



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of English Education Teachers
(05-17)

COVER SHEET

1. Institution's Name: Mayville State University
2. Date Submitted: December 31, 2025
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5. Name of Institution's program: English Education BSEd
6. Grade levels for which candidates are being prepared: 5th - 12th Grade
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 your answer is yes to the above question, list the sites at which the program is offered:
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: [English Education BSEd](#)



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SECTION I: CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three cycles of data on candidates enrolled* in the program and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: English Education BSEd

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
<u>2022 – 2023</u>	<u>5</u>	<u>3</u>
<u>2023 – 2024</u>	<u>6</u>	<u>2</u>
<u>2024 – 2025</u>	<u>5</u>	<u>2</u>

* 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>English Education BSEd</u>
Total credits required for degree: 113 credits (minor is required to meet 120 credit minimum)		
General Studies	Teaching Specialty	Professional Education
Credits Required: 36 credits	Credits Required: 36 credits	Credits Required: 41 credits
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 <ul style="list-style-type: none"> 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) Selected by teacher candidate (3) Mathematics: 3 credits <ul style="list-style-type: none"> MATH 103 College Algebra (3) OR <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) 	<ul style="list-style-type: none"> <u>COMM 314 Argumentation and Debate</u> (3) <u>ENGL 301 Reading & Writing about Text</u> (3) <u>ENGL 320 Advanced Grammar</u> (3) <u>ENGL 345 World Literature</u> (3) <u>ENGL 350 Young Adult Literature/Media</u> (3) <u>ENGL 353 Survey of American Literature</u> (3) <u>ENGL 355 Survey of British Literature</u> (3) <u>ENGL 360 Shakespeare</u> (3) <u>ENGL 408 Advanced Composition</u> (3) <u>ENGL 410 Tchg Writing Middle-High Schl</u> (2) <u>ENGL 476S Comprehensive Examination</u> (1) ELECTIVES: Select 6 hours: <ul style="list-style-type: none"> <u>COMM 212 Interpersonal Communication</u> (3)* <u>COMM 316 Intercultural Communication</u> (3)* <p>*All English Ed majors in this cycle took these electives. Other electives are available, but syllabi were not collected since candidates did not take the courses. Available electives are listed in the academic catalog.</p>	<ul style="list-style-type: none"> <u>EDUC 250 Introduction To Education</u> (3) <u>EDUC 272 Educational Technology</u> (2) <u>EDUC 290 Theories of Learning & Mgmt</u> (2) <u>EDUC 380 Teach English Lang Learners</u> (2) <u>EDUC 381 Human Relations/Cult Diversity</u> (2) <u>EDUC 390 Special Needs in Inclusive Env</u> (3) <u>EDUC 400 Student Teaching</u> (10) <u>EDUC 401 Elctrnc Portfolio/Assess/Semin</u> (2) <u>EDUC 401S Pre-Student Teach Seminars</u> (1) <u>EDUC 422 Educational Assessment</u> (2) <u>EDUC 480 General Methods Sec Educators</u> (3) <u>EDUC 480L General Methods Field Exp</u> (1) <u>EDUC 481 Secondary Methods English</u> (3) <u>ENGL 426 Reading in the Content Area</u> (2) <u>PSYC 255 Child & Adolescent Psychology</u> (3)
Total: 36 credits	Total: 36 credits	Total: 41 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.

- 3. Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).



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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 English Education BSEd program prepares candidates to demonstrate professional knowledge, skills, and dispositions necessary to positively impact 5–12 learners. English Education BSEd candidates 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 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. English Education 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, English Education 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 program Student Learning Outcomes (SLOs) and InTASC standards to demonstrate their growth in areas such as learner development, content, instructional practice, and professional responsibility. Professional development seminars and reflective exercises are infused across coursework to support continuous improvement and adaptability in evolving classroom settings.

Admission to the Mayville State Teacher Education Program does not guarantee continuance. English Education 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 English Education BSEd program culminates with the completion of EDUC 400: Student Teaching, a 15-week full-time clinical experience in an accredited school, paired with EDUC 401: Electronic Portfolio and Seminar. In these courses, candidates demonstrate mastery of program outcomes



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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.

4. Changes in the Program since the Last Review: Please describe any changes since the last review and include rationale for those changes.

The English Education BSEd program has undergone several changes since 2018 to ensure consistency with university structures, compliance with accreditation standards, and responsiveness to evolving best practices. The overall structure of course offerings within the English Education BSEd program was streamlined to include only required and elective courses, eliminating subcategories for clarity and consistency. Several course titles were updated to better reflect their content and meet accreditation expectations. For example, ENGL 301 was renamed from *Intro to Literary Criticism* to *Reading & Writing about Text* to more accurately describe course outcomes and contemporary approaches to textual analysis. Similarly, ENGL 261 *American Literature I* and ENGL 262 *American Literature II* were combined into ENGL 353: *Survey of American Literature*, and ENGL 351 *British Literature I* and ENGL 352 *British Literature II* were consolidated into ENGL 355: *Survey of British Literature*, ensuring coverage of essential literary traditions while creating a more efficient program structure. ENGL 346 *Global Literatures of the Ancient World* and ENGL 347 *Global Literature of the Modern World* were replaced with ENGL 345: *World Literature* to provide a global perspective consistent with diversity and cultural competency standards (CAEP 1.2).

