Turtle Mountain Community College

Teacher Education Department

February 19, 2010

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TURTLE MOUNTAIN COMMUNITY COLLEGE

This narrative addresses the conceptual framework that forms the foundation for the baccalaureate programs in the Teacher Education Department, which offers baccalaureate degrees in early childhood education (proposed), elementary education and secondary science-composite degree (physics, chemistry, biology, and earth science). In addition, this document addresses the assessment concerns identified from the March 2007 accreditation visit.

The teacher education department operates within the larger institution of Turtle Mountain Community College (TMCC) whose mission is to serve the needs of the community by providing professional and personal options for students on the reservation and surrounding community.

The seven teachings are etched in the stone arches of the main entrance and metaphorically serve as the cornerstone of TMCC's commitment to its students, its tribal heritage, and the community it serves. Wisdom, peace, respect, bravery, honesty, humility, and truth are embedded into daily routines, instructional strategies, and the college's dedication to the broader vision of indigenous self-determination.

In addition to the baccalaureate degrees, TMCC focuses on offering an array of associate degrees in career and technical education, and the arts and sciences. These degree offerings are designed to address the following:

- Career and Technical Education
- Business and Computer Information Systems
- Nursing
- Arts and Sciences
- Cultural Studies

TURTLE MOUNTAIN COMMUNITY COLLEGE
TEACHER EDUCATION DEPARTMENT

[1]Mission Statement

The mission of the teacher education department is to implement curriculum transformation through culturally responsive teaching.

The Teacher education Department (TED) acknowledges and seeks to address the severe loss of tribal knowledge suffered through centuries of colonization, commonly known as generational trauma. Fundamental to this transformative change is the knowledge of the mainstream system, acknowledging its positive and negative features. In many respects, the predominant industrial

[1] The Teacher Education Dept has changed the wording of the mission statement but still maintains the original meaning, which emphasized the same principles of culture and curriculum transformation. Culturally Responsive Teaching was adopted because it is an umbrella term, referring to both the elementary and secondary programs.

model of education in the United States has led to an approach of curricular imbalance with its emphasis on categorical thinking, and the least complex levels of cognition. The Teacher Education Department (TED) aspires to transform this industrial model into a culturally responsive teaching model that is learner-centered, content rich, and instructionally adaptive to all learning styles and multiple intelligences

Gaye (2000) states that culture is the anchor of all that we do. The tenets of culturally responsive teaching form the fabric and soul of the educational philosophy of the Teacher Education Department. Students learn about the nature of a culturally responsive curriculum that addresses student prior knowledge to invoke meaningful learning. They learn that caring must be embedded into the very core of teaching and learning, that cross-cultural communication is essential for clarity of thought and nuance of expression, that the climates for learning must be welcoming, inviting, and comfortable and that we must build on the culture, experiences, and dreams of the students. Students also learn that assessment must be varied, authentic, negotiated, and reflective in order to address the diversity of student intelligences in the classroom.

[2]Vision Statement

We envision TMCC as an advocate for social change, social justice, and as a model of transformed education in all the disciplinary fields, integral to the living universe.

Program Purposes

Our teacher education department is designed to fulfill the following ideals:

- To prepare teachers who are culturally responsive to students, colleagues, and paraprofessionals within the community we serve.
- To serve as an educational change center that assists teachers in the field.
- To provide an array of educational resources for the schools within our cultural and geographical region.

Central Principles

The rich, holistic perspectives of Native American culture, sociology, philosophy, and spirituality are woven throughout all the courses, promoting culturally grounded principles.

1. Acknowledgement of the unique legacy of the Turtle Mountain Band of Chippewa, including the historical consequences of generational trauma is fundamental to addressing the tribe's societal needs and the college's mission.

[2] The previous documents do not define a vision statement this articulation was revised February 2010.

2. The unique contributions, learning styles, and abilities of each learner brings into the classroom an opportunity for the community to become enriched.

3. Authentic assessment consists of recognition of the links of real world experiences to classroom instruction.

4. Experiential learning, differentiated instruction, and best teaching practices are essential components of effective teacher education.

5. The cohort model learning community in TMCC teacher education purposefully addresses the research-based criteria of this academic structure: (a) student-student collaboration; (b) student-faculty collaboration; (c) interdisciplinary courses; (d) academic motivation; (e) linking academics to real life experiences; (f) perspectivism; (g) cooperative learning; and (h) knowledge constructivism.

Culturally Responsive Teaching

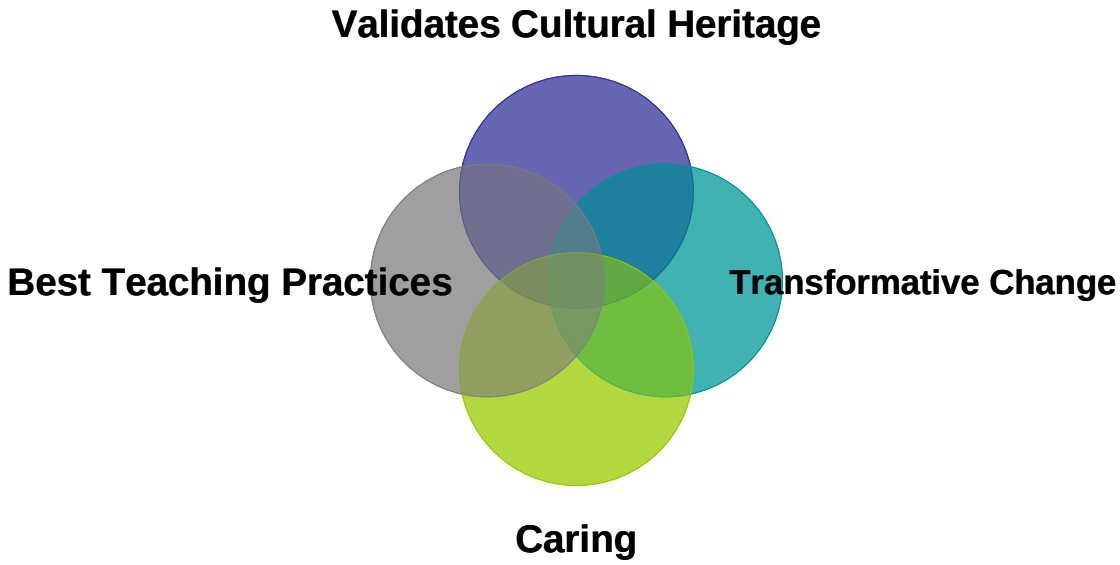
The Turtle Mountain Band of Chippewa forms the community context for the Turtle Mountain Community College (TMCC). The enrolled citizens number approximately 32,000 with about half that number actually living within the geographical boundaries of the Turtle Mountain Reservation. The most recent data indicate that 29.8% of the population living in Rolette County are below the poverty level (Rolette County, 2010), which challenges community members in many ways. The struggle for physical survival has a profound impact on the culture, on the psychological dispositions of the students in our schools, the students' academic performance in our K-12 schools, and students' academic performance at the college level. Matters are more complex due to the varied religious beliefs and cultural values.

The role of the Teacher Education Department at TMCC is to spearhead systemic and transformational change through the principles of culturally responsive teaching, to address the cultural ambiguities caused by forced assimilation, and to establish a sense of self by embracing and resolving these cultural ambiguities. Figure 1 synthesizes the tenets of the teacher education culturally responsive curriculum.

Culturally responsive teaching is multidimensional and encompasses the following principles:

- Validates cultural heritage; values the significance of values and beliefs
- Builds bridges of meaningfulness between home and school experiences
- Uses a wide variety of instructional strategies to accommodate multiple intelligences and learning styles
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools
- Integrates authentic assessment strategies throughout the curriculum
- Incorporates thematic teaching strategies in order to help students connect ideas in a meaningful way
- Utilizes best teaching practices in all facets of teaching and learning
- Demonstrates commitment to social justice and transformative, systemic change

Figure 1. Transformational change through culturally responsive teaching.



Deep Teaching

The instructional strategies that flow from these culturally responsive principles are best described in the diagram entitled The Deep Teaching Process for Teaching Connections by Dr. Jackie Alan Guiliano (See Figure 2). This graphic symbolizes a flow, continuity, and interdependence of knowing and learning, it is a dynamic process wherein all the participants are harmoniously involved in the process of seeking deeper knowledge. The Deep Teaching theory is based upon three principles that are linked to the cognitive levels described in Bloom's Taxonomy : to expand boundaries, to attend to learning styles and to involve the mind and body.

Expand Boundaries

- Recognize that an issue exists.
- Assume responsibility in finding solutions to issues.
- Learn about the issues, assume a scholarly stance in this research in order to fully grasp the contexts and implications of the issues.
- Exercise scholarly investigation to fully understand the issue.

Attend to Learning Styles

- Embrace critical thinking.
- Examine issues in-depth and from multiple perspectives.
- Recognize that self-identity is intricately tied to a sense of place.
- Create unique representations of researched results.

Involve Mind and Body

- Experience the issue through field work group exercises, cooperative projects and community activism.
- Reflect.

- Reassess and enfold issues from a personal/professional level to a community/global level.
- Recognize that change starts with oneself and expands to encompass a global community.

Figure 2. The Deep Teaching process.

Learner-Centered

An over-emphasis on content and curriculum materials, to the exclusion of the learner, is a common imbalance found in the dominant transmission model, where the student is the recipient of the knowledge transferred by the teacher. This teacher-centered model is being replaced by a learner-centered model where the pace of learning actually quickens once the foundation of knowledge has been established in a meaningful way, and the learner becomes self-motivated and self-paces his/her learning to fit personal levels of comfort and cognitive challenge.

In a learner-centered classroom, learning environments are designed to reflect a comfort zone for the learners so that they can respond constructively and positively to their education. Brain researcher Eric Jensen (1996) explains:

> When a student feels helpless in the face of a learning experiment, or even subtly threatened by an assignment, a defense trigger is pulled in the brain. The learner reacts and goes into a state of stress. In some cases, the threat may be perceived as indirectly aimed at one's self-esteem, confidence, and peer acceptance (p. 87).

The level of student comfort has a lot to do with styles and intelligences. "Part of effective teaching is matching strategies and assessment activities to students' learning profiles, thereby making students feel more comfortable in the classroom." (Silver, et. al. 2000) In essence, balancing challenge and comfort give students opportunities to grow as learners by reaching beyond their current abilities.

Epistemology

Traditionally, the Native American ways of knowing (or epistemology) is lived knowledge. It is refined to such a level of integration that it permeates all that one encounters without separation and compartmentalization. "Knowledge can never be divorced from human action and experience." (Burkhart, 2006, p. 21) This more integrated and general knowledge is acquired through patient observation and contemplation; not by question formulation and hypothesis-testing. It is kindred to synthesis, incorporation, and a deeper understanding of a concept and/or experience. In other words, the attainment of knowledge is a continual process of new experiences and a new, deepened understanding of traditional practices.

The heart of these traditional practices is reflected in (1) ceremonial practices, (2) kinship practices, (3) sacredness of place, and (4) storytelling. From these traditional practices emerge epistemologies, cultural principles, and instructional practices that provide an indigenous foundation for the Teacher Education Program.

Ceremonial Practice. Integral to Native ceremonies is an understanding that the physical world and the spiritual world intersect, that religion is not separate from, but integral to every thought and action that make up the mundane realities of life.

Cosmic references are powerful ceremonial symbols, all of which are created to reinforce a mind-set of interconnectedness. This intuitive sense of the universe helps one transcend everyday minutia and re-focus on the group destiny of eternal and lasting relationships. Historically, this relational view of the universe determined decision-making having to do with survival, partnerships, planting, harvesting, hunting, personal sacrifices and, ultimately, to take the final journey to a place described as a state of contentment and kinship with ancestors and progeny.

Kinship. Relationships were, and still are, of paramount importance in these high context cultures—cultures where one lived outdoors, perceived oneself as an integral participant in the ecosystem and lived within the rich contexts of nature. Learning and teaching were integral to the daily tasks and, eventually, what developed were communication styles that favored learning through observation and listening.

Still today, relationships are synchronous and protocol requires structured communication when approaching elders, conducting meetings, and teaching. Relationship defines an individual experience and all body gestures and non-verbal language focus on friendliness and openness to others. Courtesy and model-behavior define, to a large extent, one's communal standing.

