Changes also occur in the program as the result of faculty professional development. Unit faculty participate in a number of professional development activities both on and off campus. The institution provides numerous workshops for faculty to help them develop a better understanding of learner-centered teaching and learning, using technology as a teaching tool for instructional purposes, and developing institutional and unit abilities.

Research regarding necessary skills in the work place has motivated VCSU to include specified skills and abilities as a means to assess graduates. In addition to the eight University Abilities, the unit has identified three Abilities that are necessary for the teacher as a decision maker model. These Abilities are planning, implementing, and evaluating. The Abilities approach to assessment has instigated a change in content area projects so that candidates can demonstrate these Abilities in the final digital portfolio project. Through continuous research, assessment, and reflection, the Abilities and digital portfolios continue to evolve.

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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

The teacher preparation program at Valley City State University designs field experiences and clinical practice to assist students in understanding the important relationship between theory and practice. In the clinical settings, candidates have many opportunities to plan, implement, evaluate, and reflect on the instructional, environmental, and management variables to facilitate the learning of K-12 student learning. All of these experiences support the conceptual framework, as a knowledge-based decision-maker.

In the early stages of the program, candidates enrolled in Introduction to Teaching (EDUC 200/EDUC 205) are assigned school-based locations for observation and participation experiences. Candidates also have field experience opportunities in a classroom during the later stages of the program to prepare them for student teaching. Through the combination of clinical and field-based experiences and education courses, candidates have an opportunity to gradually acquire an understanding of the role and responsibilities of a successful teacher.

The unit and school partners share a very close working relationship by integrating resources and expertise to support candidates' learning in field experiences and clinical practices. The key to the success in VCSU field experiences is a close working relationship with area schools. One of the most important committees in the program bridging the gap between the University and the schools is the Teacher Education Committee. This collaborative group consists of one faculty member from each academic division who has professional teaching experience in public schools,

representatives from the school partners at both elementary and secondary levels, and two candidates enrolled in the VCSU teacher education program. The Teacher Education Committee serves as an advisory body to the unit. The committee also assists the unit chair and the director of student teaching in the administration of admission to teacher education, admission to student teaching, and approval of site placements. The committee votes to admit candidates to teacher education or deny admission.

The Teacher Education Committee reviews curriculum changes including the introduction of new courses, adjustments in programs, changes in existing courses and the addition of programs of study that relate directly to teacher education. The committee periodically reviews the policies that govern the teacher education program and advises and consents to policy changes initiated by institutional committees or the unit that directly affect the administration of the teacher education program.

The unit works closely with the school partners to determine the placement of all field experiences. All classroom teachers and administrators in the partner schools are sent names of students who would like to be placed in their school. The VCSU instructor, classroom teacher, and principal communicate to determine the placements that will most benefit the students. VCSU faculty periodically discuss with teachers how field experiences and collaborative efforts can be improved. The division has sponsored workshops for classroom teachers to improve the collaborative efforts between unit faculty, classroom teachers, and candidates. These workshops have helped to improve the program and increase the respect and cooperation between the schools and the University.

Unit faculty are involved in collaborative efforts with school partners. Some examples of these collaborative efforts include:

- Serving on the curriculum committee of the local school district.
- Representation on the Greater Barnes County Consortium. This consortium is made up of the twelve school districts in the area that have had a history of collaboration the past five years. This is the same area from which the unit draws the majority of its students and where many complete their field experiences.
- Serving on the Teacher Center board that works closely with the area classroom teachers and school districts.
- Serving on a mentoring program called Project Launch with first year teachers.
- Unit chair serves on the ESPB Program Approval Advisory Committee with classroom teachers, administrators and state officials.
- Co-sponsoring workshops and technology field experiences with the CII.
- Conducting technology education workshops for teachers across the state.

The unit works closely with school partners in professional development activities and instructional programs for candidates and K-12 students. Unit members are actively involved with the K-12 and pre-service teachers in collaborative projects. The PT3 grant has increased the unit's ability to collaborate with the K-6 (and eventually K-12) teachers in positive ways. Classroom teachers, VCSU faculty and candidates are participating in collaborative projects designed to increase student learning. Cooperating teachers representing various consortium schools are collaborating with VCSU faculty and candidates to restructure learning experiences in their classrooms to reflect current best practices for using instructional technology strategies and tools. The curricular teams are developing and organizing units that focus on cross-discipline, student-centered projects using technology to enhance and expand student experiences. These collaborative projects are being developed to change the way education is delivered, not only in the K-12 classrooms, but also in the field experiences of the candidates.

The unit is also working closely with school partners in the various in-service programs. In 2000-2001, teams of VCSU and K-6 faculty participated in two intensive three-day workshops focusing on technology integration and building collaborative teams for the field experiences. The workshop sessions help both the classroom teacher and the VCSU faculty move through the levels of awareness, application, integration, and assessment. These workshops expose both partners to a combination of technology use and integration of methods, ideas, and instructional strategies for helping children to learn.

The field-based and clinical experiences of preservice teachers are designed to be sequential in nature and to promote the program goals and objectives. Various experiences are provided during the sophomore, junior, and senior years, all of which are related to the three major phases of decision making – planning, implementing, and evaluating (PIE) learning opportunities. The first courses that include a field-based component are the introduction to teaching for elementary and secondary school preservice teachers. Built into both courses are 40 hours of work in public school classrooms. Some of the time is spent in observation of specific procedures, activities, etc. which are predetermined and studied. Other types of involvement include tutoring students and assisting the teacher in ways determined beforehand with follow-up discussion and evaluation. Debriefing follows guided observation. Both the classroom teacher and the University instructor are included in the pre- and post-observation discussions.

During the junior year, the majority of the education methods courses are completed. Methods courses for secondary majors are taught in their content area and include field experiences, micro-teaching and developing curricular units based on PIE. During EDUC 350, Elementary School Practicum, participants have numerous opportunities to practice several types of teaching tasks. Candidates must develop a case study, teach various lessons, develop a technology project in collaboration with the classroom teacher and University supervisor, and reflect on what they have learned during their 80-hour field experience.

An important objective in the Practicum is the integration of technology into the classroom. All candidates in Practicum must collaborate with a classroom teacher in developing a technology project that is aimed at helping students learn. The classroom teacher works with the preservice teacher to decide in what content area they want technology integration, and the preservice teacher is used as the expert. Some projects include: brainstorming and idea organization with Inspiration

and Kidspiration; multimedia instruction with HyperStudio; vocabulary development with Kidpix; electronic presentations with PowerPoint; problem solving with Logo; content related Webquests; and class webpages with Netscape. The college instructor is the liaison between the candidate and the teacher and provides guidance and technical support.