Elective offerings were also revised to maintain relevance and feasibility within university resources. COMM 245S: *Broadcasting* was removed due to program restructuring and the elimination of necessary radio facilities, while COMM 323 *Writing and Editing for Media* was redesigned as ENGL 323 *Writing and Editing for Media* to maintain continuity in course offerings and departmental oversight. To strengthen core competencies in communication and critical thinking, COMM 314: *Argumentation and Debate* was added to the core requirements, reinforcing essential skills in argumentation and presentation that support English Education program approval standards. New electives were introduced to broaden student learning opportunities and promote cultural awareness. ENGL 317: *Children's Literature* was added because of its crossover relevance to secondary education and its alignment with Essential Studies humanities requirements, while ENGL 415: *Environmental/Indigenous Literature & Global Ecology Writing* was introduced to encourage diverse perspectives and global thinking. These changes collectively enhance program coherence, align with university structures, and

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ensure compliance with program approval standards, while maintaining flexibility and rigor for teacher candidates (CAEP 1.2)

In addition to content course changes, the English Education BSEd program has been revised to align with North Dakota licensure requirements, university directives to maintain programs near the 120-credit minimum, and CAEP standards. EDUC 381: *Human Relations and Cultural Diversity* was reduced from three to two credits to comply with North Dakota Century Code (Chapter 15.1-13), with culturally responsive practices embedded throughout other courses (CAEP R1.2). EDUC 401S: *Pre-Student Teaching Seminar* increased from zero to one credit to reflect the significant workload and ensure proper recognition of candidate preparation for student teaching, including ethics, policies, and required documentation (CAEP R1.4). EDUC 426: *Reading in the Content Area* was reduced from three to two credits to meet licensure requirements and avoid redundancy by integrating literacy strategies into multiple methods courses, promoting authentic application (CAEP R1.2). EDUC 480: *General Methods in Secondary Education* decreased from four to three credits to streamline the program while maintaining alignment with ESPB standards and Praxis PLT competencies (CAEP R1.2). To strengthen applied practice, EDUC 480L: *General Methods Field Experience* was added, providing candidates with additional classroom experience based on program data and feedback (CAEP R2.3).

Finally, EDUC 398: *Secondary Field Experience* was removed, and its practicum requirements were integrated into EDUC 481: *Secondary Methods for English Education*, which increased from two to three credits. This change ensures methods instructors supervise candidates during practicum, creating a more cohesive and contextualized experience (CAEP R2.3). Collectively, these revisions improve program alignment, maintain compliance with licensure and accreditation standards, and support efficient, high-quality teacher preparation.

- 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 education courses provide English Education BSEd candidates with school-based practicum experiences under the dual supervision of the responsible University Mentor and selected competent and qualified Field Mentors in 5-12 classrooms. Clinical Experiences and Student Teaching Experiences are an integral part of the professional education program as they are designed to help our candidates understand the relationship between classroom theory and application to practice. The Director of Student Placement monitors experiences, making sure English Education BSEd candidates are assigned to multiple settings, which increases the amount and types of diverse 5-12th grade students with which candidates interact. Information on experiences is managed through the Field



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Placement database to assist in making informed decisions about where to place candidates. It is not likely candidates will be placed in schools in which they have attended to ensure diverse perspectives. Selection for experiences are made balancing factors such as diversity of school, recommendations from district administrators, travel time and distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family). The table below indicates the early and final clinical experiences our English Education candidates participate in and the total number of hours:

Program On campus = (OC) Online = (OL)	Early Field Experiences Observation = (O) Practicum = (P)	Final Clinical Experience (Student Teaching)	Total Hours
Secondary English (OC and OL)	EDUC 250 – 25 virtual hours (O) EDUC 481 – 30 hours (P) EDUC 480L – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	685

SECTION II: RESPONSE TO STANDARDS

1. Areas of Weakness from Prior Review: 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 English Education (05020) as "Met" and did not provide any recommendations.

2. Course/Assessment Matrix:

- Complete the matrix below.
 - List courses that address each of the ESPB standards for your program.
(All courses listed should be linked to an electronic syllabus.)
 - List the assessments that most clearly align with each standard.
(Choose from among those listed in Section IV: Evidence of Meeting the Standard.)
- Provide a short narrative describing how the program addresses the standard.
(For example, identify course objectives, activities and related experiences).

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



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SECTION III: ADDRESSING THE STANDARDS

State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)
<p>05020.1 Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of Pre-adolescents and adolescents as readers.</p> <p>05020.1.1 Candidates are knowledgeable about texts – print and non-print text, media text, classic texts and contemporary texts, including middle level and young adult- that represent a range of world literature, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</p> <p>05020.1.2 Candidates are knowledgeable about how adolescents read text and make meaning through interaction with media environments.</p>	<p>ENGL 301 Reading & Writing about Text ENGL 345 World Literature ENGL 353 Survey of American Literature ENGL 350 Young Adult Literature/Media ENGL 355 Survey of British Literature ENGL 360 Shakespeare ENGL 476S Comprehensive Examination EDUC 426 Reading in the Content Area PSYC 255 Child & Adolescent Psychology</p>	<p>Praxis Content Knowledge Exam ENGL 476 Comprehensive Exam EDUC 401 – Capstone Portfolio</p>



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Narrative: Our English Education BSEd program comprehensively addresses Standard 05020.1 through a structured sequence of courses that develop candidates' knowledge of English language arts content and understanding of adolescent readers. The foundation of content knowledge begins with ENGL 301 Reading and Writing about Texts, which establishes essential analytical skills across multiple genres. This knowledge expands globally through ENGL 345 World Literature, introducing candidates to literary masterpieces from diverse cultures beyond Western traditions. The American literary landscape is explored chronologically in ENGL 353 Survey of American Literature, while ENGL 355 Survey of British Literature provides historical depth through examination of works spanning Old English to Modern periods. For focused study of canonical texts, ENGL 360 Shakespeare examines dramatic works with explicit applications for secondary teaching contexts. The curriculum strategically addresses multimedia texts and adolescent literacy through ENGL 350 Young Adult Literature and Media, which directly examines materials designed for adolescent readers while considering the needs and interests of young adults.

Understanding pre-adolescents and adolescents as readers is explicitly addressed through EDUC 426 Reading in the Content Area, which provides research-based strategies for developing fluency, vocabulary, comprehension, and addressing reading difficulties. This pedagogical knowledge is undergirded by PSYC 255 Child and Adolescent Psychology, which ensures candidates understand the cognitive, physiological, social and emotional aspects of adolescent development that influence reading behaviors. The program culminates with ENGL 476S Comprehensive Examination, requiring candidates to synthesize their understanding of literary content and adolescent readers through analytical writing. Through this cohesive curriculum, candidates develop the integrated knowledge of content and adolescent literacy required by Standard 05020.1, preparing them to effectively guide diverse pre-adolescent and adolescent readers through engagement with both traditional and multimedia texts.