Elders, who have progressed farther along the cycle of life, are revered as those who have gone before, those who have survived the difficulties of generational poverty, who have survived internalized oppression, who are still smiling and modeling courage in the face of ordinary, everyday obstacles. The elders have something to teach and the younger generations have something to learn. Such is the cycle of life. It moves with a rhythm not always obvious to someone living outside the culture.

Sacredness of Place. Whether or not an enrolled member of the community resides on the Reservation, they still refer to the geographical location of their respective reservations as "home." Home is the place of birth, the incubator of identity, the thread to progeny who are separate but still together.

The sacredness of place dictates communal sharing. Give-a-ways show how rich one is by the amount they give away. Individual identity is established by knowing how to share. Accumulation of material goods is seen as being out of balance—being out of touch with the broader view (the spiritual view) of our human identity. So, to be grounded, or having a sense of place puts one in balance with one's self, with the earth, and with the community.

Storytelling. More than any other language expression, storytelling is a language of metaphor, of symbolic referents. It represents a way of knowing that relates tales of relationships between the human and non-human. Various creation stories tell of origins describing the stages of human evolution and consciousness. They relate the process by which humans and all other mammals born into this world emerge from the darkness of their mothers' wombs into the spaciousness of the open earth.

This storytelling heritage reveals a nature-based cultural worldview. Such a disposition approaches nature as "thou." Nature is alive and humans are integral to this participation in the movements of the natural world. "The Native American paradigm is comprised of and includes

ideas of constant motion and flux, existence consisting of energy waves, interrelationships, all things being animate, space/place, renewal, and all things being imbued with spirit." (Cajete, 2000)

The epistemologies that emerge from these stories are reflective of a nature-based worldview which is ecological, holistic, and egalitarian. Life is viewed as cyclical, relationships are seen as reciprocal, communication is largely non-verbal. Information is gained primarily through observation and listening. Place and events are structured around cyclical themes: movements of the sun, moon, and planets, the cycles of the seasons, the cycles of life from birth to death, the cycles of planting and harvest, the cycles of hunting, and the cycles of peace and war.

Communication Styles. What follows is a brief discussion of the meaning of cultural contexts to describe a way of learning that is unique to cultures that were nature-based at one time. These cultural contexts are also significant in helping to verbalize the kinds of instructional implications that can come about from different communication styles.

Edward T. Hall, in his book entitled, *Beyond Culture*, (1977) uses the terms high context and low context to describe cultural characteristics. He describes the communication styles of these two cultural categories as either verbal or non-verbal. Communication for low context cultures is verbal and focused on the attainment of information. This information is attained to a large extent by asking questions because of the lack of context and the focus on abstract ideas. High context cultures, on the other hand, communicate non-verbally and learn through observing and listening.

Many institutional settings are low context with classrooms that provide little context for the topics or subjects discussed. Hence, the primary vehicle for communication is verbal communication, wherein, students learn by asking questions to clarify their understanding of the content being presented. Linear structures facilitate the organization of this information so students are expected to extrapolate this information to real-world contexts and to apply them in real-world settings, largely on their own. Quite often, lectures are delivered in these low context settings with the teacher presenting the content and the students passively receiving the information.

Indigenous cultures are high context and generally have a non-verbal communication style that reverts to the traditional communication mode of observing and listening rather than Socratic questioning (asking questions and reflecting on abstract concepts), typical of low context cultural settings. Today, brain-based instructional theory is creating a major paradigm shift in teaching and learning with its extensive research that underscores the need for more context rich learning environments and the need to firmly ground abstract concepts in real-world settings.

Science as Inquiry—Intersecting Views. Even though the low context and high context cultural profiles seem to be at odds, there are similarities that show an intersection of approaches, reflective of the Western (low context) and the indigenous (high context). Science as inquiry can be adapted to coincide more closely with indigenous epistemologies. Scientific inquiry emphasizes engagement, learning as a process, the need to begin with students' own ideas and concrete experiences in creating new and deepened understandings of scientific concepts by

providing them with laboratory and other "hands-on" experiences, more opportunity to pursue their own questions, and more focus on understanding larger scientific concepts rather than disconnected facts.

Inquiry in the classroom can take many forms. Investigations can be highly structured by the teacher so that students proceed toward known outcomes, such as discovering regularities in the movement of pendulums. Or investigations can be exploratory inquiries of unexplained phenomena, with more open-ended conclusions that lead to ongoing research and investigations.

In summary, a paradigm shift has to take place in order for indigenous epistemologies to take root in scientific inquiry. Perhaps, we need to start with a deeper understanding of the principles of deep ecology—which share similar principles of interdependence found in historically nature-based cultures. Below is a comparison of paradigms, illustrating the similarities of deep ecology to Native science.

Comparing Paradigms

Cultural Features	Western Science	Native Science	Deep Ecology
Paradigm is "a constellation of concepts, values, perceptions, and practices shared by a community, which forms a particular vision of reality that is the basis of the way the community organizes itself." (Kuhn, 1962)	Science is largely influenced by DesCartes (analysis); Galileo (measured and quantified); and Newton (governed by exact mathematical laws). The universe is perceived to be a large, albeit complex, machine.	"Native science reflects the unfolding story of a creative universe in which human beings are active and creative participants." (Cajete, 2000, p. 14)	Deep ecological awareness recognizes the fundamental interdependence of all phenomena and sees all things as embedded in (and dependent on) the cyclical processes of nature. (Capra, 1996)
Nature	Nature is to be controlled through manipulation and domination—which ranges from complete disregard to that of stewardship.	Nature is the foundation for both knowledge and action since it serves as essential motivation and context of human interaction with our natural sources of life. There is no distinction between animate and inanimate entities.	"Deep ecology recognizes the intrinsic value of all living beings and views humans as just one particular strand in the web of life." (Capra, 1996)

Epistemology	The way of knowing is to see things as objects, where phenomena are explained through cause and effect, and to view things as parts of a whole in order to get to the basic structural component that "causes" the thing to exist. "I'll believe it when I see it" best describes this way of knowing. Factual and empirical data serve as the benchmark of valid research.	To know is to participate in the cyclical process of first insight, immersion, creation and reflection. Knowledge is gained through participation in this creative process. The reflective process of participant-observer is integral to this way of knowing. "I'll see it when I believe it" best describes this way of knowing or bringing things into being.	Knowledge is to understand the embedded relationships of all things as ecosystems with ecosystems understood non-hierarchically as interdependent systems within systems. Knowledge is largely acquired aesthetically and cognitively. Data is both qualitative and quantitative.
Language	The English language is the primary language. The structure reflects an objectification, where the subject "acts" on the object. Literal interpretations are most often used in science, consistent with "seeing the facts." Symbolic and descriptive representations are abstract concepts.	The world speaks such that one finds oneself in an expressive, gesturing landscape where language is a more than human experience. Because language is expressive of experience and participation, it is largely descriptive and metaphorical—where the symbol is more than a representation. Instead, it has a life of its own. (Abrams, 1999)	Language is tied to a sense of place and the relationships within the place. There is a sense of eco-language where the context is rich and language is very descriptive. However, language is relegated to animate and what is considered "living" things.
Research	Research is most often thought of as a	Historically, a deep sense of place was	Phenomenology is often used as a

	cognitive function. Research is structured within disciplinary fields with an emphasis on micro and macro theory. Evidence is structured around manipulation of variables so that specific outcomes are "controlled" and can be replicated with the full expectation that the results will be the same or the research is flawed.	the context for research. Careful observations were made of plants, animals, weather, celestial events, healing processes, the structures of natural entities, and the ecologies of nature. There was no attempt to manipulate or control. In contrast, meaningful relationships and objectivity were founded on subjectivity.	methodology for research in human communities because it requires the researcher to take into careful consideration cultural contexts- both personal and interpersonal. Interdependence is a main consideration when examining relationships among variables in a research study. Descriptive and qualitative research language is the primary method of communication.
The Self	The boundaries of the self are defined by the "skin." Individualism has arisen from this perspective. Historical, social, and family contexts are limited to contemporary contexts, climbing the social ladder and single family units.	In many respects, the term "leaky margins" have been used to describe the self, which is not bounded by the physical person. Rather, the self is connected to ancestors, progeny, "all my relatives," which include plants, animals, rocks, stars, and so on.	Web-like relation-ships are central to defining one's role within the community of living things. Family units are still defined by the Western culture but relationships with the environment are seen as critical to one's survival, and health and well-being.
Instructional Methodologies	The curriculum is defined in linear terms and based on an industrial model that classifies learners by age and verbal/quantitative abilities. It is	Since observation and listening were the primary non-verbal modes of communication, learning was rich in contexts so that there were things to	Experiential methodologies with a strong knowledge of one's environment along with a sense of connection to nature. Field-based

	teacher-centered with an emphasis on memorization along with an objective analysis of content.	observe and within which one participated in a meaningful and deeply personal way.	learning experiences are highlighted along with a strong sense of responsibility for taking care of the living earth.

Curriculum Transformation

Cultural Standards for Curriculum: Cultural contexts form a foundation for the implementation of a teacher education program that bridges the intersecting elements of the Indigenous and Western cultural paradigms. The following principles outline the cultural implications of previous discussions on ceremonies, kinships, storytelling and sacredness of place. These cultural standards are used to shape the preparation of teacher candidates, who will be expected to "pass on" their learning to their students and transform the curriculum to encompass these cultural principles and best teaching practices as evidenced in brain-based learning and cohort model learning communities.

***Standard One*.** A culturally responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them. (Alaska Native Knowledge Network, 2000)

A curriculum that meets this cultural standard:

- recognizes that all knowledge is embedded in a larger system of cultural beliefs, values and practices, each with its own integrity and interconnectedness;
- insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of the associated beliefs and practices;
- incorporates contemporary adaptations along with the historical and traditional aspects of the local culture;
- respects and validates knowledge that has been derived from a variety of cultural traditions.

Standard Two. A culturally-responsive curriculum recognizes cultural knowledge as part of a living and adapting system that is grounded in the past, but continues to grow through the present and into the future.

A curriculum that meets this cultural standard:

- recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students' learning in the principles and practices associated with that knowledge;

- provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces;

Standard Three. A culturally responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

A curriculum that meets this cultural standard:

- utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices;

- recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and study of "place" as a basis for the comparative analysis of contemporary social, political and economic systems;

- incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;

- views all community members as potential teachers and all events in the community as potential learning opportunities;

- treats local knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;

- makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge;

- is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

Standard Four. A culturally responsive curriculum fosters a complementary relationship across the knowledge derived from diverse knowledge systems.

A curriculum that meet this cultural standard:

- draws parallels between knowledge derived from oral tradition and that derived from books;

- engages students in the construction of knowledge and understandings that contribute to an ever-expanding view of the world.

Standard Five. A culturally responsive curriculum situates local knowledge and actions in a global context.

A curriculum that meets this cultural standard:

- encourages students to consider the inter-relationship between their local circumstances and the global community;

- conveys to students that every culture and community contributes to and receives from the global knowledge base;

- prepares students to think globally, act locally.

A Brain-Based Approach

Much of the research in brain-based learning (Jensen, 1998) highlights the importance of physical, emotional, and psychological well-being; proper nutrition, exercise, and aesthetic experiences that need to be integral to the learning experience, which engages feelings, attitudes, perspectives and values. It is easily apparent that the holistic nature of the following principles have a close kinship to the epistemologies of the Teacher Education Department and the mission of culturally responsive teaching.

1. Physical and emotional needs are met. Care is taken for proper hydration with water, diet of healthy and natural foods, adequate exercise in order to provide oxygen to the brain and create a safe, non-threatening environment for learning.

2. Learning is challenging and stimulating. Vary instructional strategies so that quiet and active activities are alternated and maximize learner feedback.

3. Problem-solving is integral to learning experiences. Neural pathways are developed, using problem-solving activities such as: solving a problem on paper, making a model, with an analogy, or metaphor, by discussion, with statistics, through artwork, or during a demonstration.

4. The arts are integrated into the teaching of all disciplines. The value of music for stimulating the "neurotransmitters" through arousal, as a carrier of words, and as a primer for the brain. Words are easier to remember when placed within a musical context.

5. Dancing and singing boost creativity, relaxation, listening and abstract thinking. Also helps in the development of verbal thinking.

6. Provide a rich balance of ritual and novelty. Use fun, energizing rituals for class openings, closings, and most of the repetitious classroom procedures and activities.

7. Promote intrinsic motivation. Influence symbolically and concretely students' beliefs about themselves and learning. Include the use of affirmations, acknowledging student successes, positive non-verbal communication, teamwork, or positive posters.

