

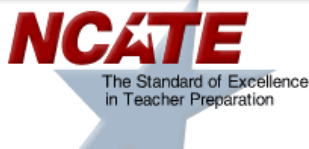
# Teacher Education Graduate Handbook



## Teacher Education Program School of Education College of Human Development and Education

North Dakota State University

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## INTRODUCTION

Welcome to NDSU and the School of Education's newly redesigned Master's program. Our program is designed to be flexible enough to meet the unique needs of each student in attaining his/her career goals, while maintaining a solid core necessary for development of critical components of master educators.

The purpose of this handbook is to provide teacher education graduate students with information about the policies and requirements that pertain to all tracks of the Master's Degree in Teacher Education. As a professional school, the School of Education (SOE) maintains admission, retention, and graduation (exit) standards/requirements that go beyond general university requirements. All such requirements are identified and explained in this handbook.

The program is aligned with the five core propositions of the National Board of Professional Teaching Standards ([www.nbpts.org](http://www.nbpts.org)). The five propositions are:

**Proposition #1:** Teachers are Committed to Students and Their Learning

**Proposition #2:** Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

**Proposition #3:** Teachers are Responsible for Managing and Monitoring Student Learning

**Proposition #4:** Teachers Think Systematically About Their Practice and Learn from Experience

**Proposition #5:** Teachers are Members of Learning Communities

The program was designed with the practicing teacher in mind. It is expected that candidates have previous experience in the classroom. Further, because of the emphasis placed on integrating theory and practice, candidates enrolled in the four core education courses must have access to a teaching environment.

Students admitted to the Teacher Education master's program can earn a M.Ed. (practicum option) or M.S. (thesis option) in the following areas: *Curriculum and Instruction, Agricultural Education, English Education, Family and Consumer Sciences Education, History Education, Mathematics Education, Music Education, Physical Education, Science Education, and Social Sciences Education.*

NOTE: Earning the Master's degree in Teacher Education does not necessarily lead to national certification. People seeking this license must pursue this endeavor independently, although the four core courses will provide appropriate direction for this process.

## ACCREDITATION

The Teacher Education program at NDSU is accredited by the National Council for Accreditation of Teacher Education (NCATE— [www.ncate.org](http://www.ncate.org)). This accreditation includes the undergraduate and graduate levels of professional education programs offered at the institution. NCATE accreditation indicates that the programs offered through the School of Education are of high quality. The NDSU Teacher Education program also meets program approval standards of the North Dakota Education Standards and Practices Board.

## THE REASONED ACTION MODEL

The School of Education at North Dakota State University has adopted the Reasoned Action Model (RAM) as its conceptual framework to guide and enhance the professional education programs. There are six components of this model, which represent the cognitive processes involved in learning and teaching. The model is graphically represented as a cycle of decision points and processes:



Each component of the conceptual framework is further defined for candidates:

**Comprehension:** Prior knowledge and developing understanding of concepts and skills in subject specializations and educational theory and practice.

**Transformation:** Process of using subject matter knowledge and teaching skills learned through coursework and field experiences to develop instructional plans, teaching strategies, and materials to teach others.

**Instruction:** Interactive process of teaching others.

**Evaluation:** Formal and informal assessment of understanding and application of concepts and performance of skills.

**Reflection:** Thoughtful self-reflection and analysis by students and instructors of what has been learned.

**New Comprehension:** New knowledge and skills related to subject specialty and teaching that result from experiencing the above cycle of learning.

Teachers develop *comprehensions* about their subject specialty and educational practice, which they *transform* into instructional strategies and teaching materials. They *instruct* their students and *evaluate* their understanding of the subject matter through a variety of assessments. They then *reflect* individually and with their students on the results of the evaluation. Through this process, the teacher and students develop *new comprehensions* about themselves, the subject area, and the process of teaching and learning.