The integration of technology is emphasized in all field experiences, culminating with student teaching. Arthur Wise, NCATE President, cites an example of how technology is being used in a positive way by the VCSU unit in the following quote from an NCATE report ([Technology and the New Professional Teacher: Preparing for the 21st Century Classroom](#)) that urges fearless use of technology.

Before going to class, I access my e-mail to read responses from two instructors to questions I had, as well as four messages from fellow students. I get to my classes five minutes early to plug in my notebook computer and get organized. All our classrooms are linked to the Internet . . . I'm working on a portfolio project in the Language Arts class, and I'm in the process of scanning pictures into my PowerPoint presentation. We've all had the opportunity to develop electronic portfolios this semester and are getting ready to turn them into CD-ROMs.

Wise goes on to point out that this statement is “a chronicle of a day in the life of a current teacher candidate at Valley City State University in North Dakota.” A more elaborate version of the statement comprises one of thirteen case illustrations in the 34-page report <<http://ncate.org/accred/projects/tech/tech-21.htm>>.

Completion of the methods courses and student teaching occur during the senior year. Student teaching is a ten-week experience in which candidates gradually have more responsibilities. By the end of the student teaching experience, they have functioned as professional teachers, responsible for all activities during the entire school day.

All of the clinical and field-based experiences provide opportunities for professional growth in the ability to make sound decisions in teaching for student learning and the three phases of the teacher decision-making process – planning, implementing, and evaluating. Planning for instruction is emphasized during the sophomore and junior year, but most extensively during the senior year. Evaluative instructional activities are experienced during both the junior and senior years. However, attention is given to all three phases each year with strong emphasis placed upon implementing and evaluating instruction to ensure student learning during the senior year of the program. Student teaching is the apex of the clinical and field-based teacher education program.

In every type of clinical or field-based involvement, candidates are provided with instruction and assistance before, during, and after the experience. To help ensure that all of the experiences are of maximum benefit to preservice teachers, a variety of information sheets, checklists, and evaluation forms are used (see forms in the [VCSU Teacher Education Program Handbook](#).) Discussions among the candidate, classroom teacher, and university supervisor are held regularly and written responses given frequently.

Selection of sites for clinical experiences is based on unit guidelines and North Dakota licensure requirements. Unit personnel and a field-based school representative match student teacher candidates with appropriate cooperating teachers. Cooperating schools and teachers must meet all state requirements for accreditation and licensure to participate in the student teaching program. In all cases, unit personnel communicate the goals of the program and the teaching model, teacher as knowledge-based decision maker.

The unit is committed to providing field experiences and clinical practice that reflect the VCSU conceptual framework. Within the conceptual framework, field experiences are integrated as a process for learning and as a culminating component providing candidates with multiple opportunities for integrating theory into practice. The unit is also committed to providing formal field and clinical experiences that allow candidates to apply their knowledge, skills, and dispositions in a variety of settings.

The unit follows a general format outlined in the [VCSU Teacher Education Program Handbook](#) that describes a candidate's initial entrance into the program, Introduction to Teaching (EDUC 200/EDUC 205), to the final clinical experience, student teaching. The requirements for admission into the teacher education program are explained during the Introduction to Teaching course, which includes a 40-hour field experience. The early field experience enables candidates to observe classrooms and to explore teaching behavior. Typically, candidates have the opportunity to tutor individual students, work with small groups, assist in lesson planning and implementation, help with paperwork, observe parent/teacher conferences, and participate in faculty meetings. Candidates are expected to demonstrate competencies in early field experiences and are [evaluated](#) by the cooperating teacher and university supervisor.

Following successful completion of Introduction to Teaching and the field experience, candidates begin taking methods courses and apply to admission into the teacher education program. [Admission to teacher education](#) involves successful completion of specified criteria. The secondary and elementary methods courses integrate content and methodology. Preservice teachers have many opportunities to apply what they have learned in subject matter and professional education courses in a variety of ways. Numerous opportunities are provided to diagnose and solve teaching/learning problems during methods courses, field experiences and student teaching. Secondary and elementary majors participate in simulated and peer teaching experiences in their methods courses. Teaching skills developed in these classes and field-based experiences include teaching strategies such as the lecture method, questioning techniques, discussion, discovery/inquiry, and cooperative learning, all in a technology-rich environment.

The unit is implementing a new requirement that all candidates complete a field experience in a culturally diverse classroom. In this field experience, EDUC 352, Practicum in a Culturally Diverse Classroom, candidates are placed in a culturally diverse partnership school that will allow them to observe, teach and reflect. This experience better prepares preservice teachers to meet all students' needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels. EDUC 283, Understanding Cultural Diversity in Education, provides advanced knowledge of the cultural variables that surround and influence the development of students.

Field experiences also expose candidates to exceptionalities that range from severe disabilities to gifted and talented students, as well as students of different cultural, ethnic, racial and religious backgrounds. The goal of the unit is to have teacher candidates recognize that all students can learn, and that it is the responsibility of teachers to ensure that learning occurs. The unit, together with the school partners, encourages candidates to adopt the foundational assumption that all students should be assisted to reach their maximum potential.

Another field experience (Practicum, EDUC 350) is required for all elementary education majors. This is a very important practicum in determining the disposition of the candidate. They must set specific goals they want to accomplish during their 80-hour field experience and reflect on their goals during and after the field experience is completed. Both the classroom teacher and the University supervisor evaluate the candidate's personal values, commitments, and professional ethics using the [Professional Disposition Form](#).

Occasionally, candidates are unsuccessful in their field or clinical experiences. The unit has devised a [Professional Disposition Growth Plan](#). The unit believes in the importance of helping the candidate improve their disposition. The Growth Plan delineates specific objectives and criteria for the preservice teacher to attain. The candidate and the cooperating teacher or university supervisor write the Growth Plan jointly. Professional Disposition Growth Plans are placed in the candidate's teacher education file. The candidate at this stage will not be allowed to student teach until improvements are evident. Concerns of a large enough magnitude will be referred to the Teacher Education Committee for action. Ultimately, the candidate may be terminated from the teacher education program.