8. Good learning engages feelings. Emotions are a form of learning. Our emotions are the genetically refined result of life-times of wisdom. We have learned what to love, when and how to care, whom to trust, the loss of esteem, the exhilaration of success, the joy of discovery, and the fear of failure.

9. The importance of relevance is critical. Emotions and meaning are linked because emotions engage meaning and predict future learning because they involve future goals, beliefs, biases, and expectancies.

10. The importance of context and patterns as keys to intelligence. Patterning information means really organizing and associating new information with previously developed mental images and concepts.

[3]Cohort Model Learning Communities

As a curricular structure, learning communities can be applied to any content and any group of students (Tinto, 1998). What remains common however is shared knowledge and shared knowing. Courses taken together and organized around a central theme promote mutual coherent educational experiences that lead students to higher levels of cognitive complexity. Enrolling students in the same classes also allows them to get to know each other quickly and fairly intimately, and in a way that is part and parcel of their academic experience (Tinto, 1998). Borden and Rooney's (1998) case study research has shown learning communities to be an effective means of increasing student involvement in learning, resulting in higher levels of student performance and persistence. Desirable student outcomes directly associated with learning communities include: (a) students creating their own supportive peer groups that extend beyond the classroom; (b) students becoming more involved in both in-class and out-of-class activities; (c) students spending more time and effort on academic and other educationally purposeful activities; and (d) students becoming more actively involved and taking more responsibility for their own learning instead of being a passive receiver of information (Tinto & Russo, 1994).

Consistent with the Teacher Education Department's curriculum strategy of embedded cultural contexts, the cohort model learning community helps build community and forge the strong relationships that are essential for the kind of transformative changes to which the Teacher Education Department aspires. Learning communities explicitly use learning as a way of promoting social cohesion, regeneration, and economic development which involves all parts of the community (Yarnit, 2000). Typifying this concept within the college campus setting is that posed by Gabelnick et al. (1990), which describes a learning community as any one of a variety of curricular structures that link together several existing courses, or new curricula, so that students have opportunities for deeper understanding of and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise. Many colleges and universities offer this cohort method of class instruction because it has been found to promote student interaction, particularly at commuter colleges and in degree plans that are disseminated via the interactive video network (IVN).

Schools that offer professional degrees under the cohort method of student learning find that these students possess a widely shared sense of purpose and value, and a commitment to and sense of responsibility for the learning of all students within the cohort group (Centre for Research, 2003; Basom & Yerkes, 2001; Tinto & Russo, 1994; Dinsmore & Wenger, 2006). The shared learning experience of learning communities does more than simply foster new friendships, it serves to bridge the academic-social divide that typically plagues student life

[3] This Cohort Model was adopted in 2000 with Elementary Education Cohort 1 and continues to form the foundation for learning communities in existing cohorts.

(Tinto & Russo, 1994). In this same study, students spoke of a learning experience that was different from, and richer than that with which they were typically acquainted; they voiced not only learning more, but also of enjoying learning more (Tinto & Russo, 1994). Central to teacher learning are the aspects of prior knowledge that pre-service students bring to the program, peer interactions while learning, and faculty support (Dinsmore & Wenger, 2001; Koeppen, Huey, & Connor, 2000; Putnam & Borko, 2000).

As facilitators of cohort groups, instructors and advisors guide the students through the process of identifying concerns, gathering and analyzing data related to beliefs and function of the collaboration, promote problem solving and action planning, and foster critical assessment of the overt and covert meaning of the learning community in which they are a member. This cohort culture then develops into a spiritual commitment that is expressed through a shared pedagogical covenant, a conceptual way of knowing.

Within tribal college cohort model learning communities, faculty members have purposefully prepared a teacher education curriculum that incorporates thematic commonalities related to education philosophy and content. The outcome of this curriculum planning is a learning environment where students become deeply entrenched in the subject matter from a variety of perspectives, and recognize the logical connection between courses in their plan of study.

Education cohorts typically range from 10 to 30 students, with most programs preferring to limit the size to 25 participants (Basom & Yerkes, 2001). Students in cohort model learning communities in tribal colleges are generally older than average and have a number of responsibilities and commitments, such as family and work that add to the overall rigor of the academic curriculum. Consequently, selection of cohort participants includes questions related to motives and aspirations for participating in the program. Preliminary ‘task and skills’ of student participants include development of a group mission, norms and behavioral expectations. Attending to these issues at the onset of the program helps to develop a system of support and cohesiveness within the cohort. Recognizing the cohort as an evolving cultural entity leads to three identifying aspects which influence the culture in each particular cohort group: the concept of cohort model; particular context and location; and the beliefs that participants hold about the community or are encouraged to adopt (Dinsmore & Wenger, 2006). Conceptually, the learning community appears to be a potentially powerful educational practice (Zhao & Kuh, 2004).

NCATE STANDARDS FOR TEACHER EDUCATION

CANDIDATE KNOWLEDGE, SKILLS AND DISPOSITIONS

Standard 1

Candidates preparing to work in schools as teachers or other professional 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.

The North Dakota State Standards, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and our commitment to Culturally Responsive Teaching serve as the foundation for the instructional outcomes that follow:

A. Candidate Dispositions

1. Candidates view themselves as change-agents for curriculum transformation.
2. Candidates demonstrate a commitment to ecological values.
3. Candidates recognize the need to address internalized oppression.
4. Candidates practice ethical and responsible behavior.

B. Candidate, Skills, Traits, and Habits

1. Candidates are learner-centered practitioners.
2. Candidates build on the conceptual and cultural knowledge of their students.
3. Candidates value the practice of caring as necessary for effective teaching.
4. Candidates are competent in cross-cultural communication.
5. Candidates demonstrate an in-depth knowledge of culturally responsive teaching.
6. Candidates recognize the need to validate the spoken language of the community.
7. Candidates utilize experiential teaching strategies.
8. Candidates help students integrate an understanding of the natural world through the physical and intuitive senses.
9. Candidates utilize lessons that incorporate highly contextualized formats.
10. Candidates organize educational experiences to reflect the principle that all things are inter-related.

C. Candidate Knowledge

1. Candidates demonstrate competence in reading skills and comprehension.
2. Candidates demonstrate competence in writing conventions and grammatical structures
3. Candidates demonstrate competence in basic mathematical concepts.
4. Candidates demonstrate in-depth knowledge of the content areas in their field of study.
5. Candidates utilize the principles of curriculum transformation.

6. Candidates apply instruction to real-world contexts.
7. Candidates recognize that standards are not ends in themselves but tools to organize information.
8. Candidates integrate technology throughout the curriculum.

The Curriculum

The experiential nature of the curriculum, as demonstrated by our Deep Teaching philosophy, helps the candidates develop a broader knowledge base and establish relevancy by continually applying theoretical knowledge to their "real world" domains--personal and professional--always with the view of being change agents for curricular transformation. The curriculum design is aligned with both state and INTASC standards. This seemingly linear model is transformed by the infusion of constructivist principles that are key to helping the teacher candidate shift from being the keeper of the right answers to being the generator of the right questions. This unique approach requires both the teacher and students to reflect on classroom learning and experience.

Overall, theoretical content and praxis are viewed as an emerging process—central to the learner-centered philosophy of the Teacher Education Department. Overarching everything is the belief that the candidates are capable and competent. They are engaged in aspects of the learning process and are expected to make the material and the underlying theoretical frameworks their own so that they may continue to expand their prior knowledge and ground it within their cultural contexts.

The curriculum is designed so that the teacher candidates from the different majors spend significant time in shared course work in order to maximize opportunities for them to see that education is a continuous thread that bridges artificial boundaries such as grade levels and subject disciplines (See Tables 1, 2 and 3).

Early Childhood

Family life today is a complex ecology of people, relationships, and situations (Winter, 2007). Before the 1960's the primary education of young children was parenting in the home. Since that time a greater number of children are spending more time in childcare and early educational settings. About 60% of children, under the age of 5, in the United States are spending part of their day in care outside the home. (Olson, 2005) In 2007, 76,000 North Dakota children spent at least a portion of each day in the care of someone other than their parents (North Dakota Child Care Resource and Referral, 2007). In Rolette County, 61.6% of children under the age of six had mothers that worked outside of the home. Most states now fund or are creating preschool programs that are developing learning standards for young children (National Governor's Association, 2005). It has become widely accepted that high-quality early childhood education enhances school readiness and reduces racial and ethnic achievement gaps (Olson, 2005).

A number of long-term social and economic trends have contributed to increasing interest in the education of young children over the past several decades. (Barnette & Boocock, 1998) The Perry Preschool Study found that one dollar invested in high-quality early childhood education programs by policymakers results in a return of seven dollars in preventative costs associated

with incarceration, truancy, school dropout, and teen pregnancy (Stegelin, 2004). Studies of birth-to-three interventions demonstrate that both child-centered and family-centered strategies can often make a lasting difference. These prevention strategies place infants and toddlers in stimulating, developmentally appropriate environments for part of each day. Because of such positive results, experts agree that investments in high-quality early childhood education make financial sense.

Best practices in early childhood education are identified as Developmentally Appropriate Practice (DAP). DAP is age, individually, and culturally appropriate (National Association for the Education of the Young Child, 2001). Principles of developmentally appropriate practice are based on several prominent theories that view intellectual development from a constructivist, interactive perspective (National Association for the Education of the Young Child, 2008). DAP serves as a guide for educators in this field when planning and preparing curriculum for early education programs. It is important that early childhood educators advocate for all children in their programs as they prepare them for both their present lives and as they develop into adulthood. The personal characteristics that should be fostered are those that contribute to a peaceful, prosperous, and democratic society.

Early Childhood Educators play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work, and their personal lives. Early Childhood Educators introduce children to mathematics, language, science, and social studies. Preschool children learn mainly through play and interactive activities. Educators capitalize on children's play to further language and vocabulary development (using storytelling, rhyming games, and acting games), improve social skills (having the children work together to build a neighborhood in a sandbox), and introduce scientific and mathematical concepts (showing the children how to balance and count blocks when building a bridge or how to mix colors when painting) (Follari, 2007). Thus, a less structured approach, including small-group lessons, one-on-one instruction, and learning through creative activities such as art, dance, and music, is adopted to teach early childhood education.

One of the strongest predictors of high-quality early learning programs is the preparation and compensation of teachers and their responsiveness and sensitivity to the children in their care (Olson, 2005). Fully preparing children for school involves addressing a broad range of social and emotional needs. Therefore, high-quality programs must attend to both academic and social skills. Good teaching is built on a solid understanding of developmental theories, which include universal expectations and awareness of individual differences (Follari, 2007). Changes abound all around us such as social, political, technological, and demographic changes. Preparing professionals to engage children's minds in real-life, meaningful issues are important aspects of a successful early childhood education program. In today's fast paced educational world one size does not fit all. Educators need to value and celebrate the differences among students in their classrooms. Children need to be active learners and teachers are called upon to acknowledge and validate each individual child's contribution to the class.

People around the country are becoming increasingly aware of the importance of early childhood learning to later educational success. As a result, individuals with the skills and training to provide high-quality education to young children are in higher demand than ever before.

Employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations (Bureau of Labor Statistics, 2008-09). Preschool and kindergarten teachers are expected to grow by 23 percent (Bureau of Labor Statistics, 2008-09). By September 30, 2013 at least 50 percent of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children (U.S. Department of Health and Human Services, 2010).

In 2008 the Head Start enrollment for Rolette County was 330 (North Dakota Kids Count, 2010). Most of the students attend Head Start at the Belcourt site. This high number of students equates to a high need for teachers and other professionals who work within the Head Start system. Early Childhood Education is an exciting field of study and offers significant opportunities for professional positions in infant and toddler care and education, pre-school programs, K-3 classrooms, Head Start, and early childhood family education.

TMCC Early Childhood Education Degree

The TMCC baccalaureate degree in early childhood education is a career-oriented program that prepares students to be effective teachers of young children from birth through age eight or third grade. Graduates must be competent to meet the developmental needs of children and families and the programming needs of a high quality early childhood education program.

All majors must be admitted into the teacher education department prior to enrollment in the first education course (EDUC 310) and they must maintain a 2.5 GPA to continue enrollment in ECE and EDUC courses. These courses and their required field experiences will prepare graduates to: (a) design, implement, and evaluate developmentally appropriate learning experiences for young children in early childhood settings; (b) collaborate with families; (c) effectively manage (human, fiscal, physical); and (d) communicate with the community.