## ADMISSION POLICIES AND REQUIREMENTS

Along with a signed and complete application form, students must submit the documents listed below and meet the following admission criteria:

1. A statement of career goals consistent with the five propositions of the National Board of Professional Teaching Standards (NBPTS— <http://www.nbpts.org>), as well as reasons for applying to the program
2. Transcripts of undergraduate degree(s) including one verifying graduation with a baccalaureate degree from an accredited institution
3. Three letters of recommendation indicating the student has demonstrated academic strength in undergraduate work and is very good or outstanding in the following proficiencies in the university's personal reference report:
  - a. Degree of mastery of the fundamental knowledge in your general field.
  - b. Knowledge of and ability to use the basic techniques in your field.
  - c. Ability to express yourself in speech and writing.
  - d. Self-reliance and independence in your major professional area.
  - e. Motivation toward a successfully productive career.
  - f. Emotional stability and maturity.
  - g. Possession of imagination and originality in your profession or field.
  - h. Growth during the total period in which the people making the recommendation have observed you while in school and/or working in your profession.

*(Application forms and personal reference reports can be downloaded from the Graduate School home page— <http://www.ndsu.edu/gradschool/>)*

4. Applicant's baccalaureate degree cumulative GPA must be at least 3.0 or on a 4.0 scale or equivalent (a GPA of at least 3.25 during the final 30 semester credits of graded undergraduate course work, or a minimum GPA of 3.0 on 10 semester credits of graduate course work)
5. If you are coming from outside the United States and English is your second language, documentation of English proficiency as demonstrated by one of the following (Subject to final review by faculty/graduate office):
  - a. TOEFL score of 570
  - b. CBTOEF score of 230
  - c. IELTS score of 6.5

NOTE: The School of Education reserves the right to obtain additional information about the student's professional competence from qualified professionals.

Applicants meeting all of the above criteria are eligible for **admission with full standing**.

## **ADMISSION WITH CONDITIONS**

A student who does not meet all requirements for full admission may gain conditional admission by showing evidence that the applicant's potential is not adequately reflected by her/his record. The following criteria act as guidelines for conditional acceptance: A minimum undergraduate cumulative GPA of 2.80 on a 4.0 scale, and MAT (or GRE) scores that show prospects of satisfactory graduate school performance. A student admitted to this status will be provided with a statement of the conditions necessary to be satisfied before advancement to full standing.

A student must be advanced to full standing before a plan of study can be approved. All enrollments in Education courses before the student files a graduate plan of study must be approved by the adviser. The SOE will evaluate courses taken prior to filing the plan of study when the student's plan of study is being considered. Only those courses approved by the SOE may be included on the final plan of study leading to the degree.

## **PROGRAM OUTCOMES**

Candidates completing the master's degree in education in Teacher Education are expected to demonstrate each of the following upon program completion:

1. Candidates demonstrate commitment to all students and their learning. They recognize individual differences among students and adjust their teaching practice to meet these individual needs. Candidates apply learning theories to educate the whole child (cognitive, affective, social), and treat students equitably.
2. Candidates demonstrate knowledge of their subject and how to teach it at the appropriate level. They create, organize, use and relate subject matter and use appropriate, subject-specific pedagogical knowledge and design to implement instruction. Candidates critically analyze, revise, and create curriculum.
3. Candidates demonstrate that they can manage and monitor student learning. They regularly use multiple measures of assessment, orchestrate learning in group settings, use varied strategies to promote student engagement, clearly articulate goals, and align principle objectives with student activities and assessments
4. Candidates demonstrate that they are reflective practitioners. They describe how their instructional decisions are grounded in established theory and reasoned judgment and are based on evidence of learning. Candidates seek opportunities to cultivate their own learning.
5. Candidates demonstrate active membership in learning communities. They collaborate with other peers, parents, and the community. Candidates demonstrate professionalism by active involvement in curriculum analysis and development, professional organizations, professional development (school, district, state, national levels). They identify new priorities and articulate changes which need to occur, are "team players," and understand their broader responsibility for profession of teaching (mentoring, etc.)

## PLANS OF STUDY—TOTAL CREDITS 33-36

Upon admission to the Teacher Education Master' program, candidates will meet with their advisor to form a committee. Once the committee has been formed, the candidate's plan of study should be determined, signed by committee members, and filed with the graduate school. There are three components to the plan of study: education core courses, content/elective courses, and the practicum/thesis experience.