At the appropriate time, candidates apply for admission to student teaching. Requirements for student teaching involve meeting specific criteria outlined in the conceptual framework. Candidates must continue to meet all requirements for admission to teacher education. Candidates enter into an [agreement of responsibilities](#) with the supervisor and classroom teacher. These agreements are introduced during the student teaching interview. Candidates are placed in clinical settings at grade levels and in the content area for which they are seeking licensure. In addition, a [Handbook for Student Teaching](#) is required reading prior to student teaching. The Handbook contains critical information necessary for a successful clinical experience. Student teaching consists of a ten-week experience. Consistent with the conceptual framework, candidates are expected to be positive decision makers as they plan, implement, and evaluate lessons and reflect on their role as a classroom teacher. The classroom teacher and student teacher are expected to complete a three- and seven-week evaluation that is shared with the University supervisor. Candidates are observed formally four times by their University supervisor during the ten-week student teaching experience. These formal [evaluations](#) are documented and kept on file in the division office. After successful completion of student teaching and completion of all other requirements, the unit chair recommends the candidate for licensure.

The unit recognizes the critical role that clinical and field experiences play in the education of teacher candidates and other school personnel. The goal of the unit is to provide multiple experiences in many different and diverse settings where candidates can apply their knowledge and skills and have a positive impact on student learning. The partnerships formed with the area

schools and the positive impact in the use of technology in the schools have helped prepare the type of teachers that will be ready to take leadership roles as teachers of tomorrow.

STANDARD 4 - DIVERSITY

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

The unit is committed to ensure that candidates will understand the importance of diversity and equity in the teaching and learning process. The teacher education program at VCSU espouses the belief that all students are capable of learning and emphasizes the philosophy that all K-12 students have the right to receive appropriate educational opportunities designed to promote their full potential as individuals regardless of race, gender, ethnicity, socioeconomic status, learning abilities, or other characteristics inherent in a diverse society. The unit accepts this challenge and is creating an environment in which diversity is allowed to flourish in a learner-centered environment.

The unit provides multiple opportunities for candidates to acquire the knowledge, skills, and dispositions necessary for successful teaching in diverse classrooms. Diversity is an integral curricular topic in every professional education course. Candidates benefit from opportunities to work with diverse and exceptional students during each of their field-based experiences. In recent years, placements for practicum students and student teachers have benefited from the growing diversity in selected schools throughout the region. For example, student teachers placed in schools within the communities of Minneapolis-St. Paul, Fargo, West Fargo, Devils Lake, and Bismarck-Mandan benefit from working with higher than the regional average numbers of students who come from diverse backgrounds.

Several courses include content requirements to prepare candidates to work with students who are culturally diverse or exceptional. Examples include:

- HIST 270 North Dakota Indians and Multicultural Studies

This is a required course for all teacher education candidates. Course curriculum includes information about the history of Native American populations and other culturally diverse populations. In addition, the curriculum addresses learning styles and effective teaching strategies for working with students who come from diverse backgrounds.

- EDUC 240 Educating Exceptional Students

This is a required course for all teacher education candidates. Course curriculum includes information about special education legislation, characteristics of students who have disabilities, effective teaching strategies for working with students who have disabilities, and strategies for modifying classroom activities to meet the needs of students with disabilities.

- EDUC 375 Teaching Reading in the Content Area

This course is required for all secondary education majors. Candidates learn about instructional strategies to assist students who have special reading needs. In addition to information about diagnosing reading problems, course content emphasizes successful implementation of strategies to assist students who have learning disabilities or who come from ESL backgrounds.

- EDUC 340 Learning Disabilities and EDUC 345 Emotionally Disturbed Students

These courses are required for candidates who minor in reading or early childhood education. In addition, both courses are available as electives for any candidate who majors in elementary or secondary education. Both courses focus on characteristics of students with disabilities (LD or ED) as well as strategies for teaching such students and for modifying work to help all students succeed. In each course students complete a case study assignment that requires application of theories and concepts covered in course curriculum. Also, special education teachers from K-12 schools meet once with each class to provide information about their specialty services and to answer questions about the role of special education in the public schools.

- PSYC 352 Child Psychology

Candidates engage in a unit that emphasizes the influence of socioeconomic status on learning and on school climates. Students developed a board game that focuses on the impact of poverty on the personal and cognitive development of children. The game is used each semester.

All elementary education methods courses (EDUC 315, EDUC 320, EDUC 322, EDUC 323, and EDUC 355) also address the issue of diversity and exceptionality in the teaching and learning process. In each methods course, candidates are required to study and apply information that deals with teaching students who are diverse and exceptional.

The institution also provides diversity in socioeconomic factors in terms of candidates and field experiences. In 1996, per capita income in the service sector counties averaged \$17,493; trailing the state average of \$18,611 and the U.S. average of \$21,597. The majority of VCSU students comes from an eight-county service region (Barnes, Cass, Foster, Griggs, LaMoure, Ransom, Richland, and Stutsman) that borders Minnesota and South Dakota in the southeastern corner of North Dakota. The service area is overwhelmingly rural in character. For the school year 1999-2000, 357 of 826 students who filled out FAFSA forms were below the state median income of \$31,764. The state median income is over \$6,000 below the national median of \$37,005. This means that the majority of the candidates come from rural, low socioeconomic settings.

In addition to content from traditional courses, campus-based programs provide opportunities for candidates to acquire knowledge and experience in working with diversity. Examples of some programs include:

- Guest Speakers—former students who teach in schools that feature diversity return to visit and speak to a variety of education classes. Examples of previous speakers include Layne Pethick, an elementary teacher in San Antonio, Texas; Briget Sabourin, an ESL teacher at West Fargo High School in West Fargo, North Dakota; Shannon Johnson, an elementary teacher in Osseo, Minnesota; Ryan Townsend, a science teacher in Kepai, Alaska; Troy Albertson an elementary teacher at Ojibwa Indian School in Belcourt North Dakota; and Trisha Eggert, a recent student teacher in Eden Prairie, Minnesota.
- Keith Bear—this Native American tribal leader spent four days on the VCSU campus during the 1999 fall semester. Keith served as a guest lecturer in several classes, delivered a keynote presentation open to all campus members and Valley City community members, and performed musical selections that demonstrated his cultural heritage.
- Medicine Wheel—under the direction of Dr. Joe Stickler from the Science Department, students from VCSU have built a Medicine Wheel that serves as a tribute to the Native American culture. This facility, which tracks time and seasons of the year using principles similar to historic time periods, was carefully constructed so the astrological design of earth and the other planets is built to scale.
- Fiesta Mexicana—the original festival featured guests from LaPaz, Mexico who provided demonstrations of artistry, crafts, and musical entertainment. The inaugural event was held in the fall semester of 1999. A second festival is scheduled for Fall 2001. The festival originated as part of the University’s relationship with a sister university in LaPaz, Mexico. The festival audience during this two-day event included several VCSU classes, more than 30 neighboring school groups, the community of Valley City, and surrounding communities.
- International partner—VCSU has established a formal partnership with UABCS, a university in LaPaz, Mexico. Each year during spring break Kay Kringlie, chair of the Spanish Department, has coordinated a trip to LaPaz. Participants have included VCSU students and a variety of VCSU faculty members from different academic divisions, including Dr. Larry Grooters, Dr. Vern Almlie, and Linda Holcomb from the teacher education program.

