Mayville State University

EDUC 250 Introduction to Education

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Karissa Hanson

Contact Information:

Office: Education 116E

Email: karissa.hanson@mayvillestate.edu

Work phone: 701-788-4813

Hours of Availability:

Please email for availability

Instructional Mode: Online asynchronous

Course Dates: August 25, 2025- October 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Weekly modules will be released by 8 a.m. on Mondays and are due by the following Sunday at 11:59 p.m.

Course Materials and Technologies

Required

[MSU Technology Requirements](#)

- TaskStream Subscription: Utilized to complete evaluations and portfolio checkpoints throughout the program.
- Verification of meeting Core Competencies or the Praxis Core Academic Skills Test: required for ND licensure and admittance to the Teacher Education Program.
- [Model Code of Ethics for Educators (MCEE)](#)
- Required articles are available through the MSU Library's online subscription using your NDUS credentials (firstname.lastname@ndus.edu)
- Yuja

Use of Artificial Intelligence in this Course

All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow Mayville State's policy in those instances.

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Course Description

This course provides students with historical, philosophical, social, and psychological foundations of education. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems, diversity and multiculturalism in education, and current trends in curriculum and instruction. Students will participate in a structured field experience to include elementary or secondary placement and special needs. Special emphasis will be placed on observing the teaching-learning process, performing instruction-related duties, working individually with students, and the operating procedures of a K-12 classroom. Students will be introduced to the professionalism of teaching. (CCN course).

> **Pre-/Co-requisites:** Completion of ENGL 110, ENGL 120, and MATH 103 with a grade of "C" or higher. EDUC 272 is a co-requisite.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

INTASC – Teacher Education

This course utilizes the InTASC standards (beginning on page 8) which guide our preparation of teachers.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB*):

#	Learning Objective	Assignments Alignment
1	Describe the characteristics of teaching as a profession and career (InTASC 1-10).	• Current Issues Presentation • Becoming an Effective Teacher
2	Identify the professional responsibilities of teachers (InTASC 1-10).	• Current Issues Presentation • Developing as a Professional • Wanted Poster
3	Demonstrate an understanding of the historical, philosophical, social and psychological foundations of American education (InTASC 4, 5, 8, 9).	• Historical Roots of Education in the U.S.
4	Examine the structure and functions of local and state education systems, and the role of the federal government in education (InTASC 3,7, 9, 10).	• Governing and Funding Schools
5	Identify current issues associated with diversity and multiculturism and explore basic concepts related to teaching a diverse student population (InTASC 2, 9, 10).	• Discussion Board • Current Issues Presentation • Celebrating Student Diversity
6	Demonstrate an understanding of the impact of major laws, legal rulings, state policies, and	• School Law

	federal policies on educational practice (InTASC 9).	
7	Identify major issues and trends dealing with curriculum and instructional practices (InTASC 6, 7, 8).	• Curriculum and Lesson Planning
8	Summarize current trends that impact teaching and learning in today's classroom (InTASC 1-10).	• Current Issues Presentation • Educating Today's Students • Classroom Management
9	Observe and reflect on classroom teaching (demonstrations, activities, videos, etc.) to gain practical and foundational knowledge about the responsibilities of a teacher (InTASC 1-10).	• Discussion Board • Video Observation Reflection • Current Issues Presentation
10	Classify different philosophies of teaching and identify your own personal philosophy of teaching (InTASC 9, 10).	• Discussion Board • What is Your Philosophy of Teaching?
11	Identify the requirements of being admitted into the Teacher Education program at Mayville State University (InTASC 9, 10).	• Core Competency Menu Verification • State Licensure Acknowledgement Form • Admission Interview • Disposition Self-Evaluation

*See specific standards alignment at the end of the syllabus.

Other competencies addressed in this course include:
Diversity Competencies (Knowledge):
- 0(i) Explain exceptionalities and inclusion, ELL & language acquisition, ethnic/racial cultural and linguistic differences, gender differences, and the impact of these factors on learning.
- 0(k) Identify students' learning styles, skills, knowledge, language proficiency and special needs.
- 4(m) explains how to integrate culturally relevant content to build on learners' background knowledge.
- 9(i) describes how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 10(l) summarizes schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

Diversity Competencies (Skills):
- 0(d) Confront issues of diversity that affect teaching and student learning.
- 0(e) Use students' interests and background to produce a climate of acceptance, respect, rapport and community.
- 3(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 4(d) Stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 9(e) Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 0(h) Asks questions and probes responses of all students of different abilities.