### **REQUIRED EDUCATION COURSES—Total of 12 credits required**

The program is based on the 5 NBPTS propositions. Each of the four core courses encompasses one of the propositions, with proposition #5 (learning communities) interwoven throughout the program. The education courses are to be completed in the following sequence: EDUC 750 (Summer II), EDUC 751 (Fall), EDUC 752 (Spring), EDUC 753 (Summer I). Upon enrollment in the four core courses, students must provide documentation classroom teaching experience and their ability to access a learning environment throughout the course.

#### ***EDUC 750 Reflective Practice and Research in Education (3)—Proposition #4***

This course provides an examination of teaching and professional practice based on reflective practice. Students will analyze educational research as it relates to and informs practice. (Offered during the second summer session each year. NOTE: Although students enroll in EDUC 750 for the Summer II session, they won't complete the course until after the Summer I session the following year. Students will come together for seminars and other sessions one week during each semester [i.e. one week in early August, one week in October, one week in March, and one week in May]. During this year, student will identify a topic for their practicum/thesis and develop the plan for its completion. )

#### ***EDUC 751 Curriculum Design and Delivery (3)—Proposition #2***

An inquiry-based course for the reflective practitioner to develop deep understandings of curriculum content emphasized by state and national standards documents and to acquire an effective repertoire of instructional skills. (Offered during the fall semester each year.)

#### ***EDUC 752 Managing and Monitoring Learning (3)—Proposition #3***

This course is based on the concept that assessment drives instruction. A working definition of student learning will be defined. Multiple measures of assessment will be investigated and impacts in student learning will be explored. (Offered during the spring semester each year.)

#### ***EDUC 753 Students and Their Learning (3)—Proposition #1***

Exploration of student differences and ways of adjusting teaching practice to meet individual needs. Application of learning theories to educate the whole child (cognitive, affective, social). Equitable treatment of students. (Offered during the first summer session each year.)

## **CONTENT/ELECTIVE COURSES—Total of 18 Credits Required**

In addition to the four core courses, 18 credits must be incorporated to the candidate's plan of study. These credits are to be selected by the student in accord with his/her committee.

Depending on the student and degree, course selections may be content-specific or additional education course work. Other course work may be substituted as deemed appropriate by the committee. It is expected that candidates will include a statistics course in their plan of study. Students who can demonstrate adequate knowledge of statistical procedures and analysis (as determined by the candidate's committee) may forgo inclusion of a statistics course in their plan of study.

## **PRACTICUM (M.Ed., EDUC 794)/THESIS (M.S., EDUC 798)—Total of 3-6 credits**

The exact course requirements will be determined by the candidate's committee. However, each experience will encompass an action research project which the candidate will defend as part of the exit requirements of the program. The research must be conducted in the candidate's teaching environment. Components of the action research include 1) seeking IRB approval (as necessary), 2) Introduction to the problem and significance of the study, 3) Synopsis of relevant research literature, 4) Statement of the research questions, 5) Methodology, 6) Study findings, 7) Conclusions

Besides the degree sought (M.Ed., M.S.), the distinctions between the practicum and thesis options are:

1. Thesis requires a formal proposal to the committee prior to beginning the research. This proposal requires a thoughtful plan and discussion of relevant research literature on the topic.
2. Practicum students determine the focus and scope of their action research project in a proposal meeting with their committee. Once a project has been agreed upon, a practicum contract is completed and filed with the committee chair.
3. The research literature is significantly more thorough in the Thesis option than in the practicum option.
4. The practicum option places a heavier emphasis on personal reflection on the process and results of the actual research project, which is more intricate and expansive than with the thesis option.
5. Both the practicum and thesis options require a presentation and oral defense (conducted by the committee) of the action research study.

## **PROGRAM DELIVERY**

Each of the four required education courses will be available for graduate students throughout North Dakota via the Interactive Video Network (IVN). Days and hours of course delivery are chosen to accommodate teachers currently in the classroom.