The unit and the University have actively recruited new faculty members who come from diverse backgrounds. During the 2000-2001 academic year, the unit conducted a nationwide search for a faculty member to serve as the director of student teaching. Two other unit faculty positions were also filled within the past four years from searches that actively sought qualified minority candidates. Unfortunately, in each case the University was unable to identify qualified applicants who had diverse backgrounds. The unit will conduct another nationwide search in 2001-2002 for a faculty member in elementary education. Candidates from culturally diverse backgrounds will be encouraged to apply.

During 2000-2001, five faculty members with diverse backgrounds were involved in administration and in teaching the following courses to VCSU students.

- Dr. Les Wong, vice president for academic affairs, teaches a two-credit course in the Education Department entitled Understanding Cultural Diversity in Education.
- Ms. Joan Aus, adjunct faculty member, teaches Foundations of Reading (EDUC 321) in the Education Department as well as Composition I and Composition II (ENGL 110 and ENGL 120) in the English Department.
- Ms. Diana Fischer, visiting professor, taught Methods of Spanish (SPAN 411) in the Spanish Department as well as a variety of required courses for students who seek endorsement in ESL in 1999-2001.
- Dr. Jay Hettiarachchy, associate professor in the Division of Business and Technology, teaches several courses in Computer Information Systems.
- Mr. Verghese Nallengara, assistant professor of mathematics, taught several math classes required in the general education core (resigned, August 2001).

Student recruiting efforts at VCSU seek candidates who come from culturally diverse backgrounds. In fact, the percentage of VCSU students who come from minority backgrounds exceeds the minority population in North Dakota. The nature of a smaller campus and smaller class sizes allow faculty and students at VCSU to take advantage of opportunities to celebrate diversity whenever possible. The fact that students on a smaller campus quickly learn about other students' backgrounds fosters a spirit of sharing and cooperation. Classroom discussions about diversity are a regular part of both the formal and the informal curriculum.

A thorough examination of curricular topics or units taught in every course offered at VCSU might well lead to the conclusion that diversity is addressed in virtually each course a student takes during the campus experience. It is common practice on the campus for faculty to engage students in discussions that promote high levels of sharing about personal experiences. Understanding and appreciating cultural diversity are natural products of these discussions.

VCSU has established a formal partnership with Universidad Autonoma de Baja California Sur (UABCS), which is located in LaPaz, Mexico. Each year, students from LaPaz enroll as full-time students on the VCSU campus. During the 2000-2001 academic year, six students from Mexico attended classes at VCSU and four students from VCSU earned academic credits for work they completed in LaPaz. Ten Mexican students are expected to enroll at VCSU for 2001-2002. These international students provide valuable opportunities for candidates to learn more about the diverse culture experienced by students from Mexico. In addition Kay Kringlie, VCSU director of international programs, coordinates an annual trip to LaPaz where participants learn about the culture and educational programs in Mexico.

The unit is excited about a new class and a new practicum experience that were successfully piloted during the 2001 spring semester. A new two-credit course, EDUC 283, Understanding Cultural Diversity in Education will now be required for all elementary and secondary majors who enter the teacher education program beginning with the 2001 fall semester. The class provides advanced knowledge of the cultural issues that surround and influence development of students. Through use of material from literature, psychology, and multicultural counseling, candidates will

develop an advanced awareness of how culture shapes classroom dynamics. The intersections of race and class will also be explored while participants use ethnic autobiographical techniques to rediscover and explore their own cultural heritage. This course will be a prerequisite to the culturally diverse field experience or will be taken concurrently with the field experience (described below).

Beginning with the 2001 fall semester, each candidate in the teacher education program will be required to complete EDUC 352, Culturally Diverse Practicum, a 25-hour field experience. The unit has reached agreements with several schools that meet the characteristics of culturally diverse classrooms and will partner with the University by accepting candidates into their classrooms. See table 6 for an example of demographic information about elementary grade students from one partner school, North End Elementary in St. Paul, Minnesota.

Table 6. North End Elementary School Profile

ENROLLMENT		STUDENT PROFILE	
American Indians	4%	Total Students	788
Hispanic American	9%	% Free/Reduced Lunches	78.4%
African American	22%	% Receiving English Language	26%
Asian American	39%	% Students considered mobile	46%

The unit has formed a partnership with the University of North Dakota to provide an opportunity for candidates to work with students in a variety of cultural settings through the Quality Experience for Student Teachers (QUEST) program. Candidates who participate in this program have a choice to student teach in one of three cohort sites, each of which features a rich multicultural environment. Cohort sites include school districts in Las Vegas, Phoenix, and St. Paul. This opportunity is available for any elementary or secondary education major.

Objectives for the QUEST program include an opportunity for each candidate to:

- Work with K-12 students who represent cultural diversity, exceptionalities, or diverse socioeconomic groups.
- Develop understanding of the pluralistic nature of the changing demographics within the United States.
- Develop human relation skills and pedagogical skills important to individualizing instruction for diverse student populations.

- Experience living and working in another geographical area of the United States.
- Expand employment areas into different geographical areas of the United States.