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Diversity Competencies (Dispositions):

- 1(h) respect learners' differing strengths and needs and is committed to using this information to further each learner's development and plan effective instruction.
- 2(l) believe that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(n) make learners feel valued and helps them learn to value each other.

Technology Objectives:

- Applies strategies to become a technology-using teacher.
- Align learning goals and objectives with digitally responsible & ethical use of technology.
- Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- Supports skill development and content knowledge through media and technology.
- Promote learner success with using appropriate technologies for diverse learners.
- Enrich professional practice through effective use of digital tools and resources.

Instructional Strategies

- Student/teacher-led learning experiences
- Direct instruction
- Student presentations/demonstrations
- Cooperative learning activities
- Critical and creative thinking strategies
- Online discussions
- Multi-media, current educational technologies

- Teacher modeling
- Experiential learning
- Simulation and inquiry activities
- Written and oral communication
- Assigned readings
- Case study review
- Reflective journaling

Course Expectations

Below, you will find several guidelines to help us create successful learning experiences:

- Read the syllabus in its entirety. Knowing what is planned is helpful for time management and allows you time to ask questions if you need any clarification. **Syllabus is subject to change at instructor's discretion.**
- Be prepared and complete assignments. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. **Weekly Modules open on Mondays at 8:00 a.m. and assignments are due the following Sunday at 11:59 p.m.** Please note that for weeks that contain a discussion board the **initial discussion board posts are to be completed by Fridays at 11:59 p.m.** When uploading assignments, make sure your instructor can open them. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. Assignments are to be typed and submitted in a Word document or PDF.

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- Reading assignments- it is imperative that you have completed all preparations for each week of study. Thoroughness of online discussions and weekly assignments demonstrate weekly preparation. Adhering to the reading materials for content information is critical for discussions and class activities. In addition, content from the reading assignments will be referenced in online discussions or quizzes as text evidence.
- Special requirements. Students who plan on applying to Mayville State University's teacher education program must take the show verification of meeting Core Competencies or Praxis Core Academic Skills test and have results electronically sent to MSU. Meeting Core Competencies is required to continue enrollment in teacher education courses at MSU. We will discuss how to meet the Core Competencies in class.
- Be flexible, take risks, and ask questions! In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. You are responsible for your own learning.
- Adhere to the code of student conduct found in the MSU Student Handbook. Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness, and violations include copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. Contact the instructor with questions.
- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact **Disability Support Services** (788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion. Support is available for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.
- Writing expectations: Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MSU Writing Center for assistance with their writing.
    - Students who have difficulties in professional writing are encouraged to contact the Writing Center at 701-788- 4899, in the library or email the coordinator to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.
    - APA format: Any papers that include research references must include a working bibliography in (American Psychological Association) APA format.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. You are required to use your Mayville State University/NDUS email address as it is the best way to ensure reliable communication between students and instructors. If you have questions for me or would like to set up a time to meet, please email me at karissa.hanson@mayvillestate.edu. Email is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to

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contact me by telephone, please use my office number: 701-788-4813. I will use Blackboard to post messages to all learners if needed.

Assignments and Assessments

Syllabus Quiz (5 points)- Enrollment Verification Activity

Review the syllabus and complete the syllabus quiz as verification that you are enrolled in the course. The syllabus and quiz can be found in Blackboard under the "Syllabus" Module.

Meet and Greet (5 points)
During the first week of class, you will introduce yourself to your peers and instructor. This will allow us to gain a sense of one another as we build our classroom community. In the thread, you will share both personal and professional information about yourself. Be sure to read and respond to your peers' posts to learn something new, too! See Blackboard for more specific directions and guidance.

Discussion Boards (20 points)
The purpose of the discussion board assignments is to create a deeper understanding of the material you read. For four weeks, a discussion topic will appear on Blackboard. Please write one paragraph length response (2.5 points) and respond to at least two of your classmates' responses each a paragraph length (2.5 points). Learning from our peers is a great way to appreciate diverse viewpoints. You are expected to respond respectfully at all times. This does not mean you have to agree, rather it means that you should choose your words carefully, just as any effective educator would do. Weekly Discussion Board posts should be on time and grammatically correct. Posts should thoroughly answer questions and should include APA Style formatting when citations are used.