## COMMITTEE STRUCTURE AND FUNCTION

Students are expected to meet with their assigned advisor and form a committee within three weeks of being accepted into the program. Each student will have a committee of at least three faculty members. One of the committee members must be from Teacher Education, and one must be from the content discipline (for the *Curriculum and Instruction*, *Agriculture Education*, and *Family and Consumer Science Education* tracks, this member will also be selected from the Teacher Education unit). The third member will be selected by the student in accord with the committee chair (student advisor). Once a committee has been formed, the student should make arrangements to meet with the committee and complete a plan of study to be filed with the Graduate School.

To assess development toward programmatic outcomes, students will meet with their advisor at the completion of every six credits in the program, and with their entire committee each time 15 credits have been earned. It is the student's responsibility to schedule these meetings. One week prior to these committee meetings, students should submit to each committee member a reflective paper which critically analyzes his/her development toward each of the program outcomes listed in this handbook. Candidates will be assessed on these outcomes informally throughout the program, as well as in a formal exit assessment combined with the defense of the action research project.

## EXIT REQUIREMENTS

In addition to successful completion of all course work, students must demonstrate proficiency in each of the 5 NBPTS propositions (as articulated in the program outcomes) before they are eligible for graduation.

In addition to the informal evaluation of students' progress toward program outcomes (reflective writings, advisor meetings, committee meetings, course embedded assessments), students will give a formal presentation to their committee the semester of program completion. This exit requirement includes a presentation and defense of the action research project, as well as a portfolio which provides evidence of the students' growth and proficiency in each of the program outcomes. It is the candidates' responsibility to determine what qualifies as evidence of each of the outcomes listed and to document growth in each of those areas. Copies of the portfolio must be presented to each committee member at least two weeks prior to the defense.

## OTHER GRADUATE LEVEL EDUCATION COURSES

Listed below are other graduate level education courses which may be used in the Curriculum and Instruction track, or as electives for those on other tracks. Additional courses which may be relevant to individual career goals are listed in the Graduate Bulletin (NOTE: All course work to be applied to a candidate's plan of study must have committee approval)

***\*EDUC 671 Middle School Philosophy and Curriculum (2)***

Educational foundations for middle schools, essential to meeting young adolescent needs and improving learning. Identifies/Expands central ideas in philosophy, historical background, curriculum, facilitating learning, organizational structures/practices, assessment, planning.

***\*EDUC 672 Middle Level Teaching Methods (3)***

Instruction and guidance in the design, implementation, and assessment of teaching strategies adapted to young adolescents.

***\*EDUC 775 Content Area Reading (2)***

Examination of content, instructional methodologies, and evaluation techniques for reading in content classes.

***\*EDUC 793 Middle Childhood and Adolescent Development (2)***

Focus on the whole child as they grow and develop from childhood through adolescence. The developmental and whole child focus translates into a study of change in the physical, social, emotional and cognitive areas. The effects of these changes are profound during this period of life; the effects are felt by the child and all those that have contact with him/her.

***\* Meet North Dakota requirements for middle level license endorsement.***

***\*\*EDUC 702 Statistics in Educational Research (2)***

Basic theory, techniques for using descriptive and inferential statistics, application in educational research designs.

***\*\*STATS Applied Statistics (3)***

Data description, probability, inference on means, proportions, difference of means and proportions, categorical data, regression, analysis of variance, and multiple comparisons.

***\*\*Candidates should include one of these two statistics courses in their plan of study, unless they can demonstrate adequate knowledge of statistical procedures and analysis (as determined by the candidate's committee)***

***EDUC 712 Social, Cultural, and Political Dimensions of Schools (4)***

Social processes and interaction among diverse populations in educational settings. Relationship of schools to society.

***EDUC 717 Adult Learning (2)***

Includes recent research concerning adult learning in the context of planning and operating effective adult education programs.

***EDUC 720 Supervision of Student Teachers (2)***

Planning and carrying out effective supervision techniques when supervising student teachers

***EDUC 722 Instructional Systems, Media, Materials (2)***

Preparation of instructional systems in support of a variety of teaching techniques and alternative media approaches.

***EDUC 724 Advanced Educational Psychology (2)***

Principles of effective human learning. Discussion of learning theories, the teacher as a director of learning experiences, and factors in students representing a variety of cultures and abilities in the educational setting.

