



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Early Childhood Education Teachers
(05-17) (6-23) (2-15-24) (1-24-2024)

COVER SHEET

1. Institution's Name: Mayville State University
2. Date Submitted: December 31, 2025
3. Preparer of this Report: Dr. Kelli Odden
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4. CAEP/State Coordinator: Dr. Brittany Hagen
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5. Name of Institution's program: Early Childhood Education B.S.Ed.
6. Grade levels for which candidates are being prepared: Birth – Grade 3
7. Degree or award level (select one)
 - a. Initial
 - i. ☒ Baccalaureate
 - ii. ☐ Post Baccalaureate
8. Is this program offered at more than one site?
 - a. ☐ Yes
 - b. ☒ No
9. If answer is yes to the above question, list the sites at which the program is offered: N/A
10. Program report status (check one):
 - a. ☐ Initial Review
 - b. ☒ Continuing Review
 - c. ☐ Focused Visit

All course syllabi and aligned assessments can be found here: [Early Childhood Education BSEd](#)

SECTION I: CONTEXTUAL INFORMATION

1. Candidate Information

Program: <u>Early Childhood Education B.S.Ed.</u>		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
<u>2022-2023</u>	41	19
<u>2023-2024</u>	30	15
<u>2024-2025</u>	21	5

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit

- a. X **Option 1:** Complete the Curriculum Exhibit Form below. **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**

Curriculum Exhibit Form SFN 14381. *Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.*

- Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.



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CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-17)

Institution: <u>Mayville State University</u>		Major: <u>Early Childhood Education B.S.Ed.</u>
Total credits required for degree: 127 credits		
General Studies	Teaching Specialty	Professional Education
Credits Required: 36	Credits Required: 49	Credits Required: 42
Communication: 9 credits <ul style="list-style-type: none"> ENGL 110 College Composition I (3) COMM 110 Fund of Public Speaking (3) ENGL 120 College Composition II (3) OR ENGL 125 Business & Tech Writing (3) Computer Information System: 1 credit <ul style="list-style-type: none"> CIS 175 Information Literacy (1) Humanities: 6 credits <ul style="list-style-type: none"> Selected by teacher candidates (6) Social Science: 9 credits <ul style="list-style-type: none"> GEOG 103 Multictrl Wrld, Gbl Issues (3) PSYC 111 Intro to Psychology (3) HIST Course: preferably HIST 103 or 104 (3) Mathematics: 3 credits <ul style="list-style-type: none"> MATH 104 Finite Math (3) Science: 8 credits <ul style="list-style-type: none"> Two content courses (6) Two lab courses (2) 	EC 220 Infants and Toddlers (3) EC 313 Language & Literacy in ECE (3) EC 322 Admin & Leadership in ECE (3) EC 333 Pre-K Methods/Materials (3) EC 335 Art/Music and Play in ECE (3) EC 338 Home, Schl, Commun Relations (3) EDUC 301 Strategies in Elementary Schl (2) EDUC 302 Soc Studies Strat in Elem Schl (2) EDUC 307 Math Strategies Elem/Mid Schl (3) EDUC 318 Reading in the Elem Schl (3) EDUC 319 Lang Arts in the Elem Schl (3) EDUC 350 Reading Assess & Intervention (3) EDUC 436 Kindergarten Methods (3) EDUC 436A Pre-K Field Experience (2) HPER 315 Movement Ed in Early Child (2) MATH 277 Math for Element Teachers (3) EDUC 326 Sci Strategies for Elem Tchrs (3) EDUC 352 Elementary Practicum 1 (1) EDUC 355 Elementary Practicum 2 (1)	EC 210 Introduction to ECE (3) EC 211 Observ/Assess/Interpret Tech (3) EC 336 Soc & Emotion Dvlp Guid in ECE (3) EC 376 Field Experience in ECE (1) EDUC 250 Introduction To Education (3) EDUC 272 Educational Technology (2) EDUC 290 Theories of Learning & Mgmt (2) EDUC 380 Tchq English Lang Learners (2) EDUC 381 Human Relations/Cult Diversity (2) EDUC 390 Special Needs in Inclusive Env (3) EDUC 400 Student Teaching-1st, 2nd, 3rd (10) EDUC 401 Elctrnc Portfolio/Assess/Semin (2) EDUC 401S Pre-Student Teaching Seminars (1) EDUC 422 Educational Assessment (2) PSYC 255 Child & Adolescent Psychology (3)
Total: 36 credits	Total: 49 credits	Total: 42 credits

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.



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3. Descriptive Information about the Program:

Mayville State University's Teacher Education Program is built on the Reflective Experiential Teacher Model, which emphasizes the integration of theory and practice through critical reflection and experiential learning. Accredited by the Council for the Accreditation of Educator Preparation (CAEP) and aligned with InTASC standards, the Early Childhood program prepares candidates to demonstrate professional knowledge, skills, and dispositions necessary to positively impact birth-3rd grade learners. Early Childhood majors typically begin the admission process during EDUC 250: Introduction to Education or upon transfer to Mayville State University. Admission requirements include successful completion of foundational coursework (as outlined in the [Teacher Education handbook](#), with minimum grades of "C" or higher), a minimum cumulative GPA of 2.75, competency in basic skills demonstrated through the Praxis Core Exam, ACT scores, course grades as outlined on the competency menu (currently in pilot phase) or a combination of all three. A course grade of "B" or higher in EDUC 250 is required to be admitted into the Teacher Education program. Early Childhood BSEd candidates also complete an admission interview, disposition evaluations, submit student liability insurance, and a cleared background check to ensure readiness for clinical experiences that occur through the remainder of the program. Once admitted, Early Childhood BSEd candidates progress through a sequence of professional education and methods courses that embed clinical field experiences in diverse settings. These experiences are designed to help candidates apply research-based instructional strategies, develop cultural competence, and integrate technology into teaching. Throughout the program, candidates develop an electronic capstone portfolio aligned to Student Learning Outcomes (SLOs) and InTASC standards to demonstrate their growth in areas such as SLO 1) Learner and Learning, SLO 2) Content, SLO 3) Instructional Practice, and SLO 4) Professional Responsibility. Professional development seminars and reflective exercises are embedded across coursework and clinical experiences to support continuous improvement and adaptability in evolving classroom settings.

Admission to the Mayville State Teacher Education Program does not guarantee continuance. Early Childhood BSEd candidates must maintain a 2.75 GPA, uphold professional dispositions, and receive satisfactory evaluations from faculty and field supervisors throughout their time in the program. They must also earn grades of "C" or higher in all methods and professional education courses. If concerns arise, the Teacher Education Committee may implement a Student Success Plan, probation, or other interventions to support and guide candidates. These measures ensure accountability while supporting candidates' growth within the framework of the Reflective Experiential Teacher Model.

The Early Childhood BSEd program culminates with the completion of EDUC 400: Student Teaching, a 15-week full-time clinical experience in grades K-3 in an accredited school, paired with EDUC 401: Electronic Portfolio and Seminar. In these courses, candidates demonstrate mastery of program outcomes through lesson planning, classroom management, and reflective practice under the guidance of cooperating teachers and university supervisors. Successful completion of student teaching, portfolio presentation, and required Praxis Subject Area and Principles of Learning and Teaching exams ensures candidates are prepared for licensure and entry into the teaching profession. This progression from foundational coursework to integrated clinical practice reflects Mayville State's mission to prepare educators who are reflective, competent, and committed to lifelong learning.

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- 4. Changes in the Program since the Last Review:** The following changes have occurred in the Early Childhood BSEd program since the last comprehensive review in 2018. A rationale for each decision is provided as well as alignment to [CAEP Initial Standards](#).

