**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 years 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)** |
| **08025.1**  **Standard 1. Content and Foundational Knowledge** Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.  **Components - Candidates will:**  1.a Describe and apply common content knowledge for teaching preK-12 physical education.  1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.  1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.  1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.  1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.  1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation. |  |  |

**Narrative:**

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| --- | --- | --- |
| **08025.2**  **Standard 2. Instructional Delivery and Management** Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.  **Components - Candidates will:**  2.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.  2.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.  2.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.  2.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.  2.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning. |  |  |

**Narrative:**

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| --- | --- | --- |
| **08025.3**  **Standard 3. Planning and Implementation**  Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology, and metacognitive strategies to address the diverse needs of all students.  **Components - Candidates will:**  3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education.  3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.  3.c Plan for and manage resources to provide active, fair and equitable learning experiences.  3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.  3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).  3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. |  |  |

**Narrative:**

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| --- | --- | --- |
| **08025.4.**  **Standard 5. Assessment of Student Learning**  Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.  **Components - Candidates will:**  4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.  4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.  4.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives. |  |  |

**Narrative:**

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| **08025.5**  **Standard 5. Professional Responsibility**  Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.  **Components - Candidates will:**  5.a Engage in behavior that reflects professional ethics, practice and cultural competence.  5.b Engage in continued professional growth and collaboration in schools and/or professional organizations.  5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities. |  |  |

**Narrative:**

**Ethics Resources**:

https://www.nasdtec.net/general/custom.asp?page=MCEE\_Doc

https://cdn.ymaws.com/www.nasdtec.net/resource/collection/7C8FAAA3-65CF-4B6E-B0B4-801DDA91A35F/Free\_and\_Available\_Resources\_\_\_rev.\_Oct\_2019\_.pdf

**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 year 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.

*Standards Reviewed August 2021, Approved December 2021*