Assessment of Standard 05020.1 occurs through two complementary measures. The Praxis Content Knowledge Exam assesses candidates' standards-relevant knowledge and skills in reading and the study of literature, including stories, drama, poetry, and informational texts, aligned with Common Core State Standards. This standardized assessment ensures candidates demonstrate the breadth of content knowledge required for competent professional practice in secondary English Language Arts. The ENGL 476S Comprehensive Exam further evaluates candidates' ability to read and interpret English texts from their course of study through a 10–15-page, thesis-driven research paper that demonstrates their capacity to synthesize literary analysis with extended research, directly measuring their ability to apply literary theories and engage critically with diverse texts. Finally, English Education BSEd candidates are assessed through the Capstone Portfolio where they demonstrate their ability to apply knowledge and skills related to English Language Arts content.

05020.2 Candidates demonstrate knowledge of English language arts subject matter content that specifically includes	COMM 314 Argumentation and Debate ENGL 320 Advanced Grammar ENGL 408 Advanced Composition ENGL 410 Tchg Writing Middle-High Schl ENGL 476S Comprehensive Examination COMM 212 Interpersonal Communication	Praxis Content Knowledge Exam Praxis Principles of Learning and Teaching Exam ENGL 408 Scholarly Essay ENGL 476 Comprehensive Exam
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<p>language and writing as well as knowledge of adolescents as language users.</p> <p>05020.2.1 Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p> <p>05020.2.2 Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g. descriptive and prescriptive); they understand principles of language acquisition and development (vocabulary, morphology, spelling); they recognize the influence of English language history on ELA content; and they understand the impact of language on society.</p> <p>05020.2.3 Candidates are knowledgeable about how adolescents compose formal and informal text and make meaning</p>	<p>EDUC 272 Educational Technology EDUC 480 General Methods Sec Educators EDUC 481 Secondary Methods English EDUC 400 Student Teaching</p>	<p>EDUC 481 Secondary Methods of English: STOT (InTASC) Evaluation EDUC 400 Student Teaching-STOT (InTASC) Evaluation</p>
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through interaction with media environments.		
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Narrative: Our English Education BSEd program systematically develops candidates' knowledge of language and writing, as well as their understanding of adolescents as language users, through a comprehensive sequence of courses that build both theoretical knowledge and practical application. The program establishes a strong foundation in language understanding through ENGL 320 Advanced Grammar, which explores the history and structure of the English language, grammatical forms and functions, and critical issues including language acquisition, dialect variation, and the concept of standard language. This knowledge of linguistic conventions and systems directly addresses the standard's requirements for understanding grammar systems and English language history. This linguistic foundation is complemented by COMM 212 Interpersonal Communication, which examines the dynamic elements of personal communication, helping candidates understand how language functions in social contexts. Writing expertise is developed through sequential coursework beginning with ENGL 301 Reading and Writing about Text. This course provides an advanced framework for academic writing as well as literary analysis through a variety of theoretical structures. This foundation expands significantly in ENGL 408 Advanced Composition, which examines scholarly writing, rhetorical analysis, and academic style while encouraging candidates to critically examine how academic discourse communities function through prose standards. These courses ensure candidates can compose a range of formal and informal texts while considering rhetorical relationships.

The pedagogical application of this knowledge is specifically addressed in ENGL 410 Teaching of Writing Middle-High School, which explores writing theory, development, assessment, and instructional practices across narrative, expository, and argumentative genres. This course directly connects candidates' knowledge of writing and language to adolescent development by examining approaches for supporting writers at different developmental stages, including those struggling to meet grade-level standards. Similarly, COMM 314 Argumentation and Debate provides candidates with understanding of how to structure arguments and present them effectively—skills essential for teaching adolescents formal discourse conventions.

Technology integration for multimodal composition is explicitly covered in EDUC 272 Educational Technology, which prepares candidates to use technologies that support student learning and achievement. This course ensures candidates understand how to create interactive teaching and learning activities using contemporary technologies, addressing the standard's requirement for composing multimodal discourse.

The program's methods courses—EDUC 480 General Methods for Secondary Educators and EDUC 481 Secondary Methods for English—integrate this knowledge into practical pedagogical approaches. These courses prepare candidates to design instruction that promotes positive student outcomes and creates content-rich curriculum that links knowledge with thinking. The specific focus on English Education in EDUC 481 ensures candidates apply their understanding of language, writing, and adolescent development to classroom instruction.



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This theoretical and methodological knowledge culminates in applied practice through EDUC 400 Student Teaching, where candidates implement their understanding in real classroom settings while analyzing data on student learning and student engagement. Similarly, the ENGL 476S Comprehensive Examination requires candidates to synthesize their understanding through analytical and reflective writing that demonstrates integrated knowledge of language and writing instruction for adolescents.

Through this coherent curriculum sequence, candidates develop comprehensive understanding of English language conventions, writing processes, and adolescent language development, preparing them to effectively guide adolescent language users in both traditional and multimodal composition.

Standard 05020.2 is assessed through multiple measures that evaluate both content knowledge and pedagogical application. The Praxis Content Knowledge Exam measures candidates' knowledge of English language conventions and vocabulary development aligned with professional teaching standards. The Praxis Principles of Learning and Teaching Exam assesses candidates' understanding of instructional processes and diverse learners, ensuring they can apply language and writing knowledge in educational contexts. The ENGL 408 Scholarly Essay requires candidates to demonstrate advanced composition skills through a formal 12-20 page research paper evaluated on structure, content development, genre conventions, source use, and style/editing, directly measuring their ability to compose formal texts for academic purposes. The ENGL 476 Comprehensive Exam assesses candidates' capacity to synthesize their understanding through analytical writing. Finally, the STOT (InTASC) Evaluations administered during EDUC 481 Secondary Methods of English and EDUC 400 Student Teaching measure candidates' core teaching skills, including their ability to design and implement writing instruction that supports adolescent language users in authentic classroom settings.