#	Change	Rationale	CAEP Alignment
1	The EC 313 Language and Literacy in ECEDUC 318 Reading Strategies, EDUC 319 Language Arts Strategies, and EDUC 350 Reading Intervention and Assessment course instructors have updated course descriptions, course readings, materials, and assignments to support the research-based Science of Reading practices.	To support North Dakota HB 1388, the EPP updated course descriptions in ELA courses to support the Science of Reading components. Also, the North Dakota Century Code (NDCC 15.1-21-12.1) requires K-3 reading instruction to be based on the "Science of Reading," focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, with systematic teacher training and evidence-based materials for improved literacy outcome. Again, course descriptions, course readings, materials, and assignments have been updated in literacy courses in the Elementary Education program to support the research-based Science of Reading practices.	R1.2
2	EDUC 381 Human Relations and Cultural Diversity course was reduced from 3 credits to 2 credits	The EDUC 381 Human Relations and Cultural Diversity course was reduced from 3 credits to 2 credits to align with North Dakota Century Code and teacher licensure requirements (CHAPTER 15.1-13 Teacher Licensing). Additionally, culturally responsive practices have been intentionally embedded throughout other courses in the program, and this change supports the administration's directive to keep programs as close as possible to the 120-credit minimum for graduation.	R1.2
3	Removal of extra science content course.	The additional science course requirement was removed to align with North Dakota licensure standards outlined in CHAPTER 67.1-02-02 of the Administrative Code. Current regulations require teacher candidates to complete two science courses with accompanying labs, along with a science methods course, rather than three or more science courses. Adjusting our program ensures compliance with state licensure requirements while maintaining rigorous preparation for future educators.	R1.2
4	EDUC 401S Pre-Student Teaching Seminar changed from 0 credits to 1 credit.	EDUC 401S Pre-Student Teaching Seminar was changed from 0 credits to 1 credit to accurately reflect the significant workload and assignments required of students. This seminar is essential for preparing teacher candidates for successful student teaching experience, including completing mandatory forms, understanding MSU requirements, reviewing the Model Code of Ethics for Educators, and learning school policies. Assigning 1 credit ensures the course aligns with academic standards and appropriately recognizes the time and effort students invest in the course assignments.	R1.4

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5	Removed EDUC 400A Part Time Student Teaching and replaced it with EDUC 436A PreK/Kindergarten Field Experience.	The EPP replaced EDUC 400A Part-Time Student Teaching (5 weeks in a Kindergarten classroom) with EDUC 436A PreK/Kindergarten Field Experience in response to changes in North Dakota licensure law. Senate Bill 2332 (2023) removed the statutory requirement for a separate kindergarten student teaching experience, granting the Education Standards and Practices Board (ESPB) greater flexibility in setting licensure criteria. To maintain strong preparation for Early Childhood Educators, the EPP created EDUC 436A to provide targeted Pre-K and Kindergarten field experience while streamlining program requirements in alignment with licensure laws.	R2.3
6	EDUC 436 Kindergarten Methods increased from 2 to 3 credits	To sustain the strength of our teacher preparation program after reducing the Kindergarten classroom field experience to 60 hours, we added an additional course credit. This credit includes structured learning experiences and kindergarten-focused assignments that strengthen candidates' understanding of early learning environments. This adjustment maintains a strong connection between theory and practice while preserving the program's high standards of teacher preparation despite reduced classroom hours.	R1.2
7	MATH 103 College Algebra was removed as required and now MATH 104 Finite Math is required.	MATH 103 College Algebra was removed as a requirement for Elementary Education majors, and the program now requires MATH 104 Finite Math as the designated mathematics course. Faculty determined that MATH 104 Finite Math is more applicable to Elementary Education majors. While Math 103 or higher can still be accepted to demonstrate math competency for Elementary Education majors, NCTQ guidelines require that at least one specific math course be mandated for all candidates. This change ensures compliance with national standards and provides a consistent foundation for elementary math instruction.	R1.2
8	The practicum experience was removed for EDUC 301 Strategies in the Elementary School and a separate 1 credit practicum course, EDUC 352 Elementary Practicum 1, was created. EDUC 301 Strategies in the Elementary School dropped to 2 credits, so the overall credits were not impacted by this change.	The practicum requirement from EDUC 301 Strategies in the Elementary School (dropped from 3 to 2 credits) was removed and placed into a separate course, EDUC 352 Elementary Practicum 1 (1 credit). The purpose of this change was to streamline program structure and improve consistency across methods courses. This change enhanced transferability for students, ensured accurate faculty workload compensation for practicum supervision, and aligned with best practices already in place for other concurrent methods and practicum experiences. EDUC 352 Elementary Practicum 1 provides focused, hands-on classroom engagement where candidates apply instructional strategies learned in their coursework, maintaining the rigor and quality of field experiences.	R2.3

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9	The practicum experience was removed for EDUC 302 Social Studies Strategies and a separate 1 credit practicum course, EDUC 355 Elementary Practicum 2, was created. EDUC 302 Social Studies Strategies dropped to 2 credits, so the overall credits were not impacted by this change.	The EPP removed the practicum requirements from EDUC 302 Social Studies Strategies (dropped from 3 credits to 2 credits) and placed those requirements in a new, 1 credit course called EDUC 355 Elementary Practicum 2. This was done to ensure the program had dedicated practicum courses to provide early childhood candidates with structured, supervised field experiences aligned with their methods coursework. The practicum course allows candidates to work closely with clinical educators, observe professional practice, lead lessons, and demonstrate ethical dispositions while being formally observed by university faculty. Separating these experiences into distinct courses ensures clarity in program requirements, accurate faculty workload allocation, and consistency across practicum expectations.	R2.3
10	The EDUC 350 course title changed from Remedial Reading to Reading Assessment and Intervention.	The course name for EDUC 350 was changed from Remedial Reading to Reading Assessment and Intervention to better reflect the current focus and terminology in literacy education. The previous title suggested a narrow emphasis on remediation, whereas the updated name aligns with evidence-based practices that prioritize assessment-driven instruction and tiered interventions within a Multi-Tiered System of Support (MTSS). The revised description emphasizes scientifically based strategies, progress monitoring, and differentiation for diverse learners, including those with dyslexia and other exceptionalities. This change ensures the course title accurately communicates its comprehensive approach to reading assessment and intervention and its alignment with the North Dakota reading credential requirements.	R1.2
11	EC 320 changed to EC 220	EC 320 Infants and Toddlers was renumbered to EC 220 Infants and Toddlers to facilitate transfer credit acceptance from community colleges and other institutions, as lower-level course numbers (100-200 level) are more widely recognized as foundational courses that transfer seamlessly. Additionally, the course content is more appropriately offered as an introductory-level course, making the 200-level designation a better reflection of the knowledge and skill expectations for students early in their program of study.	R1.2

5. Field & Clinical Experiences: Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Several professional courses provide school-based field experiences under the dual supervision of the responsible University Mentor and selected competent and qualified Field Mentors in P-12 schools. Clinical Experiences/Student Teaching Experiences are an integral part of the professional education program designed to help candidates understand the relationship between classroom theory and its application to practice. A distinguishing feature of the Early Childhood degree program is the required field placement in Birth to Pre-