Early Childhood Education Outcomes

- Recognize the importance of child development and learning and use this knowledge to provide opportunities that support the development of the whole child;
- Build positive care-giving relationships and use strategies for developing an appropriate learning environment;
- Establish physically and psychologically safe and healthy learning environments and use critical thinking skills as they apply curriculum and instructional practices;
- Use communication skills effectively to establish and maintain positive and collaborative relationships with families;
- Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices;
- Communicate their understanding of the effects of societal conditions, legal issues, and public policies affecting young children, families and programs;
- Apply effective practices for teaching young children and working with others as they participate in a variety of early and on-going clinical experiences with children and classroom teachers;

The curriculum is aligned with the ND state/NCATE standards in order to ensure consistency with the state and national standards. The program is aligned with NAEYC standards for early childhood professional preparation programs. The Early Childhood Education curriculum is built on the solid foundation of the Elementary Education program which has distinguished itself with high ideals and a learner-centered teaching philosophy. This design provides an infrastructure for collaboration and interdisciplinary learning across grade levels.

Table 1. **Education content courses**

Secondary (20 Cr)	**Elementary (26 Cr)**	**Early Childhood (32 Cr)**
EDUC 200: Introduction to Teaching (3)	EDUC 200: Introduction to Teaching (3)	EDUC 200: Introduction to Teaching (3)
EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)
EDUC 310: Introduction to the Exceptional Child (3)	EDUC 310: Introduction to the Exceptional Child (3)	EDUC 310: Introduction to the Exceptional Child (3)
		ECE 310: Introduction to Early Childhood (3)
		ECE 311: Observation, Documentation, Assessmt. (3)
	EDUC 320: Issues in Native Education (3)	
		ECE 320: Infant and Toddler Development (3)
EDUC 321: Multicultural Education and Human Relations (3)	EDUC 321: Multicultural Education and Human Relations (3)	EDUC 321: Multicultural Education and Human Relations (3)
EDUC 323: Curriculum Planning and Evaluation (3)	EDUC 323: Curriculum Planning and Evaluation (3)	
		ECE 329: Early Childhood Curriculum Planning, Development, Play and Evaluation (3)
EDUC 330: Foundations of Education (3)	EDUC 330: Foundations of Education (3)	
		ECE 336: Social/Emotional Development & Guidance of the Young Child (3)
		ECE 338: Home, School and Community (3)
EDUC 353: Child and Adolescent Psychology (3)	EDUC 353: Child and Adolescent Psychology (3)	
	EDUC 410: Educational Assessment (3)	
		EDUC 413: Administrative Leadership (3)

Table 2. **Education methods courses**

Secondary Science (18 Credits)	**Elementary (40 Credits)**	**Early Childhood (35 Credits)**
		ECE 313: Language Development & Emerging Literacy (3)
	EDUC 331: Learning Environments (3)	
EDUC 350: Practicum I (1)	EDUC 350: Practicum I (1)	EDUC/ECE 350: Practicum I (1)
EDUC 360: Practicum II (1)	EDUC 360: Practicum II (1)	EDUC/ECE 360: Practicum II (1)
	EDUC 402: Foundations of Reading and Diagnosis (4)	
	EDUC 403: Social Studies Methods (3)	EDUC 403: Social Studies Methods (3)
	EDUC 404: Music Methods (2)	
	EDUC 405: Math Methods (3)	EDUC 405: Math Methods (3)
	EDUC 406: Science Methods (2)	EDUC 406: Science Methods (2)
	EDUC 407: Creative Arts Methods (3)	
	EDUC 408: Health and PE (2)	
	EDUC 409: Language Arts Methods and Materials (3)	EDUC 409: Language Arts Methods and Materials (3)
		ECE 411: Pre-Kindergarten Methods & Materials (3)
		ECE 412: Kindergarten Methods and Materials (3)
EDUC 414: Student Teaching Seminar (1)	EDUC 414: Student Teaching Seminar (1)	EDUC/ECE 414: Student Teaching Seminar (1)
EDUC 415: Student Teaching (12)	EDUC 415: Student Teaching (12)	EDUC/ECE 415: Student Teaching (12)
EDUC 470: Methods of Teaching Secondary Science (3)		

Professional Development Endorsements

The proposed endorsements will provide courses that are needed by the local school communities in order to ensure that standards for being highly qualified are met and give more options to the teacher candidates should they want to extend their qualifications to different middle school content areas.

Table 3. **Middle school endorsements**

STANDARD	**[4]PED**	**[5]MATH**	**ENG**	**SS**	**SCI**
50017.2 Middle Level Philosophy and School Organization **50017.8: Middle Level Professional Roles** **50017.7: Family and Community Involvement**	**EDUC 341**: Foundations of Middle Level Education (2)	**EDUC 341**: Foundations of Middle Level Education (2)	**EDUC 341**: Foundations of Middle Level Education (2)	**EDUC 341**: Foundations of Middle Level Education (2)	**EDUC 341**: Foundations of Middle Level Education (2)
50017.1: Young Adolescent Development	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)
50017.3 Middle Level Curriculum	**EDUC 323:** Curriculum Planning and Evaluation	**EDUC 323:** Curriculum Planning and Evaluation (3**)**	**EDUC 323:** Curriculum Planning and Evaluation (3**)**	**EDUC 323:** Curriculum Planning and Evaluation (3**)**	**EDUC 323:** Curriculum Planning and Evaluation (3**)**
50017.4:	**EDUC 375:**	MATH 111:	**EDUC 375:**	HIST 101:	BIO 150:

[4] Pedagogical endorsement for Middle School requires a minimum of **10** semester credits and 20 clock hrs in the field. This track is for an individual who has a degree in a content area and wants to teach at the Middle School Level.

[5] The Math, English, Social Studies and Composite Science endorsements are for those individuals with a baccalaureate degree in education and need content area courses to qualify to teach at the Middle School level. These tracks require **24** semester credits.

Middle Level Teaching Fields	Reading in the Content Area (2)	College Algebra (3) MATH 112: College Algebra (3) Or MATH 103: College Algebra (3) MATH 165: Calculus (4) MATH 210: Statistics (3) MATH 211: Statistics (3) MATH 278: Geometry (3) MATH 105:Trigonometry (3) MATH 107: Pre-Calculus (3) Some electives may be substituted.	Reading in the Content Area (2) EDUC 402: Foundations of Reading and Diagnosis (4) **EDUC 325:** Writing for Teachers (3**)** COMM 110: Fund of Sp (3) ENG 110: College Composition **(3)** ENGL 238: Children's Lit (3) ENGL 239: Native American Children's Literature (3)	Western Civilization (3) **or** HIST 102: Western Civilization 11 HIST 220: ND History (3) HIST 103: United States History to 1877 (3) HIST 251: Chippewa History (3) GEOG 263:ND Geography (3) GEOG 161:World Geography (3) GEOG 121: Physical Geog/Lab (4)	General Biology/Lab 1 (4) BIO 151: General Biology/Lab 11 (4) GEOL 105: Physical Geology/Lab (4) GEOL 106: Earth Thru Time/Lab (4) PHYS 211: College Physics 1 (4) CHEM 121: Chem 1/Lab (4)
50017.6: Middle Level Assessment		**EDUC 410:** Educational Assessment (3)	**EDUC 410:** Educational Assessment (3)	**EDUC 410:** Educational Assessment (3)	**EDUC 410:** Educational Assessment (3)
50017.9 Incorporation of Technology		EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)

Bilingual Endorsement

The primary focus of the bilingual endorsement is on indigenous languages, both the Ojibway and Dakota. Having this emphasis provides impetus in realizing the long term goal of being able to reclaim our indigenous roots. Language is the foundation of any cultural reclamation so it is a much needed option for our teacher candidates as they make a life-long commitment to exploring their ethic and cultural origins. This endorsement meets the ESPB standards, addressing Foundations, Linguistics, Methods, and Assessment requirements.

Foundations (5 semester hours)

- LING 102: Foundations of Second Language Instruction (2)
- EDUC 321: Multicultural Education and Human Relations (3)

Linguistics (6 semester hours)

- LING 101: Introduction to Linguistics (3)
- ANTH 171: Introduction to Cultural Anthropology (3)

Methods (2 semester hours)

- LING 390: Methods For Teaching a Second Language (2)

Assessment (2 semester hours)

- LING 201: Assessing Second Language Proficiency (2)

Field Experience (2 semester hours)

- EDUC 351: Practicum on SLL (2)

16 credits in an indigenous language

Kindergarten Endorsement

This endorsement addresses developmental, theoretical foundations and praxis of early childhood education. It follows the ESPB course requirements for 12 SH of coursework and five weeks of student-teaching.

- ECE 310 Introduction to Early Childhood (3)
- ECE 311 Observation, Documentation & Assessment (3)
- ECE318 Language Development & Emerging Literacy in the Young Child (3)
- ECE 412 Kindergarten Methods and Materials (3)
- ECE 414 Kindergarten Student Teaching (5)

ASSESSMENT SYSTEM AND UNIT EVALUATIONS

Standard 2

The assessment system provides a framework for practical application of the mission, vision statement, candidate expectations, and continual institutional, departmental, and professional/personal self improvement and development.

The unit assessment process begins with the admissions procedure, which has been tailored to ensure that students are ready for the rigors of the TMCC teacher education academic program. The recent addition of the Academic Readiness Test is a result of the poor performance on the Praxis I and the documented struggles associated with written communication, reading comprehension, and mathematical concepts.

The Admissions Process

Candidate assessment begins during the admissions process, which includes the following steps:

1. Transcript analysis to determine if GPA is at least 2.5 and if the course requirements and pre-requisites have been met. Students also write a biographical piece that gives the committee insight on their personal motivations and outlook on life;

2. Candidates complete a basic skills test that profiles their level of skill in math, reading and writing.[6]

3. If they demonstrate proficiency in math, reading and writing, they proceed to a formal application that includes the following items:

    - Resume
    - Philosophy of Teaching
    - Three Letters of Recommendation
    - Official Transcript

4. If the prior three steps indicate that they are a viable candidate, they are invited to participate in a personal interview before a committee of faculty from across the institution.

5. If the Candidates meet all the requirements and expectations, they are sent a letter of invitation to join the Cohort and, if they accept, they are admitted into the Cohort.

6. Their first experience as a Cohort member takes place during a day-long orientation that gives the candidates an overview of the program, expectations, roles, and responsibilities. A concerted effort is made to establish warm and caring student-faculty relationships

[6] This addition to the admissions process is a result of the difficulties students are having with passing Praxis I due to deficiencies in math, reading and writing.

with the expectation that candidates will eventually operate from a strong internal motivational core of beliefs and ideals that are consistent with the mission, vision, and goals of the Teacher Education Department.

As of January 23, 2007 TMCC is now a testing center for the Praxis exams and will be administering Praxis I and Praxis II for the three baccalaureate degrees. Beginning fall semester 2009, TMCC offered all testing dates available for the Praxis exams. According to standard ETS practice, the two Praxis exams will be offered twice each semester.

Final Admission/Evaluation

The candidates must demonstrate the following:

1. Demonstrate competency in reading, writing, mathematics and science. Proficiency is evaluated in the various courses, particularly the second semester courses and the PPST. If the students are deemed to be lacking in these skills, they are put on a "hold" status and cannot progress to the third semester of courses (just prior to student-teaching) until they have successfully demonstrated proficiency, as measured by observation, spontaneous writings and in-class measures.

2. Demonstrate responsibility through regular attendance, punctuality, and participation in all courses and professional events. Students are expected to maintain an average attendance level of 95% unless authenticated emergencies prevent their regular attendance.

3. Demonstrate strong interpersonal skills. These skills are essential as a change agent so that they may negotiate, mediate, and cooperate with their peers and colleagues.

4. Successfully pass the Praxis II exam to indicate competency in subject content and facility in relating theory and practice.

If the candidates have been successful in meeting the previously stated criteria, they proceed to student teaching applications.

The Portfolio

The candidate portfolio forms the backbone and culmination of the assessment process. It reflects individual achievement over an extended period of time and careful, critical self-evaluation (Bossetti, 1996; Kaufman et al., 1996; Klenouski, 1996; Wolf, 1996). As an instrument, the portfolio demonstrates the multifaceted aspects of learning and the integration of theory and practice. It also provides evidence of the candidates' ability to synthesize information across the various disciplines and to apply this information in a unique way to their teaching philosophy. Students thereby demonstrate their personal views of what teaching and learning means in the present and for their future as teachers. Since the portfolio is a developmental process, the candidates begin the construction of this assessment instrument in the first semester and follow through to completion with a Showcase Portfolio that serves as a summative

evaluation of the candidates' mastery of key curriculum outcomes (Prince George's County Public Schools, 2010). Artifacts which are detailed for the candidates in each of the course syllabi provide a variety of examples from which to choose in order to demonstrate competency (See Table 4).