Timely, active, and respectful participation. Because this is an online class, our interactions and community-building practices are even more important than in a face-to-face course. In order to build community with me and with your peers, I expect all students to participate actively in class discussions, respond to others' posts, and complete tasks on time.

Please be prepared to log in to the course two or three times a week to read, post, and reply to the discussion forums. You will receive full credit for participation if (a) your postings reflect thoughtful and substantive comments that relate to the topic for the discussion board that week and (b) you thoughtfully respond to at least two other students' comments. Please refer to the discussion rubric for more detail.

Netiquette. In order to foster a safe and productive online learning environment, you will be expected to abide by the netiquette guidelines. Some netiquette guidelines for online discussion boards:

- **Write in digestible chunks**. Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise. Check grading rubric and assignment descriptions for specific word count requirements.

- **NO YELLING.** When you write in uppercase letters in online communication, it is usually interpreted as yelling.

- **Add some emotion :-).** Sometimes it helps communicate the tone of your

message when you add an emoticon. However, only do so as necessary, for it can end up being annoying to readers if you have too many, which is probably the opposite of your intention.

- **Use humor carefully.** Sarcasm, in particular, does not translate well in an online environment. It's best to avoid the potential pitfalls of misunderstood messages.

Reference course content and resources. To demonstrate that you are learning the key concepts, you must discuss them in your posts. Be sure to provide definitions and citations when using new terms.

Assessment rubric. In order to meet the requirements of the discussion board assignment, please consult the grading rubric connected with each assignment.

Off-topic conversations. Please make sure your discussion board posts are focused on the weekly topic.

Weekly Assignments (10 assignments x 10 points each = 100 points)

Weekly assignments will be completed in conjunction with each reading assignment. Completing required reading is ESSENTIAL! Active participation in class is not only central to constructivist learning, it will also be expected of someone entering the profession of teaching. As such, your active participation is not only required but essential to learning the central ideas of this course. Active participation requires prior preparation. Readings must be completed and reflected upon before class so that you can play an important role in the discussions and activities. These discussions and activities will help you complete each weekly assignment. In addition, you are required to demonstrate a continual understanding of the content by asking questions, relating the material to personal experiences, adding quality input into group discussions, and involving yourself in activities. This is reflected in your dispositions report at the end of the semester. It will also appear in your responses to weekly assignment activities. Remember: this class is likely the first step in your professional teaching preparation and therefore, requires professionalism and active participation of all. This provides each student with teaching practice and reflective feedback.

Current Issues Presentation (50 points)

This assignment requires students to work individually to create a presentation and then respond to peers. The purpose of the presentation and activity is to describe a controversial issue that affects education today and create a 10-15 minute presentation using screen recording software. Students will discuss and decide what current issue in education they will research and present. Each student is expected to find resources describing all viewpoints on their chosen issue, to identify the contexts that impact these issues, and consider personal values and beliefs that affect their viewpoint on the issue. Individual students will research the issue and find at least three credible sources. Presentations must cover the following content: description of issue, discuss appropriate contexts (historical, economic, political, financial, etc.), opposing viewpoints of the issues or pros and cons, issue resolution ideas, information and opinions from cited sources and yours, references (APA format), and a handout/visual (PowerPoint, outline, etc.). Students will view at least five peers' presentations and respond in a discussion forum regarding their thoughts and opinions on the current issue and what the presenter had to share. Again, current issues presentations will be presented online using the Yuja recording software or other screen recording

software. More information about how to use Yuja will be presented in weekly modules.

Video Observation Reflections (110 points)

To successfully complete this course, each student will participate in a "virtual field experience observation" and reflect on those observation videos. You will watch a minimum of 11 videos, 10 videos of a general education classroom and 1 video of a special education classroom. This variety with provide you with opportunities to observe many diverse learning experiences.

You are encouraged to watch all videos but are only required to watch 11. You will use the Virtual Field Experience Repository of Videos to view videos of teachers, students, and classroom interactions specific to your respective licensure area (early childhood, elementary, or secondary). Use the template provided on Blackboard to log the title of the video and write 11 reflections on what happened during each video, and how that information impacts you as a teacher. More information can be found on the "EDUC 250 Virtual Observation Video" assignment in Blackboard. Upload to Blackboard by date listed on syllabus.