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Kindergarten settings. This early childhood component ensures candidates gain essential hands-on experience with the youngest learners, developing specialized competencies in early childhood development, early intervention strategies, and developmentally appropriate practices for infants, toddlers, and preschool-aged children. This Birth to Pre-K placement requirement is a unique part of the program and prepares candidates to work effectively across the full developmental spectrum from birth through grade 3 as well as aligning with licensure grade/age bands. The Director of Student Placement monitors experiences, ensuring candidates are assigned to multiple settings, increasing the number and types of diverse P-12 students with whom candidates interact. This includes placements in early childhood centers, preschool programs, Head Start facilities, and other Birth to Pre-K environments to ensure comprehensive exposure to early learning contexts. Information on experiences is managed through the Field Placement database to assist in making informed decisions about where to place candidates. It is not likely that candidates will be placed in schools they attended. Selection for experiences is made balancing factors such as school diversity, recommendations from district administrators, travel time & distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family). The following table outlines the required field and clinical experiences that Early Childhood BSEd degree seekers participate in:

Program On campus = (OC) Online = (OL)	Early Field Experiences Observation = (O) Practicum = (P)	Final Clinical Experience (Student Teaching)	Total Hours
Early Childhood (OC and OL)	EDUC 250 – 25 virtual hours (O) EDUC 211 – 8 hours (O) HPER 315 – 8 hours (O), 2 hours (P) EC 313 – 8 hours (P) EC 220 – 9 hours (P) EC 376 – 20 hours (P) EDUC 352 – 30 hours (P) EDUC 355 – 30 hours (P) EDUC 436A – 60 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 1-3; 600 hours	800



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SECTION II: RESPONSE TO STANDARDS

- 1. Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.

The prior review identified no areas of weakness. According to the Report to State Team (March 2019), the ESPB Content Expert Recommendation rated all standard components for Early Childhood Education (50037) as "Met".

- 2. Course/Assessment Matrix:**

All course syllabi and aligned assessments can be found here: [Early Childhood Education BSEd](#)



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SECTION III: ADDRESSING THE STANDARDS

State Standard	Course Prefix and Title	Assessment
<p>50037.1: Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.</p> <ul style="list-style-type: none"> • 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. • 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. • 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. 	EC 220 Infants and Toddlers EC 313 Language & Literacy in ECE EC 333 Pre-K Methods/Materials EC 335 Art/Music and Play in ECE EDUC 301 Strategies in Elementary Schl EDUC 302 Soc Studies Strat in Elem Schl EDUC 318 Reading in the Elem Schl EDUC 319 Lang Arts in the Elem Schl EDUC 350 Reading Assess & Intervention EDUC 380 Tchg English Lang Learners EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching-1st, 2nd, 3rd EDUC 401 Elctrnc Portfolio/Assess/Semin EDUC 436 Kindergarten Methods EDUC 436A Pre-K Field Experience EC 210 Introduction to ECE EC 211 Observ/Assess/Interpret Tech EC 336 Soc & Emotion Dvlp Guid in ECE EC 376 Field Experience in ECE PSYC 255 Child & Adolescent Psychology	<ul style="list-style-type: none"> • Praxis Content Exam • EDUC 301/318 STOT Evaluation • EDUC 390 Key Assessment • EDUC 400 STOT Evaluation • EDUC 401 Capstone Portfolio



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| <ul style="list-style-type: none">• 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. | | |
|---|--|--|

Narrative: To support teacher candidates in developing comprehensive understanding of child development and learning in context (Standard 50037.1), the Early Childhood Education program provides a carefully sequenced curriculum that builds foundational knowledge across the developmental period from birth through age eight. Beginning with EC 210 Introduction to Early Childhood, candidates explore the physical, social, emotional, language, cognitive, and aesthetic development of all young children, with particular emphasis on each child's characteristics as both learners and individuals with unique developmental differences. This foundation is broadened through PSYC 255 Child and Adolescent Psychology, which extends the developmental lens from conception to early adulthood while placing special emphasis on students from diverse backgrounds.

The program then deepens candidates' understanding of early developmental stages through EC 220 Infants and Toddlers, which focuses specifically on children ages 12-30 months and examines how cultural beliefs and values shape infant/toddler care practices. Building on this developmental foundation, the program addresses linguistic development and multilingual contexts through an integrated sequence of courses. EC 313 Language & Literacy and EDUC 319 Language Arts examine second-language development while emphasizing the importance of preserving a child's home language as a foundation for learning. This literacy focus continues through EDUC 318 Reading in the Elementary School and EDUC 350 Reading Assessment and Intervention, which support candidates' understanding of literacy development processes and prepare them to meet the needs of special populations, including English Language Learners and students with dyslexia. Finally, EC 335 Art, Music, and Play explores creative and aesthetic development by examining the critical role of play, music, movement, and creative arts in children's holistic development.

Building upon this developmental knowledge, Early Childhood Education teacher candidates learn to understand and support each child across varying environments through hands-on application and evidence-based strategies. In EC 211 Observation and Assessment, candidates complete observational assessment tools in early childhood classrooms, practicing the systematic observation process to understand individual developmental variations in their case-study child. EC 333 Pre-K Methods/Materials, EDUC 436 Kindergarten Methods, EDUC 301 Strategies in the Elementary School, and EDUC 302 Social



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Studies Strategies prepare candidates to consider each child's cultural background, family influences, learning styles, diverse needs, and individual approaches to learning when designing developmentally appropriate activities and instruction. EC 336 Social and Emotional Development and Guidance examines both typical and atypical social-emotional development, while EDUC 390 Special Needs in an Inclusive Environment and EDUC 380 Teaching English Language Learners prepare candidates to work collaboratively with diverse learners and respect individual strengths and needs within inclusive settings. Throughout field experiences in EC 376 Field Experience and EDUC 436A PreK/Kindergarten Field Experience, and culminating in EDUC 400 Student Teaching, candidates apply this multidimensional knowledge to make evidence-based decisions that support each child's development within their family, cultural, linguistic, and community contexts. The program's commitment to reflective practice is reinforced through EDUC 401 Electronic Portfolio and Seminar, where candidates demonstrate their growth in understanding diversity, differentiated instruction, and evidence-based decision making as reflective practitioners.

The Early Childhood Education BSEd program has designed an assessment system to measure mastery of Standard 50037.1 through multiple aligned assessments across their program. The Praxis PLT and Content Exams provide standardized measures of candidates' foundational knowledge of child development, learning processes, instructional practices, and working with diverse learners—core competencies essential to understanding development from birth through age eight. The EDUC 301/318 STOT Evaluation, administered early in the program, establishes a baseline for Early Childhood BSEd candidates' ability to apply developmental knowledge in practice, while the EDUC 400 Student Teaching STOT Evaluation measures their growth in implementing evidence-based decisions that support each child's individual developmental needs within authentic classroom contexts. The EDUC 390 Key Assessment specifically evaluates Early Childhood BSEd candidates' ability to recognize developmental variations and implement targeted strategies through the five-step problem-solving process, requiring candidates to identify learner assets and needs, then develop and refine evidence-based interventions that support individual children's cognitive, social-emotional, and executive functioning development. Finally, the EDUC 401 Capstone Portfolio serves as a culminating demonstration of candidates' ability to integrate their multidimensional knowledge of child development, individual variations, and cultural contexts, requiring them to articulate through artifacts and reflective rationales how they make evidence-based decisions that support each child's learning and development within their unique family, cultural, linguistic, and community contexts. Together, these assessments ensure Early Childhood BSEd candidates can demonstrate both theoretical understanding and practical application of child development knowledge across diverse educational settings.