Table 4. **Course objectives and North Dakota teacher education standards**

Course	ND Standards	Objectives	Artifacts	INTASC
EDUC 353: Child and Adolescent Psychology	**50015.1** Development, learning, and motivation. **50015.5e** The program requires the study of communication to foster learning. **67.1-02-02-07** There's an understanding of culture as a collage of factors beyond race or national origin.	**Describe** major historical trends in the study of child and adolescent psychology. **Summarize** theory and research specific to the developmental stages of childhood, adolescence, and emerging adulthood. **Solve** interpretive scenarios specific to the topics of this course. **Organize** a persuasive argument, explaining why the application of a given theory is the best fit in a real-world situation. **Produce/create** a final project that shows a scholarly understanding of the major concepts in this course.	• On-line Exams • Quiz • Reflective Paper • Midterm Exam • Film Critique • Content Literacy Guide • Student Interview • Power point Presentation on Research Paper—Final Project	**#2**: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. **#5**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active encouragement in learning, and self-motivation.

In their first semester they begin the actual design and development of their portfolio in EDU 300: Educational Technology. Portfolio design helps them in the following ways:

- Develop higher order skills (problem-solving, analysis, synthesis, evaluation, creativity)
- Self-assess and critique their work, teaching, and learning experiences;
- Think about the learning processes they use;
- Become more self-regulated and self-directed in their learning;

- Develop reflective practice by examining and articulating their beliefs and values;
- Demonstrate continuous learning.
- Show creative use of technology.

Portfolio Rubrics are used to evaluate the completed portfolios prior to their interview for Student Teaching and at the end of Student Teaching. The rubrics address content and pedagogical knowledge, reflective practice, technological expertise, culturally responsive teaching, critical thinking and effective communication skills.

Data Collection, Analysis, and Evaluation

In the March 2007 visit for ND/NCATE, collection and compilation of data were key assessment issues that needed to be addressed for the March 2010 focus visit. To facilitate data collection, analysis and evaluation, a customized database was developed to allow the Teacher Education Department to compile, aggregate, and analyze data in order to make informed programmatic changes. The most significant data collection effort was focused upon Praxis I and Praxis II; which underscores the need to address the deficiencies in the basic skills areas and to expand the students' prior knowledge.

Praxis Data

As illustrated in Figure 3, students in elementary education struggled significantly in the areas of basic skills upon entry into the program. Pass rate for this exam was 45% (*n* = 20). Data describing the range of scores in each test area is depicted in the chart as well as date of test.

Figure 3. Pass rates for Cohort IV on Praxis I.

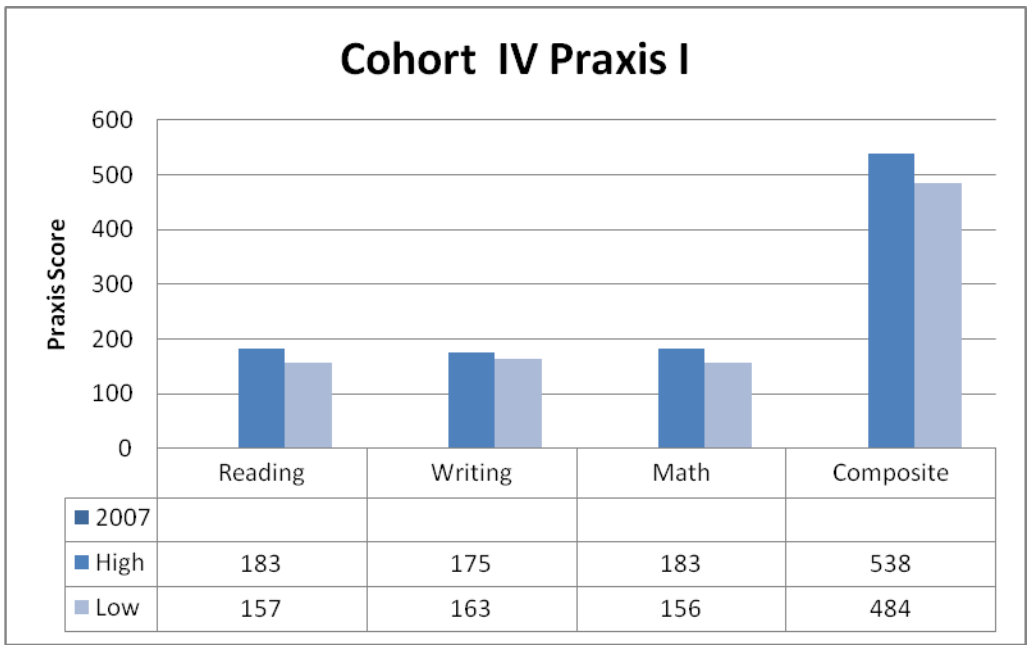
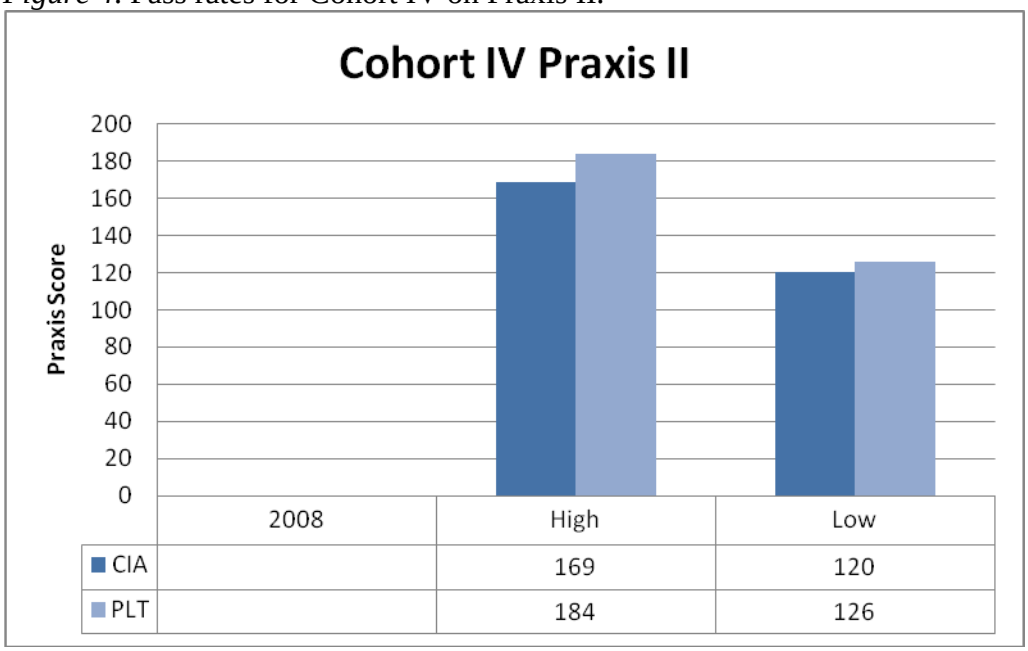


Figure 4. Pass rates for Cohort IV on Praxis II.



Praxis II results for Cohort IV elementary education students (See Figure 4) proved to be similar in that the 44% pass rate (n = 16) on the exam was very close to that observed in the Praxis I testing. As illustrated in Figure 5, the secondary science Cohort I performed much better on Praxis I (n = 15). with 74% of the students passing the exam. Praxis II, however, proved to be more challenging for them, with only 60% of the cohort passing the test (n = 10). It should be mentioned that there are students in Cohort I that have not taken the Praxis II exam, and also one student passed away prior to testing.

Figure 5. Pass rates for Cohort I, Secondary Science on Praxis I.

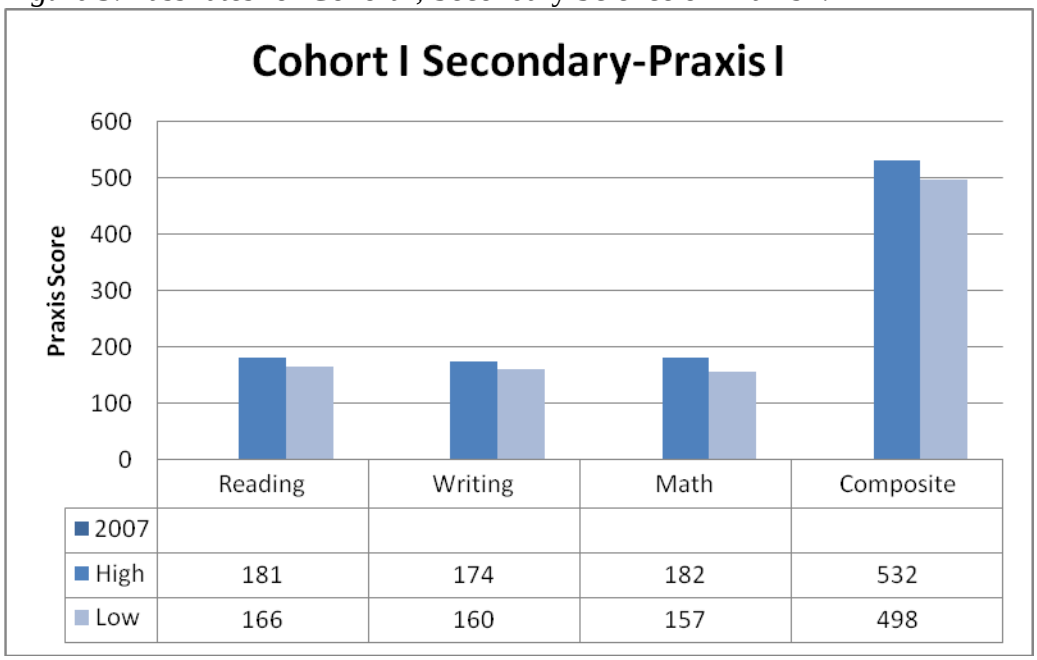
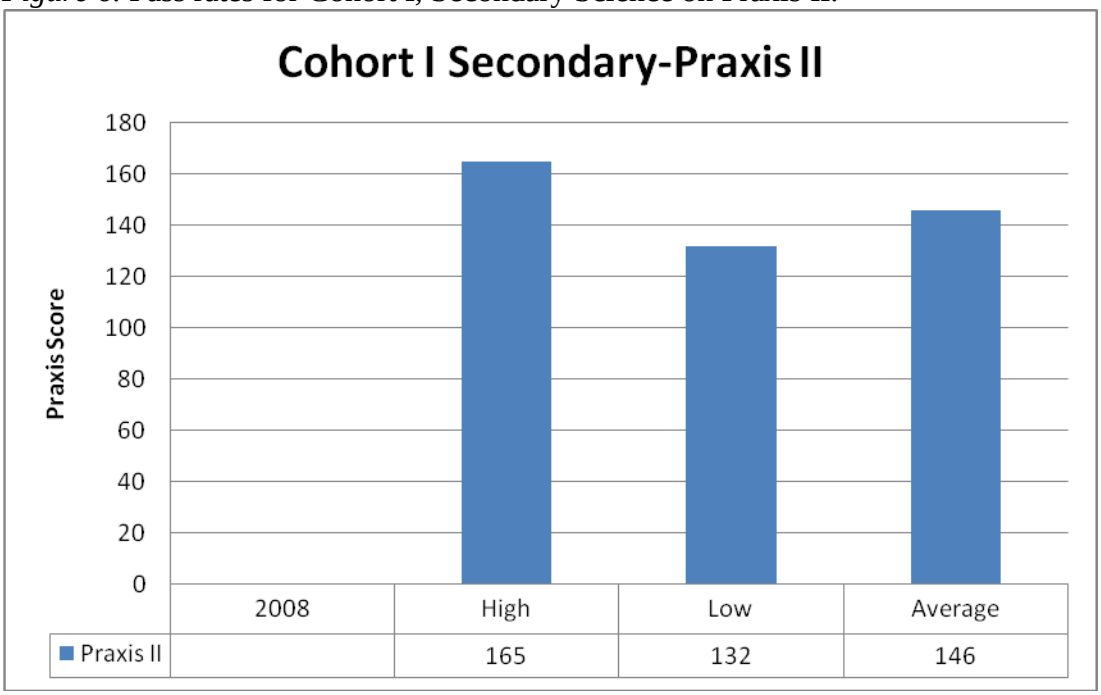


Figure 6. Pass rates for Cohort I, Secondary Science on Praxis II.