Examples of specific activities that involve candidate interaction and field experiences with P-12 students who have exceptionalities or who represent diverse ethnic, racial, gender, language, socioeconomic, and religious groups include:

- Elementary Practicum. This course is required for all elementary education majors. Candidates meet weekly in the University classroom to discuss issues relevant to successful teaching practices in elementary classrooms. Special attention is given to classroom management principles, working with students from diverse backgrounds, and effective use of both small and large group instruction. In addition to class sessions on the University campus, each candidate completes a practicum experience of 80 hours in an elementary classroom. In many of these field experiences, candidates are placed in elementary classrooms that include students from diverse and exceptional backgrounds. Candidates who are enrolled in Practicum have an opportunity to take a field trip to a Native American school where they meet with administrators and teachers to discuss the special challenges encountered in this setting. Field trip participants also visit several classrooms where they benefit from observing students and teachers.
- Special Education Practicum. Candidates earn one credit for each 25-hour block they complete while working with an elementary or secondary special education teacher. During this field experience, candidates assist K-12 special educators and benefit from hands-on experiences with students who have special needs.
- Pre-Kindergarten Practicum. Candidates earn three credits for completing an 80-hour field experience in the Valley City Head Start program or other pre-school settings. During this field experience, candidates work directly with pre-school children, many who have disabilities or come from families of lower socioeconomic status.
- Special Physical Education. Candidates in this course complete a field experience working with high school students in adaptive physical education classes as well as adults who are developmentally disabled. Valley City High School and the Valley City Open Door Program partner with the VCSU Physical Education Department to provide this opportunity. Many preservice teachers, as a result of the benefits they receive during this field experience, continue to work with Special Olympics activities after they have completed their field experience.
- Spanish Day. Under the coordination of professor Kay Kringlie, with assistance from VCSU Spanish education majors, the VCSU campus hosts an annual Spanish Day during spring semester. Each year, students from local and regional high schools attend this program. All participants learn about Spanish history and culture in an environment that uses the Spanish language as a communication medium.

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.

VCSU makes a concerted effort to ensure that all unit faculty are fully qualified for their positions. There are also many professional development opportunities to help them maintain their qualifications. The professional education faculty have degrees or appropriate expertise that qualify them for their assignments. There are 21 professional education faculty, 14 with an earned doctorate or terminal degree. Four others are currently enrolled in a doctoral program, of whom two are A.B.D.

Of those who do not have a doctorate degree or are not enrolled in a doctoral program, one is in Spanish, and two are in elementary education. One of the elementary education faculty members has 30 years of college teaching experience and 6 years teaching experience in an elementary classroom. The other elementary education faculty member is a one-year appointee with over 30 years of elementary education experience and one year of higher education experience. The Spanish methods teacher has extensive experience in Spanish speaking countries, including studies at the Instituto de Filología Hispanica Saltillo, Coahuila, Mexico, and service as a Peace Corps volunteer in Medellín, Columbia (1963-65).

Unit faculty have in-depth understanding of their fields and significant experience teaching in their discipline area(s). They follow a learner-centered philosophy of teaching and learning and evaluate candidates' work in a variety of ways including written tests, written lessons, projects, presentations, digital portfolios, web pages, contributions to classroom discussion and participation in class activities. Adjustments in these forms of evaluations are made continuously.

The unit has adopted a conceptual framework that views the teacher as a reflective decision maker. The unit faculty model the conceptual framework as reflected in course syllabi. Models of these qualities are part of the day-to-day routine exemplified by the unit faculty. Coursework is designed to be learner-centered and to appropriately incorporate instructional technology.

Faculty have made technology an integral part of the education experience at VCSU. A large array of technology is used in various methods courses across campus. These include using calculators; finding, evaluating and exploring Internet sites; creating web pages; developing and presenting PowerPoint slide shows; videotaping or photographing various projects and then digitizing and saving them for use in a digital, multimedia portfolio; portfolio development as a graduation requirement; meeting the NETS; audio recordings; email usage and developing web quests for various content areas. Several courses are offered partially online through Blackboard.

Diversity is another issue that faculty have addressed in a variety of ways in methods courses and other classes. Initial discussions about the needs of culturally diverse students help prepare

candidates for the diversity they will encounter in the schools. Opportunities for experiences with various cultures are provided through a field experience that is required of all education students. Candidates are given opportunities to go into various schools for a one-week immersion. Journal requirements and discussion opportunities are provided throughout the experience. Many web sites are visited for additional exposure to diversity and many projects are given to enhance students understanding and tolerance of differences. Candidates are also given opportunities to work with culturally diverse peers and faculty throughout the educational process.

Faculty members at VCSU are encouraged to assess their own teaching, using a variety of methods. Student evaluations, self evaluations, and peer evaluations are all given and used by faculty members to understand their performance and to make needed adjustments to improve the learning experience for their students. One faculty member who was recently evaluated by peers gave the following statement regarding the experience:

I have been evaluated several times by my peers. The evaluation committee arranges times to observe my teaching. They usually come to my classes one at a time so they see a variety of teaching situations. Some committee members simply sit in the back of the room and observe, others jump in and participate in the class. Following the observation, they write their comments and review them with me. This is an excellent way for me to receive feedback on my strengths and weakness and to receive specific suggestions for improving my teaching. I find the entire process to be very helpful and satisfying.

The student body selects an outstanding teacher each year and presents them with an award prior to commencement. Invariably, members of the unit are considered in the final selection and several times have been chosen teacher of the year. This is a reflection on the quality of instruction in the unit.

Although VCSU is not a research institution, nor is publication a requirement for promotion or tenure, the University does encourage scholarly activity. The University provides financial support for presentations at and travel to professional conferences. The University provides many professional development opportunities for each unit faculty member and supports such activities by encouraging maximum utilization of funding from grants and University resources. This is reflected in the increasing number of presentations and publications faculty have made during the past six years. Since 1996, unit faculty have delivered more than 50 presentations at local, national, and international professional conferences. In addition, they have produced 19 publications. Unit members engage in scholarly activities as reflected in faculty data sheets. To support these endeavors, faculty have been actively engaged in securing funding from the Bush Foundation, U.S. West Foundation, and the U.S. Department of Education (PT3 and two Title III grants).

Three examples of successful scholarly practice conducted recently by unit faculty are included below.

- One member has been a leader in gathering research data about the impact of notebook computers on student learning. This member developed the [Online Survey](#) which has been published and presented frequently at professional meetings. While the Online

Survey research continues, this faculty member has also begun a research project to measure the impact of online courses on student learning.

- Three unit members participated in a two-day training session to learn about “Learner-Centered Psychological Principles” research conducted by the Mid-continent Regional Educational Laboratory (McREL). One unit member applied the original McREL work by developing a research project that examined changes in the use of learner-centered principles by student teachers during their clinical field experiences.
- Two unit members received a [PT3](#) Grant in June 2000. During the first year of grant activity, research included a review of best practices in using technology as a teaching tool and integrating technology into the classroom. Collaborative projects that promote higher order thinking skills for K-6 students are being developed and shared with classroom teachers.

VCSU faculty have a strong tradition of service to the University and the community. The professional education faculty are continuously engaged in service to the University by serving on both faculty and institution committees. Faculty are also involved in many community service opportunities. They serve in various positions in the local churches, hospital foundation, public school activities, and community functions.