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<p>50037.2: Family–Teacher Partnerships and Community Connections</p> <p>Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.</p> <ul style="list-style-type: none"> • 2a: Know about, understand, and value the diversity of families. • 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. • 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. 	<p>EC 338 Home, Schl, Commun Relations EDUC 302 Soc Studies Strat in Elem Schl EDUC 318 Reading in the Elem Schl EDUC 319 Lang Arts in the Elem Schl EDUC 350 Reading Assess & Intervention EDUC 436 Kindergarten Methods EDUC 436A Pre-K Field Experience EDUC 380 Tchg English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 400 Student Teaching-1st, 2nd, 3rd EDUC 401 Elctrnc Portfolio/Assess/Semin PSYC 255 Child & Adolescent Psychology</p>	<ul style="list-style-type: none"> • Praxis Content Exam • PLT Exam • EDUC 400 STOT Evaluation • EDUC 401 Capstone Portfolio • EDUC 381 Key Assessment
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Narrative: The Early Childhood program prepares teacher candidates to meet Standard 50037.2 by developing a comprehensive understanding of how to value and collaborate with diverse families through coursework that addresses the multifaceted nature of family-teacher partnerships. EC 338 Home, School, Community Relations serves as the cornerstone course for addressing Standard 50037.2, focusing specifically on building relationships with children and their families,



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applying family system theories, and establishing positive collaborative relationships that respect the diversity of individual families through role plays and case studies. This foundation is strengthened by EDUC 381 Human Relations and Cultural Diversity, which directly supports Standard 50037.2 by engaging candidates in analyzing socio-cultural dimensions that influence the educational process based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area, and particularly the Native American tribes of North Dakota. PSYC 255 Child and Adolescent Psychology reinforces understanding of Standard 50037.2 by placing special emphasis on the development of diverse students, while EDUC 380 Teaching English Language Learners prepares candidates to make instructional decisions that respect the individual strengths and needs of language learners and their families. Throughout methods courses including EDUC 302 Social Studies Strategies, EDUC 318 Reading in the Elementary School, EDUC 319 Language Arts, EDUC 350 Reading Assessment and Intervention, and EDUC 436 Kindergarten Methods, candidates learn to consider diverse family backgrounds and cultural contexts when designing instruction that meets the needs of all learners.

In addition, Early Childhood Education program emphasizes practical application of Standard 50037 through field experiences and authentic learning opportunities that foster respectful partnerships and community connections. In EC 338, candidates explore various communication strategies with families and learn to provide information about family-oriented services designed to support identified family and student needs, directly addressing Standard 50037.2's emphasis on using community resources to support children and families and building partnerships between early learning settings and community organizations. Field experiences in EDUC 436A PreK/Kindergarten Field Experience and the culminating EDUC 400 Student Teaching placement provide candidates with opportunities to observe and practice respectful, reciprocal relationships while building important community connections. EDUC 318 and EDUC 319 include diverse field experiences that merge theory with practice, allowing candidates to work directly with families from various backgrounds and apply Standard 50037.2 principles. The Early Childhood Education program's commitment to partnership and community engagement is demonstrated through EDUC 401 Electronic Portfolio, Assessment, and Seminar, where candidates present evidence of their work with diversity and differentiated instruction, showcasing their growth as reflective practitioners who understand that successful early childhood education depends upon educators' partnerships with families and communities.

The Early Childhood Education program has a series of assessments to measure candidates' proficiency in Standard 50037.2. The purpose of each assessment is to evaluate candidates' ability to build family-teacher partnerships and community connections. The Praxis PLT and Content Exams provide standardized measures of candidates' knowledge regarding diverse learners and family engagement principles essential to understanding the diversity of families and the importance of partnerships in early childhood education. The EDUC 381 Key Assessment—Philosophy of Diversity Paper specifically evaluates candidates' understanding of family diversity and their commitment to creating respectful, responsive relationships with families from various backgrounds, directly measuring



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their readiness to value and collaborate with diverse families as outlined in Standard 50037.2. The EDUC 400 Student Teaching STOT Evaluation measures candidates' ability to implement family partnerships in authentic classroom settings, assessing their skills in communicating with families, engaging parents as partners in their children's learning, and utilizing community resources to support young children and families. The EDUC 401 Capstone Portfolio serves as a culminating demonstration of candidates' ability to integrate their understanding of family-teacher partnerships, requiring them to present artifacts and reflective rationales that document their growth in building respectful, reciprocal relationships with families and their ability to connect early learning settings with community organizations and agencies. Together, these assessments ensure candidates can apply theory to practice in terms of the collaborative partnerships with families and communities that are essential to successful early childhood education.



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<p>50037.3: Child Observation, Documentation, and Assessment Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.</p> <ul style="list-style-type: none"> • 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. • 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools. • 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child. • 3d: Build assessment partnerships with families and professional colleagues. 	<p>EDUC 301 Strategies in Elementary Schl EDUC 318 Reading in the Elem Schl EDUC 350 Reading Assess & Intervention EDUC 436 Kindergarten Methods EC 211 Observ/Assess/Interpret Tech EC 376 Field Experience in ECE EDUC 272 Educational Technology EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching-1st, 2nd, 3rd EDUC 436A Pre-K Field Experience EDUC 401 Elctrnc Portfolio/Assess/Semin EDUC 422 Educational Assessment</p>	<ul style="list-style-type: none"> • Praxis Content Exam • PLT Exam • EDUC 400 STOT Evaluation • EDUC 401 Capstone Portfolio
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Narrative: The Early Childhood Education program prepares teacher candidates to meet Standard 50037.3 by developing their understanding that the primary purpose of assessments is to inform instruction and planning in early learning settings. EC 211 Observations, Assessment, and Interpretation Techniques serves as the foundational course for Standard 50037.3, providing candidates with specialized knowledge of developmental assessment across physical, motor, affective, social, cognitive, and language domains through the lenses of Developmentally Appropriate Practices and Early Childhood Standards. EDUC 422 Educational Assessment reinforces Standard 50037.3 by focusing on how candidates understand and implement a range of assessment tools for desired learning results, including formative and summative assessment approaches, and use assessment results to improve teaching and learning through data-based decision-making.



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EDUC 350 Reading Assessment and Intervention directly addresses Standard 50037.3 by providing candidates with scientifically based, research-based assessment and diagnostic practices, including Multi-Tiered Systems of Support (MTSS), progress monitoring techniques, and assessment strategies that support struggling readers, English Language Learners, and students with dyslexia and other exceptionalities. EDUC 318 Reading in the Elementary School and EDUC 436 Kindergarten Methods further develop candidates' knowledge of assessment types and tools by emphasizing developmentally appropriate assessment skills including reading ability assessments, readiness evaluations, observations, and checklists that align with Standard 50037.3 requirements.