Wanted Poster (10 points)

You will be asked to reflect on your observation videos. Think about the following questions: What effective characteristics did you observe? What are the qualities of an effective educator? What skills do effective educators implement or possess. Create a wanted poster to depict what you want to be in your future career as an effective educator. These wanted posters will be shared with your peers in a discussion board. Upload to Blackboard before the due date and be prepared to share with your peers!

Admissions: Written Interview (10 points)

To be admitted into the Teacher Education Program, there are several criteria that need to be met. One of those criteria is to complete an admissions interview. This will be an assignment, completed through TaskStream. Members of the Teacher Education Committee (not the course instructor) will review each teacher candidates' written interview responses. Points will be awarded for this assignment in Blackboard once a submission in TaskStream is confirmed.

Competency Verification (10 points)

To be admitted into the Teacher Education Program at Mayville State University, teacher candidates must successfully show competency in reading, writing, and math. The North Dakota Association of Colleges for Teacher Education (NDACTE) has voted in favor of piloting an alternative method of assessing basic competencies in reading, writing and math. A menu of options has been approved by the Division of Education and Teacher Education committees at Mayville State University. Teacher candidates will need to verify they meet each competency. More information can be found here: Admission Requirements. We will discuss in class how you will show you meet this requirement.

Dispositions Self-Evaluation (10 points)

When candidates enter the teacher education program, they are expected to demonstrate professional behaviors, attitudes, and communications to make a positive impact on students. In EDUC 250, you will be evaluated by yourself and your instructor on your ability to impact student learning. This impact is measured by many tools, including the dispositions evaluation. As a student in this course, you will demonstrate positive dispositions of a professional educator which include learner development, learner differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning, ethical practice, leadership, and

collaboration. This assignment is designated as a key assessment in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. Key assessments are aligned to InTASC Standards and are assessed with validated rubrics. Detailed directions are included in the Key Assessment Instructions within TaskStream. Points will be awarded for this assignment once a submission in TaskStream is confirmed.

Acceptable Target: All individual item indicators are 2.0/3.0 or higher for all students. The total average for all indicators is 2.0/3.0 or higher.

FINAL: Teacher Education Handbook Scavenger Hunt (60 points)
The Teacher Education Handbook is an important document in guiding our Mayville State University teacher candidates, including students enrolled in this course, EDUC 250. To learn about the requirements of MSU's Teacher Education Program, students will complete a scavenger hunt to identify important information and requirements of them as teacher candidates.

Evaluation and Grading

Evaluation in this course will consist of the components outlined below. Due dates for activities and assignments may be subject to change at the discretion of the instructor based on the pacing of the class. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadlines. **You must earn a "B" or higher in this course to be admitted into Mayville State University's Teacher Education Program.** Each assignment will have a detailed description and a rubric/checklist that are to be used as they will provide explicit directions for the assignment (assignment description) and expectation for quality of submission (rubric/checklist). Learners are to use both the assignment description and the rubric/checklist when completing assignments. Viewing the rubric/checklist as well as the assignment description (both found on Blackboard) for each graded component will assist learners in completing competent, quality assignments.

Grading Policies

- It is the student's responsibility to check due dates for all assignments. Points are deducted for late submissions as outlined in assignment grading checklists and syllabus. Assignments submitted late will be assessed a 10% deduction in points, and assignments submitted more than two weeks late will be assessed a 20% deduction in points.
- You can expect to hear feedback regarding weekly assignments within 7-10 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.