Many unit faculty are involved in leadership roles in the local community and state. Examples of the way unit faculty members are serving include:

- State Reading Program – coordinator for the North Dakota Reading Assessment Project.
- Leadership in science education – worked with the National Science Education Standards.
- ESPB – member of the Program Approval Advisory Committee.
- Project Launch – University resource person for Project Launch, a mentoring program for first year teachers.
- Local School District Curriculum Committee – member of the Valley City Public School curriculum coordinating council.
- Greater Barnes County Consortium – member of the Greater Barnes County Consortium Professional Development Academy.
- Technology education – member developed state standards for technology education.
- Early childhood education curriculum development – member has statewide leadership role for early childhood education.
- Phi Delta Kappa – members are officers for the organization.

Collaboration is woven throughout the entire teacher education program and in many other areas of the University. The unit sponsors an annual Partners in Quality Conference for K-12 and

preservice teachers. Some of the themes for past conferences have included multiple intelligences, brain-based theory and choice theory. The business department has a Business Day that brings high school students to the campus for workshops. The Spanish department has a Spanish Day for the same purpose. The regional Science Olympiad is held at the University annually. The music department conducts a yearly music festival for high school students. The art department brings in students periodically for various workshops and exhibits. Technology education sponsors workshops for K-12 teachers. During the summer of 2001, the chairman of their national association was a presenter at one of their workshops. The Spanish methods teacher conducted a collaborative project with her students and Spanish students from Enderlin High School. The Enderlin students came to campus and learned how to create electronic slide shows. The science methods teacher has been involved in a project that takes a portable planetarium to the K-12 schools. The social science department collaborates with the Barnes County Historical Society presenting programs for the community. Area schools use the University athletic facilities extensively. Collaboration is an integral part of campus life.

There are many specific collaboration efforts involving the professional education faculty. Unit faculty are engaged in a comprehensive program of collaboration with the Greater Barnes County Consortium of Schools. Cooperating teachers representing the various consortium schools collaborate with VCSU faculty and candidates to restructure learning experiences in their classrooms that reflect current best practices for using instructional technology strategies and tools. Curriculum teams begin by choosing one unit of study. They develop and organize the unit to focus on a cross-discipline, student-centered project that uses technology to enhance and expand student experiences. These restructured units help change the way education is delivered not only in the K-6 consortium classrooms but also in the practicum and student teaching experiences of the candidates.

The University and K-6 faculty members participate in an intensive three-day workshop focusing on technology integration and collaborative project building in the classroom. The sessions move them through levels of awareness, application, integration and assessment. This process exposes the educators to a combination of technology use and integration methods and ideas, including instructional strategies for complex reasoning and problem solving, telecommunication resources, multimedia hardware and software, cross-discipline and project-based content. These workshops were highly successful. Participants felt it was one of the best workshops they had attended. Workshop evaluation results are found in the exhibit room.

Over the last academic year, this collaborative program resulted in over 35 projects involving K-6 faculty, University faculty, and pre-service teachers. Samples of the projects developed by the collaborative teams can be found on the [University website](#). This process is now a permanent part of the teacher education program at VCSU. Two K-6 faculty will attend the 2002 SITTE conference with unit faculty.

Continuous improvement is evident as the unit systematically evaluates faculty performance utilizing University policy, student evaluation, peer evaluation and self-assessment. VCSU policy, in accordance of the State Board policy, provides for evaluation in documents V605.1 and V605.1.1, Faculty Promotion and Tenure Procedures. The procedure details the steps to be

followed in the evaluation process and specific forms are available from the vice-president of academic affairs.

Faculty are provided with a timeline depicting the Evaluation/Tenure & Promotion Schedule within the first two weeks of the academic year. Faculty applying for promotion inform their respective division chairs. Division chairs appoint committee members to serve on pre-tenure, tenure, and promotion evaluation committees. Chairs insure that deadlines are met so evaluation of non-tenured faculty is completed by December 1 and tenure and promotion processes are completed by March 1.

Self-evaluation is an integral part of the faculty evaluation process. The unit faculty member organizes a narrative evaluation of his or her professional development. Included in the reflective narrative are statements of teaching, memberships, attendance and presentations at conferences that promote professional growth and standing, lists of scholarly activities and productiveness, how the faculty member promotes the University objectives, the personal attitudes and rapport with students, and professional goals. The vice president for academic affairs promotes digital portfolios for all faculty members as a way to showcase and substantiate their abilities. Course evaluations allow faculty an opportunity to reflect on how they are meeting course goals based on national and state standards.

The unit recognizes the need for faculty to continuously upgrade their skills and abilities. Unit faculty have utilized funding from the Bush Foundation for faculty development. They also successfully pursued Title III funding for this purpose. These two sources and the University's normal funding have allowed the unit to provide faculty with many on- and off-campus opportunities for professional development.

The following are examples of opportunities that encourage unit faculty to be continuous learners:

- The Bush Foundation grants have allowed the University to offer many opportunities for professional development. Typically the grant is divided into three equally funded areas: institutional, departmental, and individual. This division provides for institution wide efforts and for flexibility at department and individual levels. The University has the opportunity to provide speakers, consultants and workshops and other forms of training to benefit the entire faculty. The institution has provided training in such areas as assessment, effective use of technology, and effective teaching.
- Unit faculty have used the Bush Foundation departmental grants to attend the Technology and Information Educational Services (TIES) conference for the past seven years. TIES focuses on effective teaching and technology.
- Individual Bush grants have made it possible for unit faculty to make presentations at the SITTE conference for four of the last six years. Also, members have used the individual grants for such things as developing on-line courses.

- Title III monies have been the source of numerous technology training opportunities on campus. One effort was the Train the Trainer program. Volunteer faculty were trained in technology skills like scanning, capturing video, digital cameras, and sound recording. They in turn trained other faculty members.
- PT3 Grant has provided opportunities for many faculty members to conduct research on effective use of technology and attend educational technology conferences.
- Starting in Summer 2000, the University has offered a summer institute for faculty. The first one focused on creating online courses. The second one was on portfolio development and assessment. Faculty received a stipend for attending the institute.
- The University sponsors round table discussions as a professional development effort. These round tables have addressed topics such as learning styles, designing online courses, and portfolio assessment.
- The social science department sponsors monthly brown bag lectures designed for faculty members to share professional activities.
- The Division of Education, Psychology, and Technology Education has also sponsored the Annual Partners in Quality since 1994. The conference is open to University and K-12 faculty.
- The North Dakota University System offers each faculty member the opportunity to take one free class per semester. Many VCSU faculty have taken advantage of this opportunity.
- Unit faculty also attend numerous local and state workshops and conferences.