<p>05020.3 Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.</p> <p>05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts – across genres, periods, forms, authors, cultures, and various forms of media – and</p>	<p>ENGL 301 Reading & Writing about Text ENGL 345 World Literature ENGL 350 Young Adult Literature/Media ENGL 353 Survey of American Literature ENGL 355 Survey of British Literature ENGL 360 Shakespeare ENGL 476S Comprehensive Examination COMM 212 Interpersonal Communication COMM 316 Intercultural Communication EDUC 290 Theories of Learning & Mgmt EDUC 380 Teach English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 400 Student Teaching EDUC 422 Educational Assessment ENGL 426 Reading in the Content Area</p>	<p>Praxis Content Knowledge Exam Praxis Principles of Learning and Teaching Exam EDUC 481 Secondary Methods of English: STOT (InTASC) Evaluation EDUC 400 Student Teaching-STOT (InTASC) Evaluation EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation ENGL 476 Comprehensive Exam EDUC 401 – Capstone Portfolio</p>
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<p>instructional strategies that are motivating and accessible to all students, including English language learners, student with special needs, student from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p> <p>05020.3.2 Candidates design a range of authentic assessments (e.g. formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</p> <p>05030.3.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading that utilize individual and collaborative approaches and a variety of reading strategies.</p> <p>05030.3.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing and acting on data about student</p>	<p>EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Experience EDUC 481 Secondary Methods English</p>	
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interests, reading proficiencies, and reading processes. 05030.3.5 Candidates plan instruction that incorporates knowledge of language – structure, history, and conventions – to facilitate students’ comprehension and interpretation of print and non-print texts. 05030.3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.		
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Narrative: Through the English Education BSEd program courses, teacher candidates learn to plan instruction and design assessments for reading and literature through a carefully sequenced curriculum that addresses all components of Standard 05020.3. The foundation for instructional planning begins with content knowledge courses such as ENGL 301 Reading and Writing about Texts, ENGL 345 World Literature, ENGL 350 Young Adult Literature and Media, ENGL 353 Survey of American Literature, ENGL 355 Survey of British Literature, and ENGL 360 Shakespeare. These courses collectively ensure candidates develop familiarity with texts across genres, periods, forms, authors, and cultures as required by the standard. Particularly, ENGL 350 explicitly addresses multimedia texts and literature representing diverse populations, providing candidates with knowledge of varied texts essential for inclusive instruction. Building on this content foundation, COMM 212 Interpersonal Communication and COMM 316 Intercultural Communication develop candidates' understanding of communication across modalities and cultural contexts. These courses prepare candidates to address the standard's emphasis on speaking, listening, viewing, and presenting as integral components of literacy instruction.

The program directly addresses knowledge of learner development through EDUC 290 Theories of Learning and Management, which explores varied theoretical perspectives on learning and cognition. This course ensures candidates understand how learning occurs and can make instructional decisions to respect individual strengths and needs, essential knowledge for planning accessible instruction for all students. Similarly, EDUC 380 Teaching English Language Learners and EDUC 381 Human Relations and Cultural Diversity specifically prepare candidates to design instruction that is accessible to all students, including English language learners, students with special needs, and students from diverse language and learning backgrounds, as explicitly required by the standard.



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The program systematically develops assessment expertise through EDUC 422 Educational Assessment, which comprehensively addresses the standard's requirements for designing a range of authentic assessments. Candidates learn to implement formative and summative assessment tools, critique existing assessments, and use assessment data to improve teaching and learning. This assessment knowledge is complemented by EDUC 426 Reading in the Content Area, which focuses specifically on reading assessment and research-based instructional strategies, addressing the standard's requirement for reading assessments that inform instruction.

Methodological knowledge is developed through a sequence of courses including EDUC 480 General Methods for Secondary Educators, which introduces conceptual approaches including differentiated instruction and universal design for learning. These approaches directly support the standard's emphasis on creating learning experiences that are motivating and accessible to all students. The accompanying EDUC 480L General Methods Field Experience provides candidates with opportunities to apply this knowledge in classroom settings. Finally, EDUC 481 Secondary Methods for English focuses specifically on discipline-specific instructional approaches, ensuring candidates can plan standards-based, coherent and relevant learning experiences as required by the standard.

The program culminates with EDUC 400 Student Teaching, where candidates implement their knowledge of planning and assessment in authentic classroom settings while collecting and analyzing data on student learning. The ENGL 476S Comprehensive Examination provides an opportunity for candidates to demonstrate their integrated understanding of instructional planning and assessment through analytical and reflective writing. Through this comprehensive curriculum, candidates develop the ability to plan standards-based instruction using diverse texts and assessment approaches that promote learning for all students, fully addressing the requirements of Standard 05020.3.

Assessment of Standard 05020.3 employs a comprehensive approach that evaluates both content knowledge and instructional planning abilities. The Praxis Content Knowledge Exam measures candidates' foundational knowledge of reading and literature necessary for planning effective instruction. The Praxis Principles of Learning and Teaching Exam assesses candidates' understanding of human development, learning processes, instructional processes, and diverse learners—essential knowledge for designing accessible and motivating learning experiences for all students. The STOT (InTASC) Evaluations, administered progressively through EDUC 480L General Methods Field Experience, EDUC 481 Secondary Methods of English, and EDUC 400 Student Teaching, measure candidates' developing ability to implement core teaching skills in authentic classroom contexts, including planning standards-based instruction and designing appropriate assessments for diverse learners. The ENGL 476 Comprehensive Exam requires candidates to demonstrate their ability to synthesize content knowledge and pedagogical understanding through analytical and reflective writing, ensuring they can articulate the connections between theory, research, and instructional practice. Finally, English Education BEd candidates are assessed through the Capstone Portfolio where they demonstrate their ability to apply knowledge and skills related to planning instruction and designing assessments to promote learning for all students.



