**COVER SHEET**

1. **Institution’s Name:**
2. **Date Submitted:**
3. **Preparer of this Report:** 
   1. **Phone:**
   2. **E-mail**
4. **CAEP/State Coordinator:** 
   1. **Phone:**
   2. **E-mail:**
5. **Name of Institution’s program:**
6. **Grade levels for which candidates are being prepared:**
7. **Degree or award level (select one)**
   1. **Initial**
      1. **Baccalaureate**
      2. **\_\_\_ Post Baccalaureate**
8. **Is this program offered at more than one site?**
   1. **\_\_\_ Yes**
   2. **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):** 
    1. **\_\_\_ Initial Review**
    2. **\_\_\_ Continuing Review**
    3. **\_\_\_ Focused Visit**

**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:** | | |
| **Academic**  **Year** | **# of Candidates Enrolled in the**  **Program** | **# of Program**  **Completers** |
|  |  |  |
|  |  |  |
|  |  |  |

\* 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.

1. **Curriculum Exhibit (Select 1)**
   1. **\_\_\_ 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.**
   2. **\_\_\_ Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses). **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.*

**CURRICULUM EXHIBIT FORM BASIC PROGRAM**

**EDUCATION STANDARDS AND PRACTICES BOARD**

**SFN 14381 (05-17)**

|  |  |  |
| --- | --- | --- |
| Institution: | | Major: |
| Total credits required for degree: | | |
| **General Studies** | **Teaching Specialty** | **Professional Education** |
| Credits Required: | Credits Required: | Credits Required: |
|  |  |  |
| **Total:** | **Total: (Minimum 32 hours)** | **Total: ( Minimum 22 hours Including Student Teaching)** |

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.

1. **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).
2. **Changes in the Program since the Last Review:** Please describe any changes since the last review and include rationale for those changes.
3. **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.

**SECTION II: RESPONSE TO STANDARDS**

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

**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)** |
| **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.**  **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.  **05020.1.2** Candidates are knowledgeable about how adolescents read text and make meaning through interaction with media environments. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **05020.2 Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.**  **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.  **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.  **05020.2.3** Candidates are knowledgeable about how adolescents compose formal and informal text and make meaning through interaction with media environments. |  |  |

**Narrative:**

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| --- | --- | --- |
| **05020.3 Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.**  **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 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.  **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.  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.  **05030.3.4** Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing and acting on data about student 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. |  |  |

**Narrative:**

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| --- | --- | --- |
| **05050.4 Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.**  **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.  **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 classroom writing assessments and make instructional decisions.  **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.  **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.  **05020.4.5** Candidates design instruction to teach students to assess credibility and accuracy of information, integrating evidence, and documenting sources |  |  |

**Narrative:**

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| --- | --- | --- |
| **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.**  **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.  **05020.5.2** Candidates use knowledge of theories and research to plan instruction 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. |  |  |

**Narrative:**

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| --- | --- | --- |
| **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.**  **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. |  |  |

**Narrative:**

**SECTION IV: EVIDENCE OF MEETING THE STANDARDS**

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables **1.A-1.D** described below 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 reporting at least 3 years of data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [Enter Data Collection Start and End Dates Here] | | | | |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
|  |  |  |  |  |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [Enter Data Collection Start and End Dates Here] | | | | |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
|  |  |  |  |  |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**1. D Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).**

* + - 1. Build Table 1.D that includes the following:
         1. The N (number of candidates)
         2. Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
         3. Performance results at each proficiency level (at least 3 years of data)
      2. Attach an electronic copy of the performance instrument

**2. Additionally, select from among the following assessments for a total of 6-8. Provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument (test, project, paper, etc.) and, where appropriate, the rubric or scoring guide.**

* + 1. Pre-student Teaching Practicum Evaluations
    2. Key Performance Tasks
    3. Capstone Project (portfolio, teacher work sample, etc.)
    4. Employer survey results related to content knowledge
    5. Graduate survey results related to content knowledge
    6. Additional assessment of choice

**3. Respond to the following questions**:

* + 1. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.
    2. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.