Expanding on core assessment principles, Early Childhood Education Program emphasizes practical application of Standard 50037.3 through field experiences and authentic assessment practices that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate. EDUC 301 Strategies in the Elementary School prepares candidates to implement research-based assessment strategies while creating inclusive learning environments that meet diverse student needs. EDUC 390 Special Needs in an Inclusive Environment addresses the standard by teaching candidates to assess intra-individual and inter-individual differences, read and modify curricula according to IEPs, and use universal design assessment techniques that support all learners. EDUC 272 Educational Technology enhances assessment capabilities by developing proficiencies in using educational technologies to support assessment practices as outlined in Standard 50037.3. Field experiences in EC 376 Field Experience in ECE, EDUC 436A PreK/Kindergarten Field Experience, and EDUC 400 Student Teaching provide opportunities for candidates to practice assessment partnerships with families and professional colleagues, while collecting and analyzing data on student learning and engagement. The program's commitment to comprehensive assessment understanding culminates in EDUC 401 Electronic Portfolio, Assessment, and Seminar, where candidates present evidence of their assessment competencies and document their progress toward proficiency in using assessment to inform instruction and planning as outlined in Standard 50037.3

To measure candidates' proficiency of Standard 50037.3, the Early Childhood BSEd program uses assessments that evaluate candidates' understanding and application of observation, documentation, and assessment practices. The Praxis PLT and Content Exams provide standardized measures of candidates' foundational knowledge of assessment principles, including formal and informal assessment methods, their purposes, and appropriate uses in early learning settings which are essential competencies for understanding that assessments primarily inform instruction and planning. The EDUC 400 Student Teaching STOT Evaluation measures candidates' ability to implement developmentally, culturally, and linguistically appropriate assessment practices in authentic classroom contexts, evaluating their skills in using observation and documentation tools, analyzing assessment data, and using findings to plan learning experiences that promote positive outcomes for each child as required by Standard 50037.3. The EDUC 401 Capstone Portfolio serves as a culminating demonstration of candidates' assessment competencies, requiring them to present artifacts and reflective rationales that document their proficiency in using various assessment approaches and



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tools, building assessment partnerships with families and professional colleagues, and using assessment data to document individual children's progress and inform instructional decisions. This collection of assessments ensures candidates can demonstrate theory and practice grounded in developmentally appropriate assessment strategies that support each child's learning and development.



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<p>50037.4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p> <p>Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.</p> <ul style="list-style-type: none"> • 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children. • 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. • 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. 	<p>EC 220 Infants and Toddlers EC 313 Language & Literacy in ECE EC 333 Pre-K Methods/Materials EC 335 Art/Music and Play in ECE EC 338 Home, Schl, Commun Relations EDUC 301 Strategies in Elementary Schl EDUC 302 Soc Studies Strat Elem Schl EDUC 318 Reading in the Elem Schl EDUC 319 Lang Arts in the Elem Schl EDUC 350 Reading Assess & Intervention EDUC 436 Kindergarten Methods EDUC 436A Pre-K Field Experience EC 210 Introduction to ECE EC 336 Soc & Emotion Dvlp Guid in ECE EDUC 250 Introduction To Education EDUC 272 Educational Technology EDUC 290 Theories of Learning & Mgmt EDUC 380 Tchg English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 400 Student Teaching-1st, 2nd, 3rd () EDUC 401 Elctrnc Portfolio/Assess/Semin PSYC 255 Child & Adolescent Psychology</p>	<ul style="list-style-type: none"> • Praxis Content Exam • PLT Exam • EDUC 301/318 STOT Evaluation • EDUC 381 Key Assessment • EDUC 400 STOT Evaluation • EDUC 401 Capstone Portfolio
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Narrative: Early Childhood Education candidates develop a foundational understanding of Standard 50037.4's emphasis on positive, caring, supportive relationships beginning in EC 210 Introduction to ECE, where they study child development through the lenses of Developmentally Appropriate Practices and Ethical Practices in Early Childhood. This foundation is reinforced in PSYC 255 Child and Adolescent Psychology, which covers cognitive, physiological, social, and emotional development with special emphasis on diversity. Building on this knowledge, EC 336 Social & Emotional Development & Guidance teaches candidates to understand social-emotional development and apply developmentally appropriate guidance techniques that build positive self-esteem and supportive systems for all learners.

Candidates further develop cultural and linguistic responsiveness through EDUC 380 Teaching English Language Learners and EDUC 381 Human Relations and Cultural Diversity, courses that prepare them to make instructional decisions respecting individual strengths and to analyze socio-cultural dimensions including ethnicity, race, language, and Native American tribal influences. These anti-bias and evidence-based approaches required by Standard 50037.4 are enhanced through EC 313 Language & Literacy, which emphasizes preserving children's home languages while enhancing literacy skills, and EC 338 Home, School, and Community Relations, which teaches candidates to affirm and respect family diversity while building collaborative relationships. Finally, EDUC 250 Introduction to Education and EDUC 290 Theories of Learning and Management provide the theoretical foundations for understanding how learning occurs and how to create optimal learning environments that support the complex enterprise of teaching and learning.

Skills necessary for meeting individual needs are developed through comprehensive methods courses that emphasize play as a core teaching practice, differentiated instruction, and the importance of learning environments that blend self-directed play, guided play, and direct instruction. Candidates learn to use playful learning as an intentional teaching strategy in which children engage in meaningful academic exploration through both free play and teacher-guided activities. This approach recognizes that play and learning are not opposing forces but work together as playful learning, emphasizing the importance of learning environments that blends self-directed and guided learning, allowing educators to meet standards-based goals while maintaining child agency and joy in learning. Developmental foundations begin with EC 220 Infants and Toddlers, which focuses on the importance of play and developmentally appropriate materials for very young children. Building on this foundation, EC 333 Pre-K Methods/Materials and EC 335 Art, Music, and Play emphasize play's central role in development and provide strategies for creating developmentally appropriate curricula across various domains in alignment with Standard 50037.4.

Universal design principles outlined in Standard 50037.4 are further addressed through a sequence of methods courses: EDUC 301 Strategies in the Elementary School, EDUC 302 Social Studies Strategies, EDUC 318 Reading in the Elementary School, EDUC 319 Language Arts, and EDUC 436 Kindergarten Methods.



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These courses collectively prepare candidates to implement research-based instructional strategies, differentiated instruction, and evidence-based practices that meet diverse learner needs. Supporting this work, EDUC 272 Educational Technology develops technology integration skills, while EDUC 350 Reading Assessment and Intervention provides systematic approaches for supporting struggling readers and English Language Learners.

Practical application of Standard 50037.4 occurs through field experiences in EDUC 436A PreK/Kindergarten Field Experience and EDUC 400 Student Teaching, where candidates demonstrate professional dispositions, lead lessons, and apply culturally responsive teaching practices. Finally, EDUC 401 Electronic Portfolio, Assessment, and Seminar serves as the capstone experience where candidates present evidence of their competency in implementing developmentally, culturally, and linguistically appropriate teaching practices.

The Early Childhood BSEd program's assessment system evaluates candidates' mastery of Standard 50037.4 through multiple assessments that measure candidates' ability to implement developmentally, culturally, and linguistically appropriate teaching practices. The Praxis PLT and Content Exams provide standardized measures of candidates' foundational knowledge of child development, diverse learners, and instructional processes which are core competencies essential to understanding the complex enterprise of teaching and learning with young children across varied settings and developmental stages. The EDUC 301/318 STOT Evaluation, administered early in the program, establishes a baseline for candidates' ability to demonstrate positive, caring, supportive relationships and interactions as the foundation of their work with young children, while the EDUC 400 Student Teaching STOT Evaluation measures their growth in implementing culturally responsive teaching practices and differentiating instruction to meet individual needs in authentic classroom contexts. The EDUC 381 Key Assessment—Philosophy of Diversity Paper specifically evaluates candidates' commitment to anti-bias, culturally and linguistically relevant teaching approaches, requiring them to articulate their philosophy for creating inclusive learning environments that respect and value diversity. The EDUC 401 Capstone Portfolio serves as a culminating demonstration of candidates' ability to integrate their broad repertoire of developmentally appropriate teaching skills, requiring them to present artifacts and reflective rationales that document their competency in using play as a core teaching practice, supporting executive function development, and implementing universal design principles that ensure meaningful learning experiences for all children. In closing, these assessments ensure candidates can demonstrate both theoretical understanding and practical application of the responsive, evidence-based teaching practices essential to supporting young children's learning development.