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<p>05050.4 Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p> <p>05020.4.1 Candidates use their knowledge of theory, research and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences the utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p> <p>05020.4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and</p>	<p>COMM 314 Argumentation and Debate ENGL 301 Reading & Writing about Text ENGL 320 Advanced Grammar ENGL 408 Advanced Composition ENGL 410 Tchg Writing Middle-High Schl ENGL 476S Comprehensive Examination COMM 212 Interpersonal Communication COMM 316 Intercultural Communication EDUC 380 Teach English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 400 Student Teaching EDUC 422 Educational Assessment EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp EDUC 481 Secondary Methods English</p>	<p>Praxis Content Knowledge Exam Praxis Principles of Learning and Teaching Exam EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation EDUC 481 Secondary Methods of English: STOT (InTASC) Evaluation EDUC 400 Student Teaching-STOT (InTASC) Evaluation</p>
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<p>classroom writing assessments and make instructional decisions.</p> <p>05030.4.3 Candidates design instruction on the foundational and strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.</p> <p>05030.4.4 Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.</p> <p>05020.4.5 Candidates design instruction to teach students to assess credibility and accuracy of information, integrating evidence, and documenting sources</p>		
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Narrative: To address all components of Standard 05020.4, our English Education BSEd program prepares candidates to plan instruction and design assessments for composing texts across oral, written, and visual modalities through a comprehensive sequence of courses. The program establishes a strong foundation in composition through ENGL 301 Reading and Writing about Texts, which develops analytical writing skills through close examination of literary texts and introduces students to critical approaches essential for teaching composition. This foundation is significantly expanded in ENGL 408 Advanced Composition, which focuses on scholarly writing, and academic style, ensuring candidates understand composition at an advanced level before teaching it to adolescents.



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The program directly addresses writing pedagogy through ENGL 410 Teaching of Writing Middle-High School, a comprehensive course exploring writing theory, development, and assessment practices across narrative, expository, and argumentative genres. This course specifically prepares candidates to analyze student writing, provide growth-oriented feedback, and support diverse writers, addressing multiple elements of the standard simultaneously.

Language conventions are explicitly covered in ENGL 320 Advanced Grammar, which examines the history and structure of English, grammatical concepts, and applications in written and spoken contexts. This course specifically addresses the standard requirement for designing instruction on language conventions within the context of student writing for different purposes and audiences. The course also explores dialectal variation and language acquisition, preparing candidates to incorporate students' home and community languages into instruction.

The program develops expertise in diverse text forms through several courses. COMM 314 Argumentation and Debate focuses on constructing and presenting arguments, directly supporting candidates' ability to teach credibility assessment and evidence integration. Electives (of which syllabi were not supplied because candidates did not take them this cycle) include ENGL 311 Creative Writing that provides experience with literary composition across genres, helping candidates understand writing processes firsthand. COMM 212 Interpersonal Communication develops candidates' understanding of oral and visual composition, addressing the standard's emphasis on composing texts across modalities. ENGL 317 Children's Literature and Media (an elective with no syllabus since no candidates took it this cycle) further expands candidates' understanding of age-appropriate texts and multimodal storytelling, helping them design writing instruction that meets developmental needs of younger adolescent writers.

Cultural responsiveness in writing instruction is addressed through elective courses (no syllabi provided as no candidates took these courses) like ENGL 236 Women's Literature, ENGL 415 Environmental/Indigenous Literature, COMM 316 Intercultural Communication, EDUC 380 Teaching English Language Learners, and EDUC 381 Human Relations and Cultural Diversity. COMM 316 specifically examines how cultural contexts shape communication practices and rhetorical choices, preparing candidates to help students draw on their cultural backgrounds as rhetorical resources. These courses prepare candidates to design writing instruction that incorporates students' cultural backgrounds and linguistic resources, directly addressing the standard's emphasis on incorporating home and community languages.

Assessment expertise is developed through EDUC 422 Educational Assessment, which comprehensively covers assessment design, implementation, and data analysis. This course ensures candidates can design appropriate writing assessments and analyze assessment data to make instructional decisions as required by the standard.

Methodological knowledge is integrated through EDUC 480 General Methods for Secondary Educators and EDUC 481 Secondary Methods for English, which focus on designing standards-based instruction using contemporary approaches. The EDUC 480L General Methods Field Experience provides opportunities to apply this knowledge in classroom settings. These courses collectively ensure candidates can plan coherent composing experiences utilizing individual and collaborative



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approaches. The program culminates with EDUC 400 Student Teaching, where candidates implement composition instruction and assessment in authentic settings, and ENGL 476S Comprehensive Examination, where candidates demonstrate their integrated understanding through analytical and reflective writing.

Through this comprehensive curriculum, candidates develop the ability to plan instruction and design assessments for composition across modalities, utilizing research-based approaches that promote learning for all students and fully addressing Standard 05020.4. In addition, assessment of Standard 05020.4 is conducted through various instruments. The Praxis Content Knowledge Exam measures candidates' understanding of writing, speaking, and listening aligned with professional teaching standards, ensuring they possess the foundational knowledge necessary for teaching composition across modalities. The Praxis Principles of Learning and Teaching Exam assesses candidates' knowledge of instructional processes and diverse learners, critical for designing composition experiences accessible to all students. The STOT (InTASC) Evaluations, administered progressively through EDUC 480L General Methods Field Experience, EDUC 481 Secondary Methods of English, and EDUC 400 Student Teaching, measure candidates' core teaching skills as they design and implement composition instruction in authentic classroom settings. These performance-based evaluations assess candidates' ability to plan coherent composing experiences, provide growth-oriented feedback on student writing, and support diverse writers across oral, written, and visual modalities, directly measuring their readiness to teach composition effectively.

