**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 4: 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)** |
| **50037.1: Child Development and Learning in Context**  Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.   * **1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. * **1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. * **1c:** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. * **1d:** Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50037.2: Family–Teacher Partnerships and Community Connections**  Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.   * 2a: Know about, understand, and value the diversity of families. * 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. * 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. |  |  |

**Narrative:**

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| --- | --- | --- |
| **50037.3: Child Observation, Documentation, and Assessment**  Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.   * 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. * 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools. * 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child. * 3d: Build assessment partnerships with families and professional colleagues. |  |  |

**Narrative:**

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| --- | --- | --- |
| **50037.4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**  Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.   * 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children. * 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. * 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. |  |  |

**Narrative:**

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| --- | --- | --- |
| **50037.5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**  Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.   * 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. * 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area. * 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. |  |  |

**Narrative:**

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| --- | --- | --- |
| **50037.6: Professionalism as an Early Childhood Educator**  Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.   * 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. * 6b: Know about and uphold ethical and other early childhood professional guidelines. * 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues. * 6d: Engage in continuous, collaborative learning to inform practice. * 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. |  |  |

**Narrative:**

\*You may elect to include program specific information related to these standards if you believe that such information aid the Content Expert’s review process.

**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 in 4a 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.