A mentoring program helps new faculty to become adept at using the numerous technologies and adjust to teaching at VCSU. Unit faculty are assigned to mentor new faculty, providing encouragement and support in scholarly activities and integrating technology. As an example, the mentorship program provides for sharing expertise and hands-on, learner centered practice in using scanners, digital cameras, software, and burning CD-ROMs. A technology training manual contributes to a positive learning environment.

The mentoring program pairs new faculty with tenured members as an avenue for question/answer, support, and encouragement. The team participates with other division teams in a full day workshop at the Kathryn Center for Lifelong Learning. The workshop assists the participants in building strong communication skills, teamwork, and trust in a relaxed, camp-like atmosphere. The relationship built in the one-day workshop lays a foundation for further mentoring.

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.

It is the function of the unit to provide leadership for coordinating all teacher education programs at VCSU. The DEPT is responsible for key leadership in the preparation of K-12 teachers. While all divisions contribute to the preparation of teachers, all full-time members of the unit are in the DEPT.

The Teacher Education Committee, with representative members from all divisions, public school teachers, and an administrator, serves as an advisory body to the chair of the unit. The unit chair also chairs the DEPT.

All teacher education program curriculum changes originate in the respective divisions and advance to the Curriculum Committee. Changes approved by the Curriculum Committee must also be approved by the Teacher Education Committee, as well as the Faculty Senate. All curriculum changes in the professional education program originate in the DEPT and follow this same process for approval.

The unit collaborates with K-12 teachers in design, delivery, and evaluation of the teacher education program. K-12 teachers serve as members of the Teacher Education Committee. Annual surveys give practitioners an opportunity to give feedback and contribute to the preparation of candidates and the program. Consulting with cooperating teachers during the field experiences and clinical practices has a big impact on the effectiveness of the program, while at the same time giving K-12 teachers opportunities to provide suggestions for positive change in the teacher education program. Classroom teachers also collaborate with the unit in developing technology projects through the PT3 grant. In addition, K-12 teachers from around the state are working with faculty to design and implement a new technology education curriculum.

Recognizing the contributions of faculty from other divisions, it is safe to say that unit members lead University initiatives. Examples of unit leadership include:

- Advocacy and support of the institution's notebook initiative from the very beginning.
- Initial and ongoing support for the institutional Abilities and skills.
- Development of customized learning.
- Promotion of learner-centered educational practices.
- Project directors for grant activities.

The unit receives a reasonable proportion of the VCSU budget to accomplish its purposes, and library resources are adequate for its programs. . The budget identifies the Division of Education and Psychology as a line item. Technology Education joined the division during the fall semester, 2000. Table 7 provides dollar amounts for the instructional budget from 1997 through 2001

Table 7. DEPT Budget, 1997-2001

Division of Education and Psychology Budget					
Compared with the Total Instructional Budget, 1997 - 2001					
	1997	1998	1999	2000	2001
Salaries and Wages					
Education and Psychology	462,229	489,717	508,519	510,723	541,252
Total Instructional Salary and Wages Budget	3,011,339	3,034,016	3,096,342	3,127,575	3,247,628
Operating					
Education and Psychology	35,044	36,496	36,949	38,576	36,935
Total Instructional Operating Budget	394,936	230,699	316,445	290,897	286,326
Equipment					
Education and Psychology	-	-	-	-	-
Total Instructional Equipment Budget	27,818	9,278	14,373	19,000	37,400
Totals					
Education and Psychology	497,273	526,213	545,468	549,299	578,187
Total Instructional Budget	3,434,093	3,273,993	3,427,160	3,437,472	3,571,354

Although it has allocated some equipment expenditures to the division over the past five years, VCSU has not formally provided an equipment budget to any unit since 1995. The inception of the notebook computer initiative necessitated that move. The lack of designated line item equipment dollars has not handicapped the unit, however, primarily because of the sophisticated technological tools that exist on campus. These are tools that unit faculty members and students use effectively to make the most of the teaching and learning experience. Monies available through grants greatly enhance the ability of the unit faculty to engage in research, offer in-service opportunities for K-12 educators, make conference presentations, and engage in professional development options. The unit will benefit from an additional position in 2001-2002, contributing to a thriving enterprise on the cutting edge of successful practice.

The unit includes ten full-time faculty members who teach professional education courses. The unit also includes eleven faculty members who serve the unit part-time, but the institution full-time. As reflected in individual faculty data sheets, unit faculty members are involved in various forms of scholarly activity including grant writing, conducting research, publishing papers, presenting at professional conferences, and participating in professional development activities.

The assigned load for each unit faculty member, which includes teaching, supervision of field and clinical experiences, and administrative responsibilities, is twelve credits. The campus recognizes unit faculty as successful teachers, advisors, and active participants in University governance. Members of the unit regularly participate with faculty from other divisions, as evidenced by the leadership role unit members have performed in development and implementation of the institutional Abilities assessment plan and of technology integration into the classroom. Through grant activities and field experience supervision, unit members collaborate continuously with K-12 schools.

In addition to twenty-four weekly hours of student support, one full-time assistant serves the unit. The assistant maintains all teacher education records, performs routine budget operations, assists candidates interested in teacher education, provides clerical service, supervises student work hours, supports both full- and part-time faculty members, and contributes to the general welfare of the unit in a variety of other ways. In addition, NDSU provides a quarter time position to assist the VCSU elementary education program in Fargo.

The unit has exceptional facilities on the campus of VCSU to support candidates and allow faculty to model effective teaching methods with technology. Located on the third floor of McFarland Hall, the unit enjoys a spacious and comfortable, centrally located working environment. In addition to its offices, the area has adequate room for holding meetings and receiving campus visitors and contains two workstations for candidates to create their digital portfolios. Classrooms in McCarthy Hall are readily accessible and equipped with many technological learning tools, including Internet connectivity. All spaces the unit utilizes are handicapped accessible and ADA compliant. All of the classrooms used by unit faculty are equipped with large television screens and PC to TV converters that allow unit faculty and candidates to practice using technology for instructional purposes. The same capabilities are available on the NDSU campus for the faculty and students.

The facilities available at our partner schools allow our candidates to integrate technology skills in the classroom. All of the schools are equipped with Internet connectivity, scanners, digital cameras, computer labs and suitable software that help support our efforts to integrate technology in the classroom.