<p>05020.5 Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.</p> <p>05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.</p> <p>05020.5.2 Candidates use knowledge of theories and research to plan instruction</p>	<p>ENGL 345 World Literature ENGL 350 Young Adult Literature/Media ENGL 476S Comprehensive Examination COMM 212 Interpersonal Communication COMM 316 Intercultural Communication EDUC 380 Teach English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching (10) EDUC 401 Elctrnc Portfolio/Assess/Semin ENGL 426 Reading in the Content EDUC 400 Student Teaching EDUC 480L General Methods Field Exp EDUC 481 Secondary Methods English</p>	<p>ENGL 476 Comprehensive Exam EDUC 481 Secondary Methods of English: STOT (InTASC) Evaluation EDUC 400 Student Teaching-STOT (InTASC) Evaluation EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation</p>
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responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.		
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Narrative: Our English Education BSEd program systematically develops candidates' knowledge of theories and research related to social justice, diversity, equity, and student identities through a carefully sequenced curriculum that addresses all components of Standard 05020.5.

The program builds a strong foundation in diverse literary perspectives through ENGL 345 World Literature, which introduces candidates to literary traditions from non-English speaking cultures with emphasis on non-Western canons. This global perspective helps candidates recognize how literature can represent diverse cultural experiences and histories, supporting instruction that is responsive to students' international contexts as required by the standard.

This multicultural literary foundation is expanded through several specialized courses. ENGL 236 Women's Literature, an elective (no syllabus included as no candidates took this course) examines texts across diverse time periods, cultures, and perspectives, helping candidates understand how gendered identities develop and intersect with other aspects of identity mentioned in the standard. ENGL 350 Young Adult Literature and Media specifically addresses literature representing diverse populations across multiple dimensions of identity including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation.

The program directly addresses linguistic diversity through COMM 316 Intercultural Communication, which examines communication across cultural contexts with attention to cultural issues affecting communication patterns, and COMM 212 Interpersonal Communication, which explores the dynamic elements of personal communication including perception and self-expression. These courses help candidates understand how language and dialect affect students' opportunities to learn in ELA classrooms.

Pedagogical approaches to diversity are systematically developed through several education courses. EDUC 380 Teaching English Language Learners prepares candidates to make instructional decisions responsive to the needs of language learners, directly addressing the standard's emphasis on students' languages and dialects. EDUC 381 Human Relations and Cultural Diversity focuses specifically on analyzing sociocultural dimensions that influence the educational process



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across multiple dimensions of identity, with particular attention to Native American cultures in North Dakota. This course directly supports candidates' ability to plan instruction responsive to students' local histories and community environments. EDUC 426 Reading in the Content Area complements this preparation by providing research-based literacy strategies that address diverse student needs, including approaches for supporting struggling readers and English language learners, ensuring equitable access to ELA content.

The program addresses inclusive education through EDUC 390 Special Needs in an Inclusive Environment, which prepares candidates to work with students with diverse abilities and needs. This course helps candidates examine their own attitudes toward students with varying abilities and develop strategies for inclusive instruction, addressing the standard's emphasis on ability as an aspect of student identity affecting learning opportunities.

Methodological applications are developed through EDUC 480 General Methods for Secondary Educators, EDUC 480L General Methods Field Experience, and EDUC 481 Secondary Methods for English. These courses focus on designing instruction for diverse learners using approaches like differentiated instruction and universal design for learning, directly supporting the standard's emphasis on planning instruction responsive to diverse student identities. The creation of content-specific instructional units in EDUC 481 allows candidates to apply their knowledge of social justice and diversity to ELA curriculum development.

The program culminates with EDUC 400 Student Teaching and EDUC 401 Electronic Portfolio, Assessment, and Seminar, where candidates implement their knowledge in authentic classroom settings while documenting their work with diverse students. The ENGL 476S Comprehensive Examination provides an opportunity for candidates to demonstrate their integrated understanding of social justice and diversity through analytical and reflective writing.

Through this comprehensive curriculum, candidates develop the ability to plan and implement ELA instruction that promotes social justice, engages with complex societal issues, and responds to diverse student identities and contexts, fully addressing the requirements of Standard 05020.5. Assessment of Standard 05020.5 uses both reflective and performance-based measures. The ENGL 476 Comprehensive Exam requires candidates to demonstrate their ability to engage critically with diverse texts and perspectives through analytical and reflective writing, measuring their capacity to synthesize understanding of social justice and diversity issues in English Language Arts. The STOT (InTASC) Evaluations, administered progressively through EDUC 480L General Methods Field Experience, EDUC 481 Secondary Methods of English, and EDUC 400 Student Teaching, measure candidates' core teaching skills as they implement instruction responsive to diverse student identities, histories, and languages in authentic classroom contexts. These performance-based evaluations assess candidates' ability to create inclusive learning environments, incorporate students' cultural and linguistic resources into instruction, and promote critical engagement with complex societal issues—directly measuring their readiness to teach all students equitably and promote social justice through ELA instruction.



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<p>05020.6 Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators. Note: This standard is covered in INTASC Standards and as such, addressing it is optional.</p> <p>05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</p> <p>05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>	<p>ENGL 410 Tchg Writing Middle-High Schl ENGL 476S Comprehensive Examination COMM 212 Interpersonal Communication COMM 316 Intercultural EDUC 250 Introduction To Education EDUC 380 Teach English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin ENGL 426 Reading in the Content Area EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp EDUC 481 Secondary Methods English</p>	<p>EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation EDUC 481 Secondary Methods of English: STOT (InTASC) Evaluation EDUC 400 Student Teaching-STOT (InTASC) Evaluation EDUC 401 – Capstone Portfolio</p>
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Narrative: Our English Education BSEd program systematically prepares candidates to interact knowledgeably with students, families, and colleagues while engaging in leadership and collaborative roles through a comprehensive sequence of courses addressing all components of Standard 05020.6.

The foundation for professional engagement begins with EDUC 250 Introduction to Education, which introduces candidates to the historical, philosophical, social, and psychological foundations of education. This course provides early field experiences in K-12 classrooms and introduces the professionalism of teaching, establishing expectations for ethical practice and ongoing professional development.



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Communication skills necessary for professional interaction are developed through COMM 212 Interpersonal Communication, which examines personal communication dynamics including conflict management and relationship development. These skills are expanded through COMM 316 Intercultural Communication, which prepares candidates to communicate effectively across cultural contexts, addressing the standard's emphasis on knowledgeable interaction with diverse students and families.

