**COVER SHEET**

1. **Institution’s Name:**
2. **Date Submitted:**
3. **Preparer of this Report:**
   1. **Phone:**
   2. **E-mail**
4. **Institution 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. **\_\_\_ 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.
   2. **\_\_\_ Option 2:** Upload the Program Status Sheet (must include, core requirements and program options)

***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.

**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).

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

**5. Field & Clinical Experiences:** Briefly describe the required field experience that is specific to your program.

**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)** |
| **50065.1 Teaching for Learning** The program prepares candidates to demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students’ interests and develops their ability to inquire, think critically, gain and share knowledge. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50065.2 Literacy and Reading** The program prepares candidates to promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50065.3 Information and Knowledge** The program prepares candidates to model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50065.4 Advocacy and Leadership** The program prepares candidates to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50065.5 Program Management and Administration** The program prepares candidates to plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. |  |  |

**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 and 1.B** described below and provide information requested related to the two-four additional assessments you selected in **2.**

**1. Required Assessments**

**1. A** **Cumulative GPA at the point of completion: Complete Table 1. A 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. B** **Clinical Experience Evaluation**

* + - 1. Build a table that includes the following:
         1. The N (number of candidates)
         2. Proficiency/Evaluation 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. Additional Assessments: Select from among the following for a total of 6-8 assessments.** 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. Graduate/Employer/Candidate Surveys of Program Quality
      2. Capstone Assessment (e.g. research project, thesis)
      3. Capstone Portfolio
      4. Course Embedded Performances
      5. Comprehensive Exam (standardized national exam or program area exam)
      6. Alternate assessment of choice

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

* + 1. Analysis of findings: Describe how the data provided above demonstrates that candidates in the program meet the standards.

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