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<p>50037.5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p> <p>Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.</p> <ul style="list-style-type: none"> • 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. • 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area. • 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the 	<p>EC 220 Infants and Toddlers EC 333 Pre-K Methods/Materials EDUC 301 Strategies in Elementary Schl EDUC 302 Soc Studies Strat in Elem Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elem Schl EDUC 319 Lang Arts in the Elem Schl EDUC 350 Reading Assess & Intervention EDUC 436 Kindergarten Methods EDUC 436A Pre-K Field Experience HPER 315 Movement Ed in Early Child MATH 277 Math for Element Teachers EDUC 326 Sci Strategies for Elem Tchrs EC 211 Observ/Assess/Interpret Tech EC 376 Field Experience in ECE EDUC 290 Theories of Learning & Mgmt EDUC 380 Tchg English Lang Learners EDUC 400 Student Teaching-1st, 2nd, 3rd EDUC 401 Elctrnc Portfolio/Assess/Semin</p>	<ul style="list-style-type: none"> • Praxis Content Exam • PLT Exam • EDUC 301/318 STOT Evaluation • EDUC 400 STOT Evaluation • EDUC 401 Capstone Portfolio
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disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.		
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Narrative: Comprehensive content knowledge required by Standard 50037.5 is developed through discipline-specific courses that address the central concepts, methods, and tools of inquiry across all academic areas in the early childhood curriculum. MATH 277 Mathematics for Elementary Teachers provides foundational content knowledge in problem solving, numeration systems, number theory, geometry, probability, statistics, measurement, and algebra using manipulatives and technology, while EDUC 307 Math Strategies builds pedagogical content knowledge for implementing research-based mathematics teaching strategies that promote conceptual understanding. Literacy content knowledge is addressed through EDUC 318 Reading in the Elementary School and EDUC 319 Language Arts, which explore scientifically based literacy practices, cognitive processes in reading, and the reciprocal relationship between reading and writing across developmental stages. EDUC 302 Social Studies Strategies and EDUC 326 Science Strategies prepare candidates with content knowledge in their respective disciplines while emphasizing inquiry-based learning, crosscutting concepts in science and engineering, and critical thinking skills. Physical education content knowledge is developed through HPER 315 Movement Education in Early Childhood, which focuses on developmentally appropriate movement education and child development as it relates to physical activity. EDUC 350 Reading Assessment and Intervention strengthens content knowledge by exploring Multi-Tiered Systems of Support and evidence-based interventions for diverse learners, while EDUC 380 Teaching English Language Learners provides specialized content knowledge for supporting language learners across all disciplines.

Application and integration of content knowledge as outlined in Standard 50037.5 occurs through methods courses and field experiences that emphasize pedagogical content knowledge and curriculum development. EC 220 Infants and Toddlers and EC 333 Pre-K Methods/Materials demonstrate how to integrate content across curriculum areas including science, math, arts, music, movement, literacy, and social studies while considering cultural backgrounds and individual needs. EDUC 290 Theories of Learning and Management provides the theoretical foundation for understanding how young children learn and process information in each discipline. EDUC 301 Strategies in the Elementary School and EDUC 436 Kindergarten Methods integrate content knowledge with research-based instructional strategies, assessment practices, and differentiated instruction to ensure learning experiences are stimulating, challenging, and meaningful. Field experiences in EC 376 Field Experience in ECE, EDUC 436A PreK/Kindergarten Field Experience, and EDUC 400 Student Teaching provide opportunities for candidates to apply and modify their teaching practices by integrating content knowledge across disciplines in authentic classroom settings. EDUC 401 Electronic Portfolio, Assessment, and Seminar serves as the culminating experience where candidates present evidence of their ability to apply, expand, integrate, and update their content knowledge and pedagogical practices in alignment with Standard 50037.5, demonstrating their readiness to make informed decisions about curriculum development, implementation, and evaluation that ensures meaningful learning for each child.



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The Early Childhood program measures candidates' knowledge of Standard 50037.5 through multiple assessments that evaluate content knowledge and ability to integrate academic disciplines in the early childhood curriculum. The Praxis Content Exam specifically assesses candidates' knowledge of the central concepts, methods of inquiry, and structures across all academic disciplines including language and literacy, mathematics, science, social studies, and the arts; essential content knowledge required for implementing comprehensive early childhood curricula. The Praxis PLT Exam evaluates pedagogical content knowledge, measuring candidates' understanding of how young children learn and process information in each discipline and their ability to use learning trajectories to inform practice. The EDUC 301/318 STOT Evaluation, administered early in the program, establishes a baseline for candidates' ability to apply content knowledge through research-based instructional strategies, while the EDUC 400 Student Teaching STOT Evaluation measures their growth in making spontaneous and planned learning decisions that integrate content across disciplines in authentic classroom settings. The EDUC 401 Capstone Portfolio serves as a culminating demonstration of candidates' ability to apply, expand, and integrate their content knowledge, requiring them to present artifacts and reflective rationales that document their proficiency in using early learning standards and other resources to develop, implement, and evaluate curriculum that ensures stimulating, challenging, and meaningful learning experiences for each child. These series of assessments work together to ensure Early Childhood Education candidates possess both deep content knowledge across academic disciplines and the pedagogical expertise to modify teaching practices by applying and updating their content and pedagogical knowledge in response to children's learning needs.



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<p>50037.6: Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</p> <ul style="list-style-type: none"> • 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. • 6b: Know about and uphold ethical and other early childhood professional guidelines. • 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues. • 6d: Engage in continuous collaborative learning to inform practice. • 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. 	<p>EC 220 Infants and Toddlers EC 322 Admin & Leadership in ECE EC 338 Home, Schl, Commun Relations EDUC 301 Strategies in Elementary Schl EDUC 302 Soc Studies Strat Elem Schl EDUC 318 Reading in the Elem Schl EDUC 319 Lang Arts in the Elem Schl EDUC 350 Reading Assess/Intervention EC 210 Introduction to ECE EDUC 250 Introduction To Education EDUC 272 Educational Technology EDUC 380 Tchg English Lang Learners EDUC 436A Pre-K Field Experience EDUC 400 Student Teaching-1st, 2nd, 3rd EDUC 401 Elctrnc Portfolio/Assess/Semin EDUC 401S Pre-Student Teaching Seminars</p>	<ul style="list-style-type: none"> • Praxis Content Exam • PLT Exam • EDUC 301/318 STOT Evaluation • EDUC 400 STOT Evaluation • EDUC 401 Capstone Portfolio
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Narrative: Professionalism and advocacy development begins for Early Childhood Education candidates in their first course, EC 210 Introduction to ECE, where candidates learn about early childhood professional pathways and study ethical practices in early childhood, providing the foundation for identifying with the



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profession and serving as informed advocates. EDUC 250 Introduction to Education introduces candidates to the professionalism of teaching and the structure of educational systems, while EC 322 Administration & Leadership in ECE specifically develops leadership skills and knowledge of quality childcare research that supports advocacy for young children and families. Ethical guidelines and professional standards are addressed through EDUC 401S Pre-Student Teaching Seminars, which covers the Model Code of Ethics for Educators and K-12 school policies essential for developing professional relationships. Professional communication skills required by Standard 50037.6 are developed through EC 338 Home, School, and Community Relations, which teaches candidates to establish collaborative relationships with families and communicate effectively with other professionals and agencies, and EC 220 Infants and Toddlers, which emphasizes collaborating with parents and exploring cultural beliefs related to infant/toddler care. EDUC 272 Educational Technology helps develop candidates' proficiencies in technology-focused communication strategies that support student learning and professional collaboration.