Cultural responsiveness is further developed through several courses. EDUC 380 Teaching English Language Learners and EDUC 381 Human Relations and Cultural Diversity prepare candidates to work effectively with linguistically and culturally diverse students and families. EDUC 390 Special Needs in an Inclusive Environment specifically addresses working with students with diverse abilities and collaborating with special education professionals, emphasizing the teaming approaches necessary for inclusive education. ENGL 410 Teaching of Writing Middle-High School directly addresses pedagogical approaches for teaching writing, including supporting diverse writers, preparing candidates to engage in professional collaboration around writing instruction. Methods courses including EDUC 426 Reading in the Content Area, EDUC 480 General Methods for Secondary Educators, and EDUC 481 Secondary Methods for English develop candidates' abilities to implement research-based instructional practices. EDUC 480L General Methods Field Experience provides supervised classroom experience where candidates can practice professional interaction with cooperating teachers and students. These courses collectively prepare candidates for the collaborative aspects of teaching highlighted in the standard.

The program culminates with EDUC 400 Student Teaching and EDUC 401 Electronic Portfolio, Assessment, and Seminar. During student teaching, candidates engage in full-time supervised teaching experiences in diverse settings, collaborating with cooperating teachers and university supervisors. The accompanying seminar provides opportunities for collegial sharing and discussion, directly addressing the standard's emphasis on professional learning communities. The electronic portfolio development process requires candidates to document their work with diversity and differentiated instruction and reflect on their professional growth, addressing the standard's emphasis on reflection. The ENGL 476S Comprehensive Examination requires candidates to synthesize their learning through analytical and reflective writing, demonstrating their readiness for ongoing professional development as English educators.

Assessment of Standard 05020.6 occurs through performance-based measures that evaluate candidates' professional growth and collaborative skills across their program. The STOT (InTASC) Evaluations, administered progressively through EDUC 480L General Methods Field Experience (beginning of program), EDUC 481 Secondary Methods of English (middle of program), and EDUC 400 Student Teaching (final semester), measure candidates' developing core teaching skills in authentic classroom contexts. These evaluations are completed collaboratively by candidates, mentor teachers or cooperating teachers, university supervisors, and course instructors, providing multiple perspectives on candidates' professional growth. The evaluations measure candidates' ability to model literate and ethical practices, engage in reflective practice, collaborate with colleagues, and demonstrate readiness for ongoing professional development, directly assessing



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their preparation for leadership and collaborative roles in English Language Arts professional learning communities. Finally, English Education BSEd candidates are assessed through the Capstone Portfolio where they demonstrate their ability to apply knowledge and skills related to interacting with families and colleagues and to develop their professionalism. Through this comprehensive curriculum and assessment process, candidates develop the professional knowledge, ethical practices, and collaborative skills necessary to engage effectively with students, families, and colleagues while continuing to develop as professional educators, fully addressing the requirements of Standard 05020.6.

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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. Complete tables 1.A-1.D described below 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 Subject Assessment: English Content Knowledge					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	5038	167	2	170	100%
2023 – 2024	5038	167	3	181	100%
2024 – 2025	5038	167	2	174	100%

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

Praxis II: Principles of Learning & Teaching: Grades 7-12					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	5624	157	2	177	100%
2023 – 2024	5624	157	3	181	100%
2024 – 2025	5624	157	2	173.5	100%

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	3	3.62	3.32 - 3.80
2023 – 2024	2	3.92	3.87 - 3.98
2024 – 2025	2	3.45	3.18 - 3.93

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1. D Student Teaching Performance (Clinical Experience) Evaluation

EDUC 400 Student Teaching-STOT (InTASC) 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 (number of candidates)	Evaluator	Average Score	Target Score
2022 – 2023	3	University Supervisor	3.57	3.0
		Cooperating Teacher	3.57	3.0
		Self	3.67	3.0
2023 – 2024	2	University Supervisor	3.75	3.0
		Cooperating Teacher	3.79	3.0
		Self	3.43	3.0
2024 – 2025	2	University Supervisor	3.32	3.0
		Cooperating Teacher	3.32	3.0
		Self	3.25	3.0

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2. Additional Assessments

2a. Pre-student Teaching Practicum Evaluations				
<u>EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation</u>				
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 (number of candidates)	Evaluator	Average Score	Target Score
2022 – 2023	2	Instructor	2.75	2.5
	2	Field Mentor	4.0	2.5
	1	Self	3.5	2.5
2023 – 2024	2	Instructor	2.5	2.5
	2	Field Mentor	3.5	2.5
	2	Self	3.0	2.5
2024 – 2025	1	Instructor	3.63	2.5
	1	Field Mentor	3.71	2.5
	1	Self	2.81	2.5

2a. Pre-student Teaching Practicum Evaluations				
<u>EDUC 481 Secondary Methods of English: STOT (InTASC) Evaluation</u>				
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 middle 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 (number of candidates)	Evaluator	Average Score	Target Score
2022 – 2023	3	Instructor	3.28	2.5
		Field Mentor	3.58	2.5
		Self	2.83	2.5
2023 – 2024	2	Instructor	3.17	2.5
	2	Field Mentor	3.0	2.5
	1	Self	3.17	2.5
2024 – 2025	0	Instructor	NA	2.5
		Field Mentor	NA	2.5
		Self	NA	2.5

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2b. Key Performance Task

ENGL 476 Comprehensive Examination

Description: Students will write a paper demonstrating the ability to read and interpret English texts from the course of study while furthering their understanding and knowledge of the text with an extended research paper on a topic related to their course of study in the English degree program. Students will produce a 10–15-page, thesis-driven, research paper that is approved by the Professor of Record for the course. Students will provide drafts to the Professor of Record throughout the semester to receive feedback.

Proficiency Scale: Rubric scale of 1 (Needs Improvement), 2 (Adequate), 3 (Good), and 4 (Excellent) rating. Average rating of a 3 on the rubric is needed to attain a Satisfactory rating for the course.

