**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**

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| **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**  |
|  |  |  |
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\* 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 major 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**

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| --- | --- | --- |
| **State Standard** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **50015.1** Understanding and Addressing Each Child’s Developmental and Learning NeedsCandidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning. |  |  |
| ***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. |  |  |
| ***50015.1c****-*Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. |  |  |

**Narrative:**

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| **50015.2a English Language Arts**. ***Elements of Literacy–*** Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication. |  |  |

**Narrative:**

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| **50015.2b *Science and Engineering Practices, Cross-Cutting Themes–*** Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. |  |  |

**Narrative:**

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| **50015.2c *Major Math Concepts*-** Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains*.* |  |  |

**Narrative:**

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| **50015.2d *Civics, Economics, Geography, History*** Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History (“Social Science” on previous ESPB standards), within a framework of informed inquiry. |  |  |

**Narrative:**

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| **50015.2e Arts** The program requires the study of arts. Candidates know, understand, and use (as appropriate to their own knowledge and skills) the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. |  |  |

**Narrative:**

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| --- | --- | --- |
| **50015.2f Physical Education** The program requires the study of physical education. Candidates know, understand, and use (as appropriate to their own understanding and skills) human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. |  |  |

**Narrative:**

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| --- | --- | --- |
| **STANDARD 3** – Assessing, Planning, and Designing Contexts for Learning Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development. | Course Prefix and Title (with electronic links to syllabi) | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **50015.3a*-***Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs. |  |  |
| ***50015.3b-*** Candidates use assessment results to improve instruction and monitor learning. |  |  |

**Narrative:**

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| **50015.3c**Candidates plan instruction including goals, materials, learning activities and assessments. |  |  |

**Narrative:**

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| ***50015.3d-***Candidates differentiate instructional plans to meet the needs of diverse students in the classroom. |  |  |

**Narrative:**

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| ***50015.3e*** *-*Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations. |  |  |

**Narrative:**

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| ***50015.3f-***Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices. |  |  |

**Narrative:**

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| --- | --- | --- |
| **State Standard** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **Standard 4 – Effective Instruction.** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. |  |  |
| **State Standard** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

**Narrative:**

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| ***50015.4a****–* Candidates use a variety of instructional practices that support the learning of every child. |  |  |

**Narrative:**

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| ***50015.4b -*** Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. |  |  |

**Narrative:**

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| **5*0015.4c -***Candidate**s** explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content. |  |  |

**Narrative:**

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| ***50015.4d-*** Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement. |  |  |

**Narrative:**

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| ***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*.* |  |  |

**Narrative:**

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| ***50015.4f* -**Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. |  |  |

**Narrative:**

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| **50015.4g**-Candidate effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning. |  |  |

**Narrative:**

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| **50015.5a** -Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth |  |  |

**Narrative:**

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| **50015.5b** -Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice. |  |  |

**Narrative:**

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| **50015.5c** -Candidates participate in peer and professional learning communities to enhance student learning. |  |  |

**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 |
|  |  |  |  |
|  |  |  |  |
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**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.

**Beginning January 1, 2024, the EPP should upload a spreadsheet indicating how they have met the International Dyslexia Standards (IDA).**