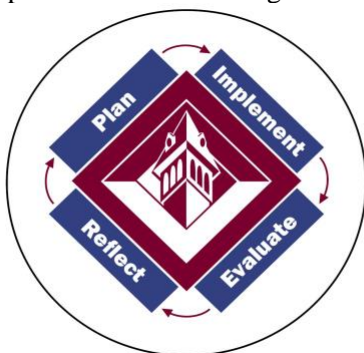


Valley City State University Teacher Education

Introduction

Valley City State University (VCSU) has a proud tradition of preparing teachers since 1890. VCSU has been successfully accredited nationally since its first National Council for the Accreditation of Teacher Education (NCATE) approval in 1954. The program tags its curriculum to its own VCSU Teacher Education learning outcomes, the state standards as well as the Interstate Teachers Assessment and Support Consortium (InTASC) and the Council for the Accreditation of Educator Preparation (CAEP) standards. VCSU is committed to continuous improvement through the use of research, data, collaborative partnerships, and innovative practices.

Throughout the curriculum of the professional education sequence and methods courses for education majors, teacher candidates learn to thoroughly plan standards-based lessons, assessments, and experiences that meet the diverse needs of all their learners. Candidates learn strategies and skills to engage learners while implementing those plans. Candidates learn to apply a variety of assessments and utilize descriptive feedback as they evaluate student learning and their impact as teachers on the process. Throughout the process, teacher candidates reflect on their experiences to become more effective at planning, implementing, and evaluating lessons for learning in the future. The purpose of the VCSU conceptual framework model is to provide teacher candidates with a foundation for becoming reflective practitioners who are committed to continuous improvement and lifelong learners.



Teacher Education Program Learning Outcomes

1. Teacher candidates apply knowledge and skills to **plan** a unit that meets the needs of students in a P-12 classroom.
2. Teacher candidates apply knowledge and skills to **implement** a unit that meets the needs of students in a P-12 classroom.
3. Teacher candidates apply knowledge and skills to **evaluate** student learning during a unit taught to students in a P-12 classroom.
4. Teacher candidates apply knowledge and skills to **reflect** on student learning and their own practice as a teacher during a unit of teaching students in a P-12 classroom.

The learning outcomes and InTASC Standards are an important part of the Education Preparation Provider's (EPP's) curriculum and assessments that lead to the data used to inform decisions for identifying program strengths and areas for improvement.

"The VCSU Education program not only gave me the tools I needed to be a successful teacher, but also the opportunity to be a successful learner. The program prepares pre-service teachers for the realities and excitement of the teaching profession, along with strong support throughout a graduate's teaching career." —Samantha Isane '16, Golden Valley, MN.; Cheney Middle School, West Fargo, ND.

“The Elementary Education program is very personable. The teachers get to know you and help you grow into an amazing teacher!” —Whitney (Hulm) Weigel '13, Linton, ND.; kindergarten teacher, Napoleon, ND.

“The teacher education program at VCSU prepared me for the realities of teaching today's children. I feel confident about the theory and practice, as well as using technology in teaching. I recommend VCSU to any prospective elementary teachers.” —Emily (Waswick) Harrison '14, Gwinner, ND.; West Fargo (N.D.) Public Schools

VCSU Teacher Education On-Campus

The Elementary Education program has prepared teacher candidates on the VCSU campus since 1890. Elementary Education is the university's largest major.

VCSU Elementary Education Collaborative Program at NDSU

VCSU has prepared Elementary Education majors at North Dakota State University (NDSU) on the Fargo campus since 1991. The collaborative program enables teacher candidates to earn a degree from VCSU in Elementary Education and a Human Development and Family Science degree from NDSU.

VCSU Teacher Education Online

VCSU offers online teacher preparation opportunities in the secondary fields of English Education, Technology Education, Business Education, and Social Studies/History Education. The Elementary Education online program is designed for individuals in North Dakota currently teaching in a school as a para-professional or other staff position.

VCSU Elementary Education Wyoming Distance Program

Offered by VCSU on the Campuses of:

Casper College - Casper, Wyoming

Central Wyoming College - Riverton, Wyoming

Eastern Wyoming College - Torrington, Wyoming

Gillette College - Gillette, Wyoming

Laramie County Community College - Cheyenne, Wyoming

Northwest College - Powell, Wyoming

Western Wyoming Community College - Rock Springs, Wyoming

Exit Survey Data Fall 2011- Spring 2020

Exit Survey Data – data gathered from student teachers just prior to graduation. The combination of data from exit surveys, completer surveys, employer surveys and student teaching data provide feedback from the perspective of student teachers, cooperating teachers, alumni and principals.