In an effort to develop and maintain high quality programs, the unit has pursued many sources of funding. The unit faculty contributed to the successful Bush Foundation, U.S. West, and Title III grant applications. These grants have given the unit the resources to provide extensive training and equipment for faculty and students. All faculty were trained in the use of the multimedia stations located around campus (two in the unit area). All unit faculty were trained in the use of the notebook computers and accompanying software. In addition, as noted above, the unit aggressively sought further funding through the PT3 grant. The first application was denied so the unit reworked the application and successfully submitted it the following year. This grant has funded increased research, training, equipment, and collaboration with K-6 colleagues. A component of the grant is to ensure that candidates meet the NETS.

Unit faculty are engaged in developing online training for specific educational software packages. These training packages will be made available on a grant website for use by any

interested parties. Workshops developed by the unit and the CII to help teachers with technology will also be made available online for general use. The website will include many other educational resources. These are examples of the way the unit is becoming an educational resource for audiences beyond the institution.

Unit resources to assist teacher education candidates in meeting standards are superior. Information technology tools are readily available through use of the notebook computers and well-equipped classrooms that have Internet connections for the instructor and each student. In addition, all dorm rooms are wired for Internet connections. Faculty members have infused technology throughout the curriculum. Information technology is ubiquitous on campus.

The VCSU library, open during typical daily hours, maintains an online site that is available twenty-four hours a day, seven days a week. In the October 2000 AACTE/NCATE Report library purchases for the Division of Education and Psychology were \$10,106 for books, \$24,141 for periodicals and \$14, 814 for non-print. The library currently has 4,349 copyrighted online electronic books, 5 online encyclopedias (three especially for elementary and secondary students), an online index for physical education, an online index to 750,000 indexed poems with 70,000 in full text, and the 48 databases in FirstSearch. The cost of these online resources is not included in the unit's library allocation. If the cost were added to the allocation for the DEPT it would increase the total by \$3,158. The library also houses the Curriculum Materials Center which is specifically designed for unit use. The Center contains curriculum material requested by unit faculty.

VCSU candidates are instrumental in expanding the use of technology in education. When they student teach, often they are looked to as experts in instructional technology by public school personnel and students who seek their input regarding the effective use of technology in teaching and learning. Qualified graduates who demonstrate their abilities through technology have an advantage in seeking employment because of their proficiency in the use of technology.

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Appendix I

February 28, 2001

Elementary Education Major Mapping Plan for Abilities and Skills

The following includes courses, projects, abilities, skills and levels designed to assist students who major in Elementary Education. Students may choose any of the projects listed below to meet requirements for their portfolio. Students must also demonstrate the teaching abilities of planning, implementing, and evaluating. Demonstration of teaching abilities can be completed in one teaching situation or three different situations where the ability is demonstrated individually.

<u>Course</u>	<u>Project</u>	<u>Ability</u>	<u>Skill</u>	<u>Level</u>
EDUC 210	Gather Creative Art	Aesthetic Engagement	Visualization	2
EDUC 375	Graphic Organizers	Aesthetic Engagement	Visualization	5
EDUC 320	Inquiry Project (Webquest)	Communication	Writing	5
EDUC 345	Presentation	Communication	Spoken	3
EDUC 321	Reading File	Communication	Writing	3
EDUC 240	Adapt Teaching Strategies	Problem Solving	Problem Recognition	3
EDUC 322	Language Arts Portfolio	Problem Solving	Decision Making	4
EDUC 323	Resource File	Problem Solving	Creative Thinking	4
EDUC 340	Case Study	Problem Solving	Gathering Information	4
EDUC 350	Case Study	Problem Solving	Gathering Information	4
EDUC 435	Resource Unit	Problem Solving	Creative Thinking	4
EDUC 322	Inspiration Software	Problem Solving	Creative Thinking	4
EDUC 330	Research Reading	Global Perspective	Diversity	4
EDUC 315	Class Research	Global Perspective	Diversity	3
EDUC 352	Field Experience	Global Perspective	Diversity	5
EDUC 430	Diagnostic Testing	Global Perspective	Understands Systems	3
PSYC 430	Management Plan	Global Perspective	Understands Systems	5
EDUC 355	Science Lesson/Learning Ctr	Effective Citizenship	Teaches Others	5
EDUC 450	Educational Philosophy	Effective Citizenship	Change Agent Skills	3
PSYC 352	Group Presentation	Collaboration	Positive Interdependence	3
EDUC 322	Puppet Show	Collaboration	Positive Interdependence	4
EDUC 335	International Study	Collaboration	Positive Interdependence	5
EDUC 431	Title I Work	Wellness	Self Management	4
EDUC 315	Web Page Creation	Technology	Applies Technology	5
EDUC 350	Technology Project	Technology	Applies Technology	5
EDUC 300	Multimedia Project	Technology	Selects Technology	4

Teaching Abilities

EDUC 200/205	Teaching a Lesson	Planning Implementing Evaluating
EDUC 350	Teaching a Lesson	Planning Implementing Evaluating
EDUC 490	Teaching a Lesson	Planning Implementing Evaluating

**BUSINESS EDUCATION
ABILITIES MAP — DIVISION OF BUSINESS & INFORMATION TECHNOLOGY**

DIVISION OUTCOME	Ability	SKILL	TARGETED LEVELS / CLASSES				
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
To convey thoughts, ideas, data, information and messages effectively	Communication	WRITTEN			BVED 340 CIS 182		
		Spoken			ACCT 335		
		Visual			MRKT 230	MRKT 303 EDUC 375	
To select and use appropriate and effective approaches and tools in solving a wide variety of problems	Problem Solving	Gathering Information			ACCT 201		
		Problem Recognition			ACCT 202		
		Creative Thinking			ACCT 321	ACCT 322 MGMT 485	
		Systems Analysis			ECON 261	ACCT 370	
		Decision Making			MRKT 405 EDUC 240	MGMT 425	
To look beyond one's immediate self and local community	Global Awareness	Works with Diversity		HIST 270	*EDUC 283	*EDUC 352	
		Understands Systems Interrelationships			FIN 350		PSYCH 430
To work together or act jointly to reach a common goal	Collaboration	Positive Interdependence			MGMT 330 EDUC 450		
		LEADERSHIP			MRKT 305 EDUC 450		
To select and apply technology appropriately	Technology	SELECTS			CIS 321 EDUC 330		
		Applies			MRKT 302 EDUC 300	FIN 375	
To develop an understanding of the major theories of learning and their implications as they relate to classroom practice	TEACHING	Planning					
		Implementing	EDUC 205		BVED 411	EDUC 480	
		Evaluating				EDUC 470	