***EDUC 726 Diagnosis of Learning Disabilities (2)***

Identification of different types of learning disabilities with an overview of diagnostic techniques and remediation procedures.

***EDUC 732 Curriculum, Instruction, and Learning Theory (4)***

Investigation of curricular decision-making and program evaluation strategies as they affect the educational program. Problem-solving skills are presented through theory and simulation.

***EDUC 742 Elementary School Curriculum (2)***

History, development, evaluation, and revision of the curriculum. Review of recent research in elementary school curriculum.

***EDUC 743 Secondary School Curriculum (2)***

Study of contemporary curriculum patterns with emphasis on curricular construction and evaluation.

***EDUC 747 Analysis of Elementary Reading Instruction (2)***

Reading process; psychological and linguistic foundations; program assessments; and diagnostic approaches, skills, and individualization.

***EDUC 780 Instructional Models (2)***

Investigation of current practices and trends in instructional models. Emphasis is on the relationship of current research to contemporary practice.

***EDUC 781 Science/Math Teaching and Curriculum (3)***

Overview of recent research on science/math teaching, learning, and curriculum. Special attention given to contemporary theories on science teaching models that enhance student understanding.

**See NDSU graduate catalogue for complete listing of graduate courses**

## **COURSES WHICH ADDRESS TEACHER CERTIFICATION**

Many of you may have earned a bachelor's degree and have now decided to teach. Though you may have met the requirements North Dakota has established for your content area, you must still take the professional education sequence of courses in order to earn your state teacher's license. Some of the courses (listed below) are dual-listed, meaning that they can be taken for graduate credit.

Master's degree seeking students may be able to apply a portion of these courses (depending on decisions made by their committees) to their graduate plan of study. Although you won't be able to take the four core education classes without the teaching experiences which are part of the professional education sequence, taking these courses at the graduate level will enable you to qualify for financial aid (ND tuition waiver, for instance) not available for undergraduate course work.

### ***EDUC 451/651 Instructional Planning, Methods, and Assessment (3)***

Process of planning for teaching and implementing plans; micro-teaching activities reflecting various models for middle and high school classrooms; personalizing instruction; meeting multicultural needs. Includes computer applications; use of audiovisual equipment and other resources.

### ***H&CE/EDUC 481/681, 482/682, 483/683 Classroom Practice/Methods of Teaching I, II, III (2-3)***

Specialized methods and classroom practices appropriate to each discipline.

### ***EDUC 485/685 Student Teaching Seminar (1)***

Orientation to student teaching. Analysis of professional issues and concerns associated with education.

### ***EDUC 486/686 Classroom Management of Diverse Learners (2)***

Examine and apply various classroom management techniques to middle and high school levels of education. Development of a plan to establish an effective classroom management system.

### ***EDUC 487/687 Student Teaching (12)***

Supervised teaching in an approved and accredited school. Includes an on-campus seminar.

### ***EDUC 489/689 Native American/Multicultural Instructional Practices (3)***

History of North Dakota Tribes and reservations. Traditional and modern Native American cultures and values. Issues in Native American education. Goals of multicultural education. Instructional strategies for teaching students of diverse ethnic backgrounds.

Other required courses for North Dakota certification are: ***EDUC 321 Introduction to Teaching, EDUC 322 Educational Psychology, and EDUC 381 Early Field Experience.*** These are only available at the undergraduate level.

## **DIRECTORY OF TEACHER EDUCATION FACULTY AND STAFF**

### **TEACHER EDUCATION CORE FACULTY**

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Dr. Brent Young, EML 155H, (701) 231-7439, [Brent.Young@ndsu.edu](mailto:Brent.Young@ndsu.edu)

(Students interested in the Curriculum and Instruction track can contact any of the above faculty. Additionally, Dr. Young can be contacted for students pursuing Agricultural Education and Dr. Borr can be contacted for students pursuing Family and Consumer Sciences Education tracks. Those interested in History Education or Social Sciences Education tracks can contact Dr. Daniels, Dr. Duffield, or Dr. Wageman.)

#### **Teacher Education Office Staff:**

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