Program Changes in Response to Praxis Data

As a result of the Praxis test data analysis, several skills oriented courses have been developed (EDUC 235 Preparation for Praxis I, EDUC 236 Preparation for Praxis II, EDUC 398 Special Topics in Praxis II). In addition, other courses are offered to help develop writing, math and reading skills such as EDUC 325, Writing for Teachers and MATH Special Topics. Other Praxis type assessment strategies are also integrated into courses such as Introduction to Teaching, Child and Adolescent Psychology, Foundations of Reading, and Reading in the Content Area, where the final exams for the Elementary Education students are designed with questions modeled after Praxis II exam questions. Teacher education courses also facilitate reflective and more complex levels of thinking as detailed in Bloom's Taxonomy. Detailed examination of course syllabi illustrates how Teacher Education Department faculty members strive to integrate all levels of cognitive thought in the design and development of their courses.

Admittedly, early Praxis test data clearly indicate student basic skill deficiencies in math, reading and writing. However, gains have been made by TMCC Teacher Education students in all of these areas over the course of 10 years; and these gains are expected to continue as the department employs purposeful strategies to meet the academic needs of the students in teacher education. Examples of these strategies include: writing across the curriculum using a standardized set of rubrics, the introduction of the Praxis I and II preparation courses, and EDUC 325 Writing for Teachers.

In a broader sense, the screening process for admission into the program has been improved utilizing a standardized set of rubrics and interview questions which provides consistency across all the education programs.

Alumni Survey Data

Face to face alumni interviews (Cohort I – IV) were conducted in September and October 2008 (n = 34). Respondents were stratified according to cohort. The alumni survey represented 43 % of the entire alumni (34 of 80); denoting a convenience sample drawn from the pool of alumni within the local area.

The survey consisted of 23 queries targeting the following areas of interest: (a) program satisfaction; (b) current employment status; (c) self evaluation of teaching skills; and (d) Native perspectives.

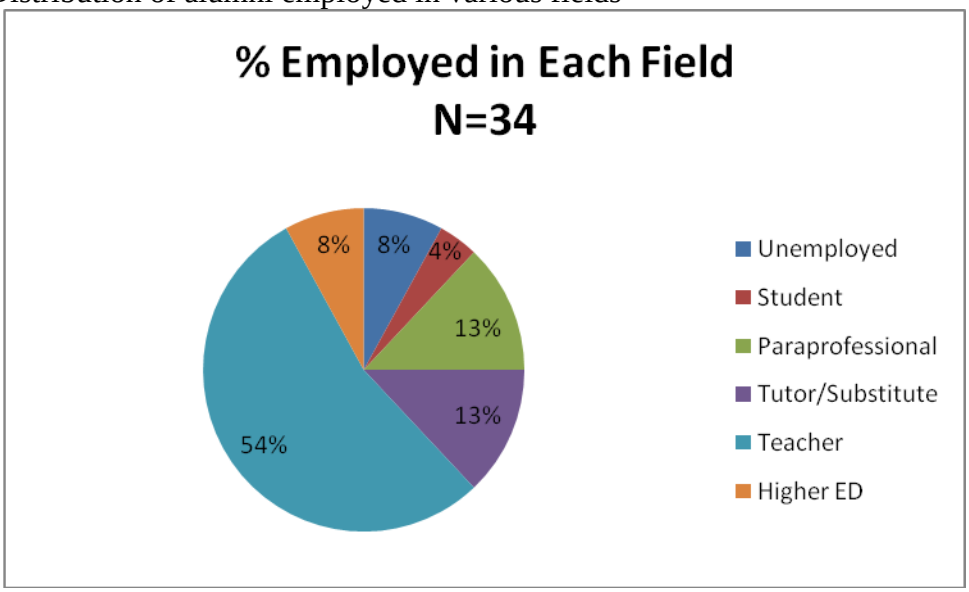
Findings

Student satisfaction. 72 % of the alumni indicated that they were either very satisfied or satisfied with their undergraduate education at TMCC.

Employment. 88% of the TMCC alumni report employment within local school districts or institutions of higher education(See Figure 6). The employment rate on Turtle Mountain Reservation is 32% so the 88% employment rate for TMCC alumni far exceeds the locally established norm on Turtle Mountain.[7] The data reveal a positive correlation between employment and higher education within our community. Importantly, 54% of the alumni report that they are currently employed as classroom teachers, while another 26% report being employed in academic support positions such as substitute teachers or paraprofessionals. In addition, 4% of the alumni are seeking graduate degrees.

[7] Turtle Mountain Band of Chippewa 2008 Area Report (http:www.tmbci.ent/AboutUs.html)

Figure 7. Distribution of alumni employed in various fields



Teacher Candidate Skills. Alumni report that the skills developed in the program are useful to them as they move into their professional careers (See Table 5). In each of the critical skill areas alumni report that the skills were either important or very important.

Table 5. **Importance of teacher education skills developed at TMCC**

Teacher Candidate Skills	Important/Very Important
Assessment of student learning	100%
Writing Skills	100%
Developmental Stages of Learning	97%
Curriculum Planning	93%
Educational Technology	100%
Mathematical Problem Solving	97%

Native Perspective. The alumni report a positive commitment to indigenous values as demonstrated by a sense of the interconnectedness of nature. When queried, 63% report that understanding the interconnectedness of nature is important, and 97% report that the ability to critically observe and act upon the environment in which they live is important. These data reveal a strong sense of commitment to acting upon their convictions within a strong ecological perspective which is closely aligned with many traditional values of indigenous peoples.

Table 6. **Alumni commitment to indigenous values**

Native Perspectives	Important/Very Important
Being a member of a cohort learning community	70%
Understanding the interconnectedness of Nature	63%
Ability to critically observe & act upon the environment in which you live	97%

Program Responses to Alumni Data

The data reveal a high level of satisfaction with the curricular emphases in the Elementary Education program. The significance of this finding is important since the Elementary Education Program is the original teacher education program (2000). The secondary science program, which began in 2006, essentially follows the same Cohort model and philosophical underpinnings in its curriculum and design. The upcoming Early Childhood education program (2010) will follow suit.

The Teacher Education department will continue to refine the ways in which to develop culturally responsive K-12 teachers who will be change agents that will invoke curriculum transformation in the school systems of Indian Country.

Administrator Surveys

Thirty administrators, from Rolette County schools, were interviewed in September and October 2008. It was deemed important by the Teacher Education Department to gain insight regarding the program from the perspective of those administrators who directly supervised TMCC education graduates. A survey was designed to query respondent opinion on the following benchmarks: (a) attention to state standards; (b) workplace professionalism; (b) general satisfaction with graduates; (d) lesson plans reflective of a culturally responsive approach; (e) diverse instruction to meet the needs of all students; (f) classroom organization and management; (g) use of technology; and (h) use of varied and creative instructional resources. The survey also offered the administrators an opportunity for open written comment.

Findings

Data analysis from the administrator survey (See Table 7) indicated a general satisfaction with TMCC teacher education graduates' fluency in the use of ND standards in their lessons, professionalism in the workplace environment, diverse instructional methods to meet the needs of all students, classroom organization and management, and effective use of technology.

Areas of variability were overall satisfaction with TMCC graduates, lesson planning reflective of a culturally responsive teaching approach, and use of varied and creative instructional resources. Recommendations offered via open written comments by respondents included the following: (a) to strengthen classroom management; (b) to further develop assessment analysis skills; and (c) to

give the teacher candidates more pre-service hours in the classroom so that they have a practical understanding of the teaching profession.

Table 7. **Local school administrator's perceptions of TMCC graduate skills**

Skills of TMCC Graduate	***Satisfied or Very Satisfied***
Ability to Align Instruction to N.D. State Standards & Benchmarks	74%
Reliability in Work Environment	74%
Overall Satisfaction with TMCC Graduates	61%
Produce Lessons Reflect A Culturally Responsive Approach to Teaching	43%
Adapts Instruction to the Individual Needs of Students	73%
Organizes Their Classroom Time & Activities In Ways That Engage Students in Meaningful Learning	74%
Uses Technology Effectively in the Classroom	74%
Develops Instructional Goals & Objectives Utilizing Multiple Resources	65%

Program Changes in Response to Administrator Data

Per the recommendations of the surveyed administrators, a greater emphasis has been placed upon classroom management (EDUC 331: Learning Environments; EDUC 323: Curriculum Planning and Evaluation), assessment (EDUC 410: Educational Assessment) and pre-service teaching prior to student teaching with the addition in 2006 of 80 hours of practicum (EDUC 350 and EDUC 360).

Course Level Changes in Response to Administrator Data

Reciprocal ongoing evaluations are exchanged between the Teacher Education faculty and teacher candidates throughout the education curriculum. Faculty assess candidate skills and dispositions to predict future professionalism, while candidates provide data relating to courses and faculty instruction performance. Results from candidate data are used by faculty to determine whether changes need to be made in their teaching methods or in specific course content.

When considering data driven changes in course content a number of variables are reflected upon by the teacher education faculty. Artifacts such as tests and projects are evaluated for instructional merit and revisions made in accordance to best teaching practices. Most often, knowledge gaps are addressed through interactive kinds of activities and peer teaching exercises. Process is addressed through discussion, role playing, reciprocal teaching exercises and other application venues.

Candidate Assessment and the Student Teaching Experience

In order to gain a greater appreciation for the success of our cohort model learning community in teacher education at TMCC a brief description of the candidate demographics is useful. Many of our students operate from a framework of poverty where they are pre-occupied with overwhelming domestic issues such as having enough gas to get to school, money to buy groceries, or adequate resources to heat their homes. In addition to these basic needs, are concerns associated with the care and welfare of their children and extended family members. In Native communities, the family is the primary focus of daily life. This strong cultural trait is supported through the cohort model learning community which serves as their 'professional family'. The greatest source of support for our students is their cohort family. This alliance is what oftentimes keeps the students in the program during challenging times academically as well as personally.

The assessment process at TMCC is specifically honed to meet student individual needs by being flexible when needed but, mindful not to enable them. Academic issues often arise due to test anxiety, testing bias (as evidenced in the Praxis II), insecurities attributed to a personal history of poor educational experiences, and inadequate basic skills in reading, writing, and reading comprehension.

Teacher education students are required to pass Praxis I in the first year of the program, and Praxis II before receiving a Bachelor's degree. Once students have completed all EDUC and science content courses they are eligible to apply for student teaching. The application includes a transcript analysis by the student advisor, a request for placement in three schools according to student preference, and verification of passing Praxis I test scores. After review of the application by the Student Teaching Committee, students are notified of their application status. If all requirements are met, the student is scheduled for a student teacher interview. Candidates appear before a committee of faculty and present a portion of their e-portfolio, which contains their teaching philosophy, resume, and a lesson plan that includes relevant artifacts that demonstrate their teaching competency. Their presentations are evaluated via a rubric which measures the following criteria:

- Teaching Philosophy demonstrates culturally responsive teaching and a learner-centered philosophy.
- Resume is informational, succinct, and written according to Standard English conventions.

- Lesson Plans demonstrate deep teaching strategies wherein they integrate instructional outcomes, experiential teaching strategies, reflective practices, authentic assessment and continuity of thought across disciplines and lesson plans.

Professional dispositions such as communication skills and attire are also evaluated. Evaluation instruments used to ensure high quality instruction, student performance, and continual monitoring of quality can be found attached to this document.

The matrix entitled: Candidate Outcomes Assessment and Evaluation, illustrates the outcomes based model that is used by the Teacher Education Department to collect data. Targeted points of assessment and subsequent evaluation within the various courses in the curriculum are aligned with reference to candidate disposition, skills and knowledge.