Continuous, collaborative learning emphasized in Standard 50037.6 is fostered through methods courses including EDUC 301 Strategies in the Elementary School, EDUC 302 Social Studies Strategies, EDUC 318 Reading in the Elementary School, EDUC 319 Language Arts, and EDUC 350 Reading Assessment and Intervention, which include field experiences that merge theory with practice and emphasize collaborative learning approaches. EDUC 380 Teaching English Language Learners extends this collaborative learning by preparing candidates to work with diverse populations and respect individual strengths and needs. Reflective and intentional practice is cultivated through multiple courses, with EDUC 318 and EDUC 319 incorporating reflective reading and writing instruction research, and EDUC 436A PreK/Kindergarten Field Experience requiring candidates to reflect on their experiences and analyze professional teaching practices. The culminating experience in EDUC 400 Student Teaching provides candidates with opportunities to demonstrate professional dispositions and engage in service-learning projects that support advocacy for children and families. EDUC 401 Electronic Portfolio, Assessment, and Seminar serves as the capstone for Standard 50037.6, where candidates present evidence of their development as reflective practitioners and document their progress toward proficiency in professional standards, while participating in seminars that provide collegial sharing and discussion essential for sustaining professional growth and the habit of reflective practice.

Assessments throughout the Early Childhood BSEd program evaluate candidates' development of professionalism as early childhood educators, measuring their growth as advocates, ethical professionals, and reflective practitioners. The Praxis PLT and Content Exams provide standardized measures of candidates' understanding of professional issues, ethical considerations, and the role of educators as advocates for young children, families, and the profession—foundational knowledge essential to identifying as members of the early childhood profession. The EDUC 301/318 STOT Evaluation, administered early in the program, establishes a baseline for candidates' professional communication skills and collaborative practices, while the EDUC 400 Student Teaching STOT Evaluation



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measures their growth in demonstrating professional dispositions, engaging in service-learning projects, and serving as advocates for children and families in authentic educational settings. The EDUC 401 Capstone Portfolio serves as the culminating demonstration of candidates' professional development, requiring them to present comprehensive evidence of their journey as reflective practitioners through artifacts and rationales that document their understanding of ethical guidelines, their ability to use professional communication strategies including technology-mediated approaches, and their commitment to continuous, collaborative learning. The portfolio presentation itself exemplifies professional communication skills and collegial sharing essential to the profession, while the accompanying seminar discussions foster the habit of reflective and intentional practice required by Standard 50037.6. Overall, these assessments ensure candidates have developed their professional identity, ethical grounding, communication competencies, and reflective practices necessary to serve as informed advocates and sustain professional growth throughout their careers as early childhood educators.



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SECTION IV: EVIDENCE OF MEETING THE STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables 1.A-1.D described below in 4a and provide information requested related to the two-four additional assessments you selected in 2.

1. Required Assessments

1. A Praxis II: Content Test: Complete Table 1.A

Praxis II Content: Early Childhood Education Content Exam					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	Early Childhood Education (5025)	156	19	169	90%
2023 – 2024	Early Childhood Education (5025)	156	15	168	93%
2024 – 2025	Early Childhood Education (5025)	156	5	162	60%

1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B

Praxis II: Principles of Learning & Teaching: Early Childhood					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	PLT Early Childhood (5621)	157	19	165	90%
2023 – 2024	PLT Early Childhood (5621)	157	15	166	93%
2024 – 2025	PLT Early Childhood (5621)	157	5	157	60%

1. C Cumulative GPA at the point of completion: Complete Table 1.C

Cumulative GPA at Completion			
Year	N (number of candidates)	Overall Average GPA	Range of GPA
2022 – 2023	19	3.42	2.86 - 3.97
2023 – 2024	15	3.55	2.90 - 4.00
2024 – 2025	5	3.48	3.20 - 3.99



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1. D Student Teaching Performance (Clinical Experience) Evaluation

EDUC 400 – InTASC/STOT Evaluation (SLO 2)

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered during the final semester of the teacher candidates' program, student teaching. The STOT evaluation is completed by the candidate, their student teaching university supervisor, and their cooperating teacher.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 3.0 or higher

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	19	Cooperating Teacher	3.14	3.00
	19	University Supervisor	3.44	3.00
	19	Self	3.26	3.00
2023-2024	15	Cooperating Teacher	3.32	3.00
	15	University Supervisor	3.20	3.00
	15	Self	3.39	3.00
2024-2025	5	Cooperating Teacher	3.36	3.00
	5	University Supervisor	3.09	3.00
	5	Self	3.36	3.00

2. Additional Assessments.

2a – Pre-student Teaching Practicum Evaluations

Beginning of Program (EDUC 301/318) STOT Evaluation

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered at the beginning of the teacher candidates' program. The STOT evaluation is completed by the candidate, their mentor teacher, and their course instructor.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 2.5 or higher

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	12	Field Mentor	3.58	2.5
	15	Instructor	2.93	2.5
	14	Self	2.61	2.5
2023-2024	5	Field Mentor	3.2	2.5
	9	Instructor	2.94	2.5
	8	Self	2.75	2.5
2024-2025	14	Field Mentor	3.59	2.5
	14	Instructor	2.94	2.5
	14	Self	3.37	2.5



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2b – Key Performance Task

EDUC 390 Key Assessment – Five Step Problem Solving Process

Description: The purpose of this assessment is to scaffold the thinking, skills, and attitudes of teacher candidates with the goal to recognize the assets and needs of learners. The five-step problem-solving process is developed to support the learner's inability to use the following skills: plan and problem solve, use short and long-term memory skills, organization, focusing attention, or impulse control and self-monitoring. The teacher candidate will choose strategies that will be implemented to support and develop the lacking skills of the learner to ensure academic success in the classroom. The repetition of this assignment, completed six times throughout the semester, allows for a teacher candidate to refine and master the five-step problem-solving process.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target Score: 25 points or higher out of 30 points based on rubric scores using proficiency scale

Year	N = # number of candidates	Results	Target Score
2022 – 2023	5	28.8	25
2023 – 2024	7	27.71	25
2024 - 2025	10	28.1	25

2c - Capstone Project

EDUC 401 – Capstone Portfolio: Checkpoint 3 (SLO 2)

Description: The purpose of the Capstone Portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards. Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation support teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates create this professional portfolio throughout their teacher education program within their TaskStream account. The final Capstone Portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 401-Electronic Portfolio Assessment and Seminar.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target Score: 3.0

Year	N = # number of candidates	Evaluator	Overall Average	Target Score
2022 – 2023	19	Reconciled	3.43	3.00
		No Self Eval	N/A	N/A
2023 – 2024	15	Reconciled	3.39	3.00
		Self	3.37	3.00
2024 - 2025	5	Reconciled	3.5	3.00
		Self	3.08	3.00



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2d - Employer survey results related to content knowledge

Supervisor Survey

Description: The Supervisor Survey asks those who supervise first-year teachers, their employers, to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. The survey is administered to direct supervisors of teacher education graduates employed in schools as teachers approximately one year after the completers completed their preparation programs.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

Year	Supervisor Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023	Effectively teach the subject matter in my licensure area.	3	3.67
2023 – 2024		8	3.63
2024 – 2025		8	3.33
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	3	3.67
2023 – 2024		8	3.38
2024 – 2025		8	3.33
2022 – 2023	Help students develop critical thinking processes.	3	3.33
2023 – 2024		8	3.38
2024 – 2025		Item removed	
2022 – 2023	Help students develop skills to solve complex problems.	3	3.33
2023 – 2024		8	3.38
2024 – 2025		8	3.00
2022 – 2023	Make interdisciplinary connections among core subjects.	3	4.00
2023 – 2024		8	3.13
2024 – 2025		Item removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	3	3.50
2023 – 2024		8	3.14
2024 – 2025		8	3.33
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	3	3.67
2023 – 2024		8	3.50
2024 – 2025		8	3.33
2022 – 2023	Connect core content to students' real-life experiences.	3	4.00
2023 – 2024		8	3.38
2024 – 2025		8	3.67
Overall Item Average			3.46