Grading Scale

This course adheres to the following grading scale:
A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

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Assignment	Points	Due Date
Syllabus Quiz (Enrollment Verification Activity)	5	Week 1
Meet and Greet	5	Week 1
Competency Verification	10	Week 2
Discussion Boards (4 x 5 points each)	20	Weeks 2, 3, 5 & 6
Weekly Assignments (10 assignments x 10 pts/assignment)	100	Due Dates on Blackboard
Current Issues Presentation	50	Week 4
State Licensure Acknowledgement Form	10	Week 6
Video Observation Reflections	110	Weeks 2 & 7
Admissions: Written Interview	10	Week 7
Disposition Self- Evaluation	10	Week 8
Wanted Poster	10	Week 8
Final Exam: Teacher Education Handbook Scavenger Hunt	60	Week 8
Total:	**400**	

The percentage to point conversion table for all assignments in EDUC 250 can be found below:

A= 94 – 100%	→	374 – 400 points
B= 87 – 93%	→	346 – 373 points
C= 80 – 86%	→	318 – 345 points
D= 70 – 79%	→	278 – 317 points
F= < 70%	→	0 – 277 points

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. **Please complete the Syllabus Quiz by Friday, August 29th at 11:59 p.m.** If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency

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- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Below is the course timeline and schedule. The course timeline and schedule are subject to change as deemed necessary by the instructor. Readings, quizzes on readings and assignments will be laid out on Blackboard with due dates.

Week	Topic	Readings Due	Assignments Due
1	Introductions and Syllabus Review	Review Syllabus	• Syllabus Quiz • Meet and Greet Introduction Activity
	Educating Today's Students Virtual Observation Overview	Patrick (2019)	• Weekly Assignment: Educating Today's Students • Data Sheet
2	Teacher Education Program Overview TaskStream Overview Core Competency Menu	TaskStream Website	• Activate TaskStream Subscription • Core Competency Menu Verification
	Celebrating Student Diversity	Santone (2019) Essa (2024)	• Weekly Assignment: Celebrating Student Diversity • Discussion Board • Virtual Observation Reflective Journal #1
3	Historical Roots of Education in the U.S.	Sass (2022) Kober & Renter (2020)	• Weekly Assignment: Historical Roots of Education in the U.S.
	What is your philosophy of education?	Angel (2023) Swassing & Barbe (1979) Gardner (2023)	• Weekly Assignment: What is your philosophy of education? • Discussion Board
4	Current Issues Presentations		• Current Issues Presentations • Current Issues Peer Feedback
	Formative Feedback Dispositions Discussion		• Formative Feedback • Practice Disposition and Grid
5	Governing and Funding Schools	ACLU (2024) Peter G. Peterson Foundation (2024)	• Weekly Assignment: Governing and Funding Schools
	School Law	Education Law Center (2024)	• Weekly Assignment: School Law • Discussion Board

		U.S. Department of Education Walter Haverfield LLP (2021)	
6	Curriculum and Lesson Planning State Licensure Acknowledgement Form	Teachings in Education (2018)	• Weekly Assignment: Curriculum and Lesson Planning State Licensure Acknowledgement Form
	Classroom Management	Simmons (2019) Taylor & Salzman-Coon (2024)	• Weekly Assignment: Classroom Management • Discussion Board
7	Becoming an Effective Teacher	Greathouse, Eisenbach, and Kaywell (2019)	• Weekly Assignment: Becoming an Effective Teacher
	Developing as a Professional Admission Interview	MCEE (2015) Danielson (2016) U.S. Depart. of Health & Human Services (2014)	• Weekly Assignment: Developing as a Professional • Admission Interview • Virtual Observation Reflective Journals #2-11
8	Wanted Poster Disposition	TaskStream Website	• Wanted Poster • Disposition Self Evaluation
	Final Exam: Teacher Education Handbook Scavenger Hunt		• Final Exam • Check Blackboard Gradebook

ESPB Program Approval Standards

Standards Alignment (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

EARLY CHILDHOOD
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 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.

ELEMENTARY
- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.1b-Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.

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- 50015.4c -Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content.
- 50015.4d- Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
- 50015.4e -Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

SPECIAL EDUCATION:
- Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

ENGLISH
- 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- 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.

HEALTH
- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.

MATHEMATICS
- 11010.7 Content Pedagogy-The program requires that the teacher candidate is able to successfully implement a variety of instructional strategies. The candidate demonstrates the following: a) Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains, b) Analyzes and considers research in planning for and leading students in rich mathematical learning experiences, c) Plans lessons and units that incorporate a variety of strategies and mathematics specific instructional tools to promote conceptual understanding and procedural proficiency, d) Provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace, e) Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

PHYSICAL EDUCATION
- 3.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.

SCIENCE
- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.

SOCIAL SCIENCE
- 15035.3 The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.

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- 15035.4 The program requires study of current events including controversial issues.