Target: Satisfactory rating resulting in an overall proficiency level of “Good” or “Excellent”

Year	N (number of candidates)	Final Grades	Target Grade
2022 – 2023	8	S=8 U=0	Satisfactory
2023 – 2024	3	S=2 U=1	Satisfactory
2024 – 2025	3	S=3 U=0	Satisfactory

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 (1: Learner and Learning, 2: Content, 3: Instructional Practices, and 4: Professionalism). 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 will 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: 3.0 or higher

Year	N (number of candidates)	Evaluator	Scores	Target Score
2022 – 2023	3	Reconciled	3.75	3.0
2023 – 2024	2	Reconciled	3.94	3.0
		Self	3.38	
2024 – 2025	2	Reconciled	2.75	3.0
		Self	2.94	

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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: Agree (4), Tend to 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.	0	N/A
2023 – 2024		2	3.5
2024 – 2025		0	N/A
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	0	N/A
2023 – 2024		2	3.5
2024 – 2025		0	N/A
2022 – 2023	Help students develop critical thinking processes.	0	N/A
2023 – 2024		2	3.5
2024 – 2025		Question removed	
2022 – 2023	Help students develop skills to solve complex problems.	0	N/A
2023 – 2024		2	3.5
2024 – 2025		0	N/A
2022 – 2023	Make interdisciplinary connections among core subjects.	0	N/A
2023 – 2024		2	3.5
2024 – 2025		Question removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	0	N/A
2023 – 2024		2	3.5
2024 – 2025		0	N/A
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	0	N/A
2023 – 2024		2	4.0
2024 – 2025		0	N/A
2022 – 2023	Connect core content to students' real-life experiences.	0	N/A
2023 – 2024		2	3.5
2024 – 2025		0	N/A
Overall Item Average			3.56

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: Agree (4), Tend to 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.	0	N/A
2023 – 2024		3	3.33
2024 - 2025		1	4
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	0	N/A
2023 – 2024		3	4
2024 - 2025		1	4
2022 – 2023	Help students develop critical thinking processes.	0	N/A
2023 – 2024		3	3
2024 - 2025		Question removed	
2022 – 2023	Help students develop skills to solve complex problems.	0	N/A
2023 – 2024		3	3
2024 - 2025		1	4
2022 – 2023	Make interdisciplinary connections among core subjects.	0	N/A
2023 – 2024		3	3.33
2024 - 2025		Question removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	0	N/A
2023 – 2024		3	3.67
2024 - 2025		1	4
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	0	N/A
2023 – 2024		3	3.33
2024 - 2025		1	4
2022 – 2023	Connect core content to students' real-life experiences.	0	N/A
2023 – 2024		3.33	3.67
2024 - 2025		1	4
Overall Item Average			3.66

2f. Additional assessment of choice			
<p style="text-align: center;"><u>ENGL 408 Scholarly Essay</u></p> <p>Description: ENGL 408 Advanced Composition is one of the last classes students take in their degree. As such, they are required to write a formal research paper of significant length (12-20 pages). Current papers are graded using a generalized writing rubric used by the English department. Previous versions of the course were graded according to different rubrics. The current version of the rubric includes the following criteria: structure, content development, genre conventions, source use, and style/editing.</p> <p>Proficiency Scale: Students are rated on a 4-point scale derived from their final grades on the paper: A = 4, B = 3, C = 2, D = 1, F = 0 (students who do not submit an artifact will not be scored)</p> <p>Target: 3 or higher</p>			
Year	N (number of candidates)	Average Score	Target Score
2022 – 2023	3	1	3 or higher
2023 – 2024	4	4	3 or higher
2024 – 2025	8	3.25	3 or higher

3. Respond to the following questions:

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

The data across multiple assessments confirm that English Education candidates consistently meet program standards for all SLOs including 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility. Praxis Subject Assessment results show 100% pass rates for three consecutive years, with average scores well above the North Dakota cut score (e.g., 181 in 2023–2024). Similarly, Praxis PLT scores demonstrate strong pedagogical knowledge, with all candidates exceeding the required threshold. Academic performance further supports this trend, as cumulative GPAs at completion remain high (3.62–3.92), and key performance tasks such as the ENGL 476 comprehensive exam and ENGL 408 scholarly essay indicate proficiency in advanced writing and research, with recent cohorts meeting or surpassing targets.

Clinical evaluations using the STOT instrument reveal progressive growth from early practicum through student teaching. Candidates consistently achieved ratings at or above proficiency (3.0) across evaluators, demonstrating competence in planning, instruction, and assessment aligned to InTASC standards. While mid-program practicum data could not be collected as no English



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Education candidates took ENGL 481 Secondary Methods for English during the 2024–2025, student teaching evaluations confirm readiness for classroom practice, with university supervisors and cooperating teachers rating candidates between 3.25 and 3.79. These findings affirm that candidates can apply content knowledge effectively and implement instructional strategies that support diverse learners.

Professionalism and reflective practice are evidenced through capstone portfolio scores, which exceeded the 3.0 target in most years, and through employer and graduate surveys, where respondents agreed that completers were prepared to teach content, engage students in critical thinking, and work with diverse populations. Although one cohort's capstone scores fell slightly below target and a single unsatisfactory comprehensive exam occurred, these are isolated cases rather than systemic issues. Overall, the convergence of licensure exams, clinical evaluations, academic performance, and stakeholder feedback demonstrates that English Education BSEd candidates meet or exceed program standards and are prepared for successful entry into the teaching profession.

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

Changes to the assessment process, such as collecting data for individual criteria on the rubric, would reveal more nuanced data. This will granulate the data, allowing us to better assess student strengths and weaknesses. Plans exist to update the general writing rubric used for assessment as well.

Furthermore, there are plans to work on updating and revamping the course requirements and expectations with the ENGL 408 course along with the ENGL 476S Comprehensive exam. Both courses are being overseen by a single instructor rather than constantly shifting between faculty, thereby encouraging more stable expectations and outcomes. The 476S course is being revised to capitalize on the updates within English courses to focus more on a portfolio and rationale process, too.