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2e - Graduate survey results related to content knowledge

Transition to Teaching Survey

Description: The Transition to Teaching Survey captures the experiences and perspectives of early-career educators as they navigate their initial years in the profession, providing valuable data on the effectiveness of their preparation programs. This instrument measures new teachers' self-assessment of their preparedness across various teaching competencies, identifying both strengths and gaps in their preparation related to instructional practices, ability to work with diverse learners, ability to establish positive classroom environments, and levels of professionalism.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

Year	Transition to Teaching Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023	Effectively teach the subject matter in my licensure area.	2	4.0
2023 – 2024		13	3.75
2024 – 2025		9	4.0
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	2	4.0
2023 – 2024		13	3.92
2024 – 2025		9	4.0
2022 – 2023	Help students develop critical thinking processes.	2	4.0
2023 – 2024		13	3.75
2024 – 2025		Item removed	
2022 – 2023	Help students develop skills to solve complex problems.	2	3.5
2023 – 2024		13	3.83
2024 – 2025		9	4.0
2022 – 2023	Make interdisciplinary connections among core subjects.	2	3.5
2023 – 2024		13	3.72
2024 – 2025		Item removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	2	4.0
2023 – 2024		13	3.5
2024 – 2025		9	4.0
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	2	4.0
2023 – 2024		13	3.83
2024 – 2025		9	4.0
2022 – 2023	Connect core content to students' real-life experiences.	2	4.0
2023 – 2024		13	3.83
2024 – 2025		9	4.0
Overall Item Average			3.87

2.F - Additional assessment of choice

EDUC 381 Key Assessment – Philosophy of Diversity Paper

Description: The Philosophy of Diversity in Education key assessment is administered within the Division of Education's Elementary, Secondary, and Early Childhood programs during EDUC 381 Human Relations and Cultural Diversity. This course can be taken anytime throughout a teacher candidate's plan of study. This assessment aims to answer the question, what does diversity in education mean to you? Reflecting on this question and organizing the teacher candidate's beliefs is a significant step towards developing a philosophy of diversity that will guide their teaching career. The philosophy of diversity paper allows the teacher candidate to reflect on their personal and unique beliefs about diversity within an educational setting.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 51 points or higher out of 64 points using rubric scores of proficiency scale

Year	N = # number of candidates	Results	Target Score
2022 – 2023	7	63.86	51
2023 – 2024	10	62.50	51
2024 - 2025	8	62.50	51
Overall Average		63.00	

3. Respond to the following questions:

a. Analysis of findings: Describe how the data provided above demonstrates that candidates in the program meet the standards.

The data clearly demonstrates that candidates in the Early Childhood Education program consistently meet professional standards aligned with InTASC and the program's Student Learning Outcomes. Praxis II results for both the Early Childhood Education Content exam and the Principles of Learning and Teaching exam reflect strong performance, with passing rates of 90% and 93% in the first two years and average scores well above the North Dakota passing cutoff. These outcomes confirm candidates' mastery of essential content knowledge and pedagogical principles. Academic achievement further supports this evidence, as cumulative GPAs range from 3.42 to 3.55, indicating content proficiency throughout the program.

Clinical practice evaluations using the Skills of Teaching Observation Tool show that candidates effectively apply standards in authentic classroom settings. Scores from cooperating teachers, university supervisors, and self-evaluations consistently exceed the target of 3.0, demonstrating proficiency in instructional planning, classroom

management, and assessment practices. Early practicum evaluations also reveal strong performance, confirming progressive skill development from the beginning of the program.



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Key performance assessments reinforce these findings. Candidates performed above proficient levels in the Five-Step Problem-Solving Process, with average scores near 28 out of 30, and in the Philosophy of Diversity Paper, averaging 63 out of 64 points. These results highlight candidates' critical thinking, problem-solving abilities, and commitment to diversity. Similarly, the Capstone Portfolio, which synthesizes knowledge and aligns with InTASC standards, averaged between 3.39 and 3.50, exceeding the target score and confirming candidates' ability to integrate technology, reflect on practice, and practice professionalism.

Stakeholder feedback provided additional confirmation of candidate readiness. Employer surveys rated completers highly on teaching effectiveness and cultural competence, with an overall average of 3.46 on a four-point scale, while graduate surveys averaged 3.87, confirming that program graduates feel well-prepared for diverse classrooms and professional responsibilities. Collectively, these data points demonstrate that candidates consistently meet or exceed standards for content knowledge, pedagogical skill, professional dispositions, and impact on student learning, ensuring alignment with state and national expectations and preparing graduates for successful teaching careers.

Overall, evidence from standardized assessments, academic performance, clinical evaluations, key program assessments, and stakeholder feedback confirms that candidates in the Early Childhood Education program are well-prepared to meet professional standards. They consistently demonstrate mastery of content knowledge, effective pedagogical skills, and professional dispositions required for success in diverse classroom settings. High Praxis scores, strong GPAs, positive evaluations during student teaching, and strong performance on signature assessments confirm their readiness. Additionally, employer and graduate surveys validate that program completers transition effectively into the teaching profession. Collectively, these results confirm that the program equips candidates to meet state and national expectations and positively impact student learning.

b. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.

In 2024–2025, Praxis Content (5025) and PLT (5621) pass rates decreased to 60% (N=5 in each case). Given the small cohort size, these percentages are sensitive to single outcomes. In response, the program has embedded additional Praxis preparation modules into literacy and assessment courses aligned with Science of Reading requirements, provided targeted PLT coaching sessions, and implemented early diagnostics with individualized success plans. Candidates who did not pass have been supported with remediation and scheduled re-tests. These actions will be monitored over the next two cycles, and aggregated pass rates will be reported to confirm improvement. In addition, Supervisor and Transition to Teaching surveys consistently meet or exceed the 3.0 benchmark. However, item revisions and cohort sizes vary by year, which can influence averages. Beginning in 2025–2026, the program will maintain a stable instrument set, continue annual administration, and aggregate results across multiple cycles to strengthen reliability and analyze trends among bigger cohorts.

Each program change presented in this review aligns with North Dakota licensure requirements for the Birth–Grade 3 band. For example, replacing EDUC 400A with EDUC 436A PreK/Kindergarten Field Experience



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ensures candidates receive targeted early childhood clinical practice while meeting updated ESPB requirements. Similarly, adjustments to course credits (e.g., EDUC 401S, EDUC 436) and content updates (e.g., Science of Reading integration) were implemented to maintain compliance with NDCC and Administrative Code while preserving rigorous preparation for the full licensure grade span.

In conclusion, based on Early Childhood BSEd program data analysis, many averages and student supports have remained consistent. However, the EPP remains committed to continuously improving courses and practicum experiences for our Early Childhood BSEd candidates. A key area for ongoing enhancement is strengthening candidates' preparation for teaching in any learning environment by ensuring they have exposure to diverse educational settings and experiences. This will be accomplished through varied and meaningful practicum experiences, integrating culturally responsive practices into coursework, and refining curriculum to build candidates' readiness for all learning contexts. Additionally, mentor training is being strengthened to ensure field supervisors can use evaluation instruments accurately, thereby improving reliability and fairness in assessments.