Would you recommend your teacher education program to other prospective teachers?

	Total	Percent
Definitely Yes	801	75.92%
Probably Yes	230	21.8%
Probably No	19	1.8%
Definitely No	5	0.47%
Total	1055	

Examples of how faculty demonstrate commitment to lifelong learning and stay active in the profession:

Supervising student teachers
Supervising teacher candidates who are substitute teaching in co-teaching pairs
Visiting diverse P-12 schools with teacher candidates
Visiting P-12 schools leading the way in personalized learning with teacher candidates
Engaging in North Dakota Regional Education Association events or initiatives such as standards-based grading
Attending or presenting at state or national accreditation conferences
Attending or presenting at state or national educational conferences
Attending state or national technology conferences
Serving as accreditation volunteers at the state or national level
Participation in state committees like the NDACTE, the North Dakota PK-12 Education Vision Steering
Engagement in standards setting committee and meetings
Attending mental health training sessions
Attending North Regional Education Association sessions on standards-based grading and data literacy
PK-12 educators
Learning and modeling the use of current and relevant technologies
Organizing students to lead science fairs in local schools and share at conferences
Establishing clubs and organization for students (iPad club, Elementary club, Kappa Delta Pi)
Working with graduate students responsible for conducting action research in K-12 schools
Engagement in collaborative assessment efforts through partnering with other Education Preparation Providers (EPPs) in the state and region

Examples of how Teacher Education teacher candidates are prepared through opportunities to:

Substitute teach in P-12 schools
Co-teach with peers
Teach a capstone unit and reflect on their impact on student learning
Learn knowledge, skills, and dispositions from educators with P-12 and college teaching experience
Be placed in introductory field experiences, diversity field experiences, embedded or endorsement field experiences, methods practicum field experience, and student teaching
Experience teaching in multiple schools and at multiple grade levels
Visit schools with diverse student populations and schools that focus on personalized learning
Travel abroad (pre-COVID 19 and hopefully again in the future at some point)
Grasp how children differ and how to develop appropriate and challenging learning experiences for a class and each individual
Learn to use current and relevant technologies to enhance student engagement
Address and assess the standards in the curriculum of the their major...

Teacher candidates learn through coursework, field experiences and the mentorship of experienced educators who are committed to lifelong learning.

In addition to learning teaching methods and strategies in the professional education sequence courses, teacher candidates have content specific methods courses in each major. Candidates have opportunities to teach lessons to peers and in their EDUC 350/EDUC 351 practicum field experiences and during student teaching.

Methods Courses:

Elementary Methods – EDUC 315 Mathematics in the Elementary School, EDUC 320 Social Studies in the Elementary School, EDUC 322 Methods of Language Arts Instruction, EDUC 323 Methods of Reading in the Elementary School, EDUC 355 Science Methods for Elementary Teachers.

K-12 Methods– ART 390 Art Methods, MUS 403 Choral Methods and Literature, MUS 404 Instrumental Methods and Literature, HPER 325 Instructional Methods in Elementary Physical Education Classroom, HPER 490 Methods of Teaching K-12 Physical Education

Secondary Methods - BIOL 490 Secondary Science Methods and Techniques, BUSI 490 Methods and Materials for Teaching Business Subjects, ENGL 490 Methods of Teaching English, HIST 490 Methods of Teaching Social Science, HPER 390 Secondary Health Education Methods, MATH 490 Teaching Secondary School Mathematics, STEM ED 411 STEM Curriculum and Methods

The School of Education and Graduate Studies (SEGS) has a central assessment system (CAS) to gather data and monitor teacher candidate progress from the time of entry in EDUC 250 Introduction to Education through admission to the teacher education program and ultimately student teaching and graduation. The faculty engage in assessing teacher candidate performances and participate in annual data sharing events with stakeholders – especially PK-12 educators. The faculty members teaching the curriculum also receive data through Teacher Education meetings, semi-annual program data reports shared each August and February, and also in special situations when data are requested to help inform decisions for change.