Candidate Outcomes Assessment and Evaluation

Candidate Dispositions

Competency	**Data Sources**	**Points of Assessment and Evaluation[8]**
1. Candidates view themselves as change agents for curriculum transformation. INTASC # 9, 10	• Alumni Survey • Portfolio Mid-Checkpoint • Final Portfolio • Candidate Self-Evaluation in Practicum and Student Teaching	• Alumni Survey • EDUC 300: Ed Tech • Practicum • Completion of Student Teaching
2. Candidates demonstrate a commitment to ecological values**.** INTASC # 1, 4, 7	• Alumni Survey • Practicum I & II • Portfolio Checkpoint • Final Portfolio • Student Teaching Candidate Self-Evaluation	• Alumni Survey • EDUC 300, Educational Technology • Completion of Student Teaching • Course evaluations.
3. Candidates recognize the need to address internalized oppression. INTASC # 4, 5, 6	• Alumni Survey • Portfolio Checkpoint • Final Portfolio • Candidate Self-Evaluation	• EDUC 414: Student Teaching • EDUC 415: Student Teaching Seminar • EDUC 300: Educational Technology

[8] The points of assessment occur at the midterm of each of the designated courses and with a final exam at the end of the course. Other points of assessment within the program occur at admission (interview), evaluation of competency at the end of their junior year (Praxis I and II; e-portfolio) and the first semester of their senior year prior to student teaching (interview).

4. Candidates practice ethical and responsible behavior. INTASC # 9, 10	• Practicum I • Practicum II • Student Teaching Evaluation Rubric	• EDUC 350/360 Practicum I&II • EDUC 414 Student Teaching • EDUC 415 Student Teaching Seminar
5. Candidates are learner-centered practitioners. INTASC #4	• Portfolio Checkpoint • Practicum II • Student Teaching Evaluation Rubric • Final Portfolio	• EDUC 414 :Student Teaching • EDUC 450: Foundations of Education • EDUC 430 :Educational Assessment • EDUC 331: Learning Environments

Candidate Skills, Traits, and Habits

Competency	**Data Sources**	**Points of Assessment and Evaluation**
1. Build on the conceptual and cultural knowledge of students. INTASC #2, 3, 4	• Practicum I • Practicum II • Student Teaching Evaluation Rubric • Portfolio Checkpoint	• EDUC 350/360:Practicum I and II • EDUC 414: Student Teaching • EDUC 415: Student Teaching Seminar • EDUC 470: Methods of Secondary Science Instruction • PSY 353: Child and Adolescent Psychology • EDUC 300: Educational Technology
2. Candidates value the practice of caring as necessary for effective teaching. INTASC # 2, 4, 6	• Practicum I & II • Portfolio Checkpoint • Student Teaching Evaluation Rubric • Final Portfolio	• EDUC 350:Practicum II • EDUC 414: Student Teaching • EDUC 415: Student Teaching Seminar

		• EDUC Foundations of Reading and Diagnosis
3. Candidates are competent in cross-cultural communication. INTASC #3, 8	• Practicum I & II • Portfolio Checkpoint • Final Portfolio • Student Teaching Evaluation Rubric	• EDUC 329 Curriculum Planning and Evaluation • EDUC 331 Learning Environments • EDUC 321: Human Relations and Multicultural Ed • EDUC 310: Educating Exceptional Students • EDUC 320: Social Studies Methods and Materials
4. Candidates demonstrate an in-depth knowledge of culturally responsive teaching. INTASC #3, 8	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 360:Practicum II • EDUC 415: Student Teaching Seminar • EDUC 331: Learning Environments • EDUC 310: Intro to the Exceptional Child
5. Candidates recognize the need to validate the spoken language of the community. INTASC # 3, 6	• Practicum II • Student Teaching Rubric	• EDUC 329 Curriculum Planning/Evaluation • EDUC 375 Teaching Reading in the Content Areas • EDUC 321: Foundations of Reading & Diagnosis

Candidate Knowledge

Competency	**Data Sources**	**Points of Assessment and Evaluation**
1. Candidates utilize experiential teaching strategies.	• Practicum II • Portfolio Checkpoint	• EC 453: Methods and Materials in Kindergarten

INTASC # 4	• Final Portfolio • Student Teaching Rubric	
2. Candidates help students integrate a sense and experience of the natural world through physical and intuitive senses. INTASC # 1, 4, 5	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 470 Methods of Secondary Science Instruction • EDUC 329 Curriculum Planning and Evaluation • EDUC 407: Creative Arts Methods and Materials • EDUC 315: Math Methods and Materials • EDUC 320: Social Studies Methods and Materials • EDUC 406: Science Methods and Materials
3. Candidates utilize lessons that incorporate highly contextualized formats. INTASC # 4, 7, 8	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 331: Learning Environments • ECE 320: Infant and Toddler Development and Learning • EC 451: Methods and Materials for Pre-K • EC 453: Methods and Materials in Kindergarten
4. Candidates organize educational experiences to reflect the principle that all things are connected. INTASC # 2, 3, 4, 7	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 321: Human Relations and Multicultural Education • EDUC 329: Curriculum Planning and Evaluation • ECE 336:

		Social/Emotional Development • Student Teaching Interviews
5. Candidates demonstrate competence in reading skills and comprehension. INTASC # 1, 9 6. Candidates demonstrate competence in writing conventions and grammatical structures. INTASC# 1, 9 7. Candidates demonstrate competence in basic mathematical concepts. INTASC # 1, 9	• GPA (Overall) • GPA (Education) • GPA (Science) • Praxis I (PPST)	• Academic Readiness Exams in reading, math, and writing • Reading and writing across the curriculum in the various courses.
8. Candidates demonstrate an in-depth knowledge of the content areas in Early Childhood, Elementary and Secondary Science. INTASC # 1	• GPA (Education) • GPA (Science) • Praxis I (PPST) • Praxis II	• Science Content courses • Education Content Courses • Praxis I Exam • Praxis II Exams
9. Candidates utilize the principles of curriculum transformation. INTASC # 4, 5, 8	• Alumni Survey • Final Portfolios	• Methods Courses • EDUC 321: Human Relations and Multicultural Education • EDUC 329: Curriculum Planning and Evaluation
10. Candidates apply instruction to real-world contexts. INTASC # 4, 7	• Alumni Survey • Practicum II • Portfolio Checkpoint I	• Student presentations • Unit Plans • Book

	• Final Portfolio	review/Reflection papers • Peer Review • Peer assessment rubrics • Self-reporting
11. Candidates integrate technology throughout the curriculum. INTASC # 4, 5, 7	• Practicum II • Student Teaching • Portfolio Checkpoint • Final Portfolio	• EDUC 300: Educational Technology • e-portfolio • Web-based postings • Technology projects • Technology application plans as part of lesson planning • Critical Analyses of Computer Software

Program Assessment

The Early Childhood, Elementary, and Secondary Science programs of study meet assessment requirements by means of an alignment with North Dakota education standards. An example of this strategy (taken from a course syllabus) is illustrated in the matrix entitled: Early Childhood/Elementary Education Curriculum Standards Alignment. The courses are in accordance to the requirements set forth by the North Dakota Standards and Practices Board, and care was taken to ensure that all the content, assessment and instructional methods standards were met. A complete description of alignment of the curriculum to standards can be found in Appendix A.

Early Childhood/Elementary Education
Curriculum Standards Alignment

[9]Course	Description	ND Standards	INTASC
EDU 200 Introduction to the Teaching Profession **2 credits** **EC/E/S**	Designed to prepare pre-service teachers for the teaching profession with an emphasis on real-world experiences, addressing issues commonly experienced in elementary and secondary grades. Field experiences will include teacher interviews, student observations, developing a detailed case study, and learning educational terminology.	**50015.5 Professionalism** Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. **50015.5b** Reflection and Evaluation **50015.5c** Collaboration with families	**#7**. The teacher plans instruction based on knowledge of subject matter, students, community, and curriculum goals. **#9**. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks opportunity to grow professionally

[9] **EC/E/S** = Early Childhood/Elementary/ Secondary Course

FIELD RESOURCES AND CLINICAL PRACTICE

Standard 3

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.

Practicum

Field experiences are part of the program and integral to each course. The candidates have two forty hour [10]practica before they student teach. Student teaching is either ten or twelve weeks, depending on the number of credit hours the candidates need to meet credit requirements. During the practicum experience the Elementary Education candidates will have taught (in small groups) all of the methods courses in their course of study. The secondary science candidates will have taught four or more lessons in each of the disciplinary fields (biology, physics, earth science and chemistry).

The practicum experiences require reflection, application of instructional strategies, demonstration of content knowledge and critical self analysis. The candidates are evaluated on professional demeanor and personal and professional expertise as reflected in journaling, self-evaluation, and evaluations from their classroom teacher and college supervisor.

Within the Rolette County region, there are seven schools from which the candidates from TMCC may select to do their practica and student-teaching. The schools are primarily public schools with more of a rural subculture even though the students may come either from a Euro-American or Native American background.

There is a consortium of schools (Rolette County Consortium) that work together with TMCC to provide the best in professional speakers, resources, and financial support to acquire needed educational services that may include software programs, data base access, coordination of in-service training and Sunday Academies. This consortium meets monthly in order to coordinate monthly events, new resources, and new acquisitions so that the schools make full utilization of support earmarked for professional development.

Student Teaching

In order to qualify for student teaching the candidates must have successfully completed all of the coursework with a GPA of 2.5 or above. Student teaching is during the fourth semester of their course of study and extends over a 12 week period. In addition to 12 credits of student teaching, students also take EDUC 415, Student Teaching Seminar. This one credit course is designed to foster support and guidance during the student teaching field experience. Pre-service teachers reflect upon their time in the classroom and discuss among themselves strategies to

[10] Practicum I and II were added academic year 2006-2007.

better meet the rigor of full time teaching with students of diverse cultural background and cognitive abilities.

The application to student-teach is a two-fold process:

1. The candidate completes an application to student-teach which includes a transcript analysis signed by the student advisor, verification of Praxis I scores and student teaching site preference.

2. A faculty committee evaluates whether a candidate is ready to student teach. The candidate presents a power-point presentation that includes their resume, philosophy of education, and two lesson plans that demonstrate proficiency and understanding of the lesson planning process. If the candidate is deemed prepared, they proceed to their student teaching assignment.

Student teaching for the Early Childhood Education program requires a 12 week field experience in Pre-K and in the primary grades. Elementary Education students student teach for 12 weeks in the grade level of their choice. Secondary Science students will be licensed to teach grades 7-12 in each of the composite science areas (earth science, biology, chemistry and physics), therefore these pre-service secondary students are required to participate in 12 weeks of student teaching that span all four subject areas.

The candidates are given an orientation prior to student teaching to address school policies, classroom routines, building personnel, classroom objectives, curriculum standards, lesson plan formats, procedures and protocol within the "hidden curriculum." The first week of student teaching is focused on observations and they gradually increase their teaching responsibilities until they reach a level of competence to do a full week of independent teaching under the tutelage of their cooperating teacher.

The role of the college supervisor is to evaluate the candidate's competencies and to coordinate logistics with the cooperating teacher in order to optimize the teaching and learning opportunities and experiences for the candidates. The candidate and the team of supervisors also discuss expectations and responsibilities in great detail, emphasizing the importance of professional dress, demeanor, punctuality, preparedness, initiative, collaboration, and relationships with students, teachers, parents, and administration.

DIVERSITY

Standard 4.

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.

Inclusion is the ultimate realization to which the Teacher Education Department aspires. Considerable effort is put forth to nurture the awareness that differences add richness and texture to community and give one an opportunity to expand one's boundaries of acceptance and regard.

In addition to a commitment to culturally responsive teaching, the Teacher Education Department conducts field trips that focus on diverse cultural experiences. For example, Cohort V and Cohort II candidates participated in a cultural immersion, exploring the Somali and urban Indian cultures in September 2008. They will also participate in a Model Schools Immersion experience in Minneapolis/St. Paul in March 2009, which will highlight teaching English as a second language, Dakota and Ojibway languages and a school that excels in constructivist methodologies.

The larger institution is ethnically a mix of Native people and Euro-Americans. The student body is generally 99% Native American with roughly 1% of the student body from the surrounding communities who are primarily of Norwegian descent.

Elders play a collaborative role within the cohorts, particularly the Native Ways of Knowing secondary science cohort. They are members of the External Review Committee and represent Turtle Mountain Reservation, Fort Berthold and Candeska Cikana. The elders' role is to convey a historical context and interpretation of cultural understandings.

Poverty is evident in the lives of the students, therefore, college faculty and staff work together to accommodate the needs of the students, while being careful not to enable dysfunctional behaviors. The Teacher Education Department addresses all aspects of diversity within real-world contexts in all of the courses in order to ensure that the candidates are exposed to and commit to a kind of teaching that incorporates multiple perspectives on different issues so that ethnocentrism and provincial thinking are addressed in a real and meaningful way.

FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Standard 5.

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

There are a wide variety of related experiences that faculty members bring with them in terms of professional credentials and personal accomplishments, such as cultural exposure and influences, past classroom and field experiences, civic involvement, research, scholarship, and special interests and hobbies.

Professional Credentials

Full Time Faculty: *(on TMCC campus)*

1. Carmelita Lamb, B.S., M.S., Ph.D. (Chairperson)
2. Les LaFountain B.S., M.S., (Elementary Education)
3. Kristie Dionne B.S., M.S., (Elementary Education)
4. Kathy Henry B.S., M.S., (Early Childhood Education)
5. Roberto Brenes B.S., M.S. (Secondary Science Education)
6. Janelle Wiedrich, B.S., M.S. (Early Childhood Education)

Support Staff

1. Robert Old Rock, B.S.(Site Coordinator at Cankdeska Cikana for CO-OP Project)
2. Cathie Gladue, B.S., M.S. (Professional Development for Elementary Education grant director)
3. Anthea Jeannotte, (Administrative Assistant)

Adjunct Faculty

1. Kerry Hartman B.A., M.Ed., Ph.D. (Fort Berthold Community College)
2. Renee Aalund, B.S., M.S. (TMCC)
3. Audrey LaVallie, B.S., M.S. (TMCC)
4. Scott Hanson, B.S., M.S., Ph.D., (TMCC)
5. Angel L. Poitra, B.S., M.S., Ph.D. (TMCC)
6. Charles Morin, B.S., M.S. (TMCC)
7. Derrick Dixon (TMCC)
8. Kathy Rohlfing (TMCC)
9. Caroline Heller (TMCC)
10. Cecelia Mycerion (TMCC)
11. Dr. Jamie Robbins, B.S., M.S., Ph.D. (TMCC)

The Teacher Education Department faculty has advanced degrees in their respective fields of early childhood education, elementary and/or secondary education. They are experienced educators with a commitment to culturally responsive teaching and a learner-centered teaching and learning paradigm.

The science faculty are actively engaged in curriculum content coursework within the secondary science teacher education project and have received their Master's degree or higher in their field of emphasis. Several hold current teaching certificates in secondary education and have had extensive experience in the secondary science classroom. They are involved in every aspect of academic and field experiences.

Modeling Best Professional Practices in Scholarship

The research model that retains cultural contexts is phenomenology. It has been used extensively for culturally based assignments with the candidates in their various courses in order to acquaint them with this qualitative research methodology and to help them reflect on the "lens" through which they are observing and participating in their research study. Faculty within the secondary science project are participating in numerous research activities that include the National Science Foundation supported study, peer reviewed journal articles, quantitative/qualitative empirical study in cohort model learning communities, and presentations at professional society meetings and conferences.

The faculty at large has presented scholarly papers at national and state conferences in the areas of reading, cultural diversity, American Indian topics and best teaching practices. Two of the faculty are published and are currently engaged in research involving some aspect of education and cultural studies.

Modeling Best Professional Practices in Service

The mission of the tribal college is to serve as the center for higher learning and community service. A number of programs have been developed and implemented by the science faculty that target secondary students from the local community in the areas of science, technology, engineering, and math (STEM). These outreach curricula are designed to engage the high school students in higher level academics disseminated by college faculty within these subject areas. In addition, the faculty is recognized for their volunteerism in numerous field activities where they serve as mentors to young aspiring scientists.

In an effort to maintain a standard of professional excellence within the unit, each faculty member receives a student evaluation at the end of each semester. The purpose of the evaluation is to appraise the instructor based on the ten INTASC standards of instructor competency. Resultant data is processed by the department administrative assistant and subsequent findings are reported to the faculty member. Adjustments are made to improve instructional methods and student learning therein. Student evaluation of teacher education faculty indicates that students are satisfied with the level of instruction they have received thus far within the teacher education curriculum. Future professional development opportunities will be tailored to address weaknesses in INTASC standards that target content knowledge, instructional strategies,

communication skills, and student assessment in order to fulfill the unit conceptual framework of culturally responsive teaching. Turtle Mountain Community College offers three campus-wide faculty (including adjunct) professional development opportunities which serves as an option for the unit faculty members.

UNIT GOVERNANCE AND RESOURCES

Standard 6.

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

Unit Leadership and Authority

TMCC has a hierarchical model for governance that begins with the Board of Directors and President, and continues down to the Department Chairpersons and Directors, and students. The Teacher Education Department functions within this governance while simultaneously incorporating a sense of community that relies upon the valued and unique contributions of all members in the development and execution of a purposeful department that serves the needs of its students and the Turtle Mountain community as a whole.

The small size of the Department requires that we all assume roles with flexible boundaries and challenge ourselves to go beyond our usual comfort zones, but not beyond our areas of expertise. For example, there is free movement of secondary and elementary faculty across grades 1-12. The faculty all have experience and expertise that spans early childhood, elementary, middle, secondary and higher education, thus making it easy to cross traditional boundaries. As was earlier illustrated in this document (See Table 1) many of the curriculum EDUC courses are common to early childhood, elementary and secondary. Therefore, the secondary science faculty may contribute to all three programs in shared courses such as Educational Technology, Child and Adolescent Psychology, and Curriculum Planning and Assessment. Elementary education faculty have taught combined sections of elementary and secondary courses that included Foundations of Education, Exceptional Students, and Multicultural Education.

The Department Chairperson relies upon the skills sets of all members of the department in formulating an environment of shared governance. The collaborative nature of this governance provides everyone many opportunities to be involved in the decision-making process at different entry points, which fosters collective ownership in the future of teacher education at TMCC. Candidates are encouraged to participate in this same decision-making process in the courses taught by the Teacher Education faculty. The goal is to provide an opportunity for nurturing relationships and ownership of the vision and mission of the Teacher Education Department.

The Department Chairperson reports to the Academic Dean, who assumes a collaborative role with faculty in general. Other duties and responsibilities incurred as department chair include the following: (a) writing quarterly in-house reports, (b) annual national reports to the funding agencies who support teacher education at TMCC, (c) finding appropriate scholarships and alternative sources of support for cohort members, (d) building partnerships between TMCC teacher education and other institutions of higher education, (e) collaborating with North Dakota four-year institutions in areas of science engineering technology and math (STEM) to foster future research opportunities for secondary science teacher education students, (f) participating in research based inquiry of best teaching practices in teacher education, first year teacher retention, and K-12 science instruction strategies that develop student interest in learning, (g)

acting as liaison between TMCC and other tribal college teacher education departments (Haskell Indian Nations University, Sitting Bull College, Salish Kootenai College, Oglala Lakota College, Sinte Gleska University, Dine' College, and Ft. Berthold Community College) in sharing vital information regarding the retention and persistence of pre-service teachers. (h) supporting program development and faculty professional development, (i) participating in Teacher Education departmental meetings in which the development of mutual professional respect and value lead to equitable outcomes that benefit all parties involved, (j) fiscal management of the budget, and, (k) instruction in select curriculum courses.

The two Elementary Education instructors have the primary responsibilities for teaching the elementary education curriculum and other shared courses. They have extensive experience in elementary, secondary, and higher education with specialties in tribal culture, diversity, language arts and learning environments.

The Early Childhood faculty will teach courses in all aspects of the ECE curriculum. In total, three of the department members have expertise in Early Childhood education. There are two full time instructors for the Early Childhood program.

The department is host to three project directors who monitor the sponsored programs that support teacher education (5.9 million dollars). The Dept Chairperson is project director for the Early Childhood initiative grant, which is a partnership with Cankdeska Cikana Community College in Fort Totten, ND. A field coordinator is there to support the five students who are majoring in Elementary Education. It's anticipated that these same five students will seek a double major in Early Childhood Education.

Fiscal oversight of the Professional Development for Elementary Education program is directed by an administrator who also has responsibility for the design and implementation of induction year programming and support for elementary education graduates who have been funded by this program.

The secondary science program is supported by a National Science Foundation award. The director for this program administers all funding disbursements, student professional development, secondary science faculty professional development, community science initiatives, induction year programming and support, and supervision of secondary science teacher education student teachers.

In total, there are eight full-time faculty/staff in the Teacher Education Department.

Unit Budget

In October 2007, the Teacher Education Department was awarded 1.2 million for PDEE stipend program and 2.4 million for the Early Childhood initiative (U.S. Department of Education). In addition, they received 2.3 million from NSF for the secondary science initiative in 2005.

Support from these entities provide operating capital in the following areas: (a) recruitment and subsequent salaries for faculty and support staff; (b) student stipends, tuition, and related fees; (c)

operational materials and supplies such as lap top computers for students and desk top computers and associated hardware for faculty and staff; (d) travel support for TMCC faculty to teach at partner sites and professional development conferences; (e) travel support for students to witness unique educational out of the reservation community; (f) advanced state of the art classroom technology such as Promethean Boards and Interactive Video Network hub stations; and (g) other necessary expenditures that further support the department and teacher education students.

Personnel

The Teacher Education Department operates by the general standards, policies and procedures of TMCC. Thus a standard workload for faculty is twelve credit hours per semester. Faculty may choose to take an overload to help out in emergency situations, and are compensated for the extra time. The advising loads are shared across the department and students have continual access to all the members of the department during regular office hours.

The faculty participates on various committees: Academic Standards, Professional Development, Service Learning Initiative, Assessment, Cultural Studies, e-Learning, Fine Arts, Research, financial Aid, and Retention.

Scholarship and research form the foundation for the entire curriculum. Research is extensive, particularly for course development. Publication is not required since teaching is the main emphasis. However, the Science Department has been involved in research in genetics, pre-eclampsia, neuro-biology, water quality, biomass quantification at Anishinabe Cultural Wellness Center following a destructive tornado in 2008, and the survivorship of the mosquito on Turtle Mountain. Many of these studies have been cooperative efforts between the secondary science teacher education program's students and the TMCC science department.

Unit Resources/Technology

The technology department at TMCC has a strong commitment to all students, faculty and staff operating within the institution. It has developed and is implementing a technology plan that will strongly influence superior teaching and learning through effective use of technology. Faculty and staff from the teacher education unit have been leaders in the use of innovative technologies both on campus and in the broader academic community. Courses have been disseminated through a wide spectrum of modalities that include the interactive video network, the internet, and a combination of face-to-face and internet instruction that has been collectively termed as a "hybrid course". In addition, candidate assessment has been directed by the electronic portfolio, and is an integral component of course assessment within the Culturally Responsive teaching curricula.

Students participate in extensive web-based orientation and training that prepares and facilitates the proficient use of computers for the purpose of navigating the server Jenzabar which can be accessed directly from the TMCC home page, www.tm.edu. This server enables students to keep scheduling records, communicate with faculty and staff, access supplementary class materials, enroll and participate in on-line courses, as well as interact with other classmates in discussion threads related to course content and materials. In addition to Jenzabar, students may utilize the

TMCC global server, Microsoft Office Outlook (https://tm.edu/exchange/), to access their email from anywhere in the world. In the event of a distance education student within the TMCC teacher education program, on-line tutorials on any of the technological services available through the TMCC is accessible though the TMCC On-Line page. Students are given training in the use and navigation of Jenzabar during registration. All students are required to have a TMCC email address and to use this portal exclusively when communicating with their instructors. Other characteristics of innovative technological uses include the TMCC-American Indian Higher Education Consortium (AIHEC) virtual library which provides students with access to numerous education support materials.

Students within the elementary and secondary science cohort have been provided with laptop computers that are necessary for the design and creation of their e-portfolio. The portfolio is a major assessment component for the teacher education program as it synthesizes the philosophy and vision of the department through the minds of its students. In addition, these computers serve as a vital connection between the student and faculty in matters related to coursework and advisement. This basic piece of equipment is fundamental to the success of the teacher education students in all ways related to education.

The future for technological advancement at TMCC includes: (a) streaming media for video and audio content that can be utilized within the classroom and at remote sites, (b) research and implementation of a technology tutor lab, (c) establish a reward system recognizing exemplary teaching using technology, (d) create a website devoted to communication and demonstration of "best teaching practices", (e) develop procedures and instruments for assessing the impact of technology for teaching and learning, and (f) develop a security strategy for all technology experience and system software to protect college information.

Rapid advances in technology and increasing access to technology rich learning environments present additional challenges to education professionals. The Teacher Education Department is especially committed to meeting these challenges. It prepares candidates who are able to thrive in 21st Century classrooms and use educational technology to help all students learn.

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APPENDIX A: Early Childhood Education Curriculum Documents

APPENDIX B: Curriculum Exhibit Forms

APPENDIX C: Faculty Data Forms

APPENDIX D: Institutional Demographic Information