**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 SectionIV: 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)** |
| **10007.1 Nature and Characteristics of Technology and Engineering**  Key Ideas   * Knowledge of Nature World and Human-Made World * Interdisciplinary Study of STEM * Technological Literacy – Understand, Use, Assess, and Create |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.2 Core Concepts of Technology and Engineering**  Key Ideas   * Systems Thinking – Parts and components working together to complete task (function) * Sequential – Systematic sequence of parts working together to produce an output * Universal Systems Model – Input, Process, Output, Feedback * Resources – Tools/Machines, Materials, Capital, Money, Expertise, Energy, Time, People * Controls for the System to act a certain way |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.3 Integration of Knowledge, Technologies, and Practices**  Key Ideas   * Technology and Engineering are related * Technology and Engineering impact other fields of study and advance them * Technology and Engineering are impacted by other fields of study & advanced by them |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.4 Impacts of Technology**  Key Ideas   * Technology and Engineering have positive and negative impacts on society/environment * Decisions must consider costs, benefits, and tradeoffs * Sustainability – Sustainable use of renewable and non-renewable resources * Requires appropriate handling of waste * Aware that technology can fundamentally change individuals, cultures, & environment |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.5 Influence of Society on Technological Development**  Key Ideas   * Societal needs and wants shape technology more than individuals * Values and beliefs of society shape attitudes toward technology * Societies vary in technological needs – advances versus developing |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.6 History of Technology**  Key Ideas   * Technological knowledge accelerated during Renaissance and Industrial Revolution * History eras are defined by technological advancements * Studying technological history chronicles how humans have steered the world today |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.7 Design in Technology and Engineering Education**  Key Ideas   * Design is a distinctly human process, and it is purposeful and open ended and has many approaches * Design is a creative process with no single correct solution – iterate and improve * Design requires 21st century skills i.e. comm, creativity, collaboration etc. * Design has universal principles and elements i.e. shape, form, reliability, durability etc. * Design requires making skills i.e. hand and power tools, measuring, drawing etc. * Design optimization is governed by criteria and constraints and results in tradeoffs |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.8 – Applying, Maintaining, and Assessing Technological Products and Systems**  Key Ideas   * Technologically literate people are better equipped to learn and use technology * Maintenance of Tech System keeps product in proper working order * Maintenance of Tech Systems reduces malfunctions * Repairs on Technology products and systems is necessary at times (replacement as well) * Assessing a Technology product requires troubleshooting and learning new abilities |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.9 Instructional Strategies** The program requires using a variety of effective teaching practices that enhance and extend learning of technology. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.10 Learning Environments** The program requires designing, creating, and managing learning environments that promote technological literacy. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.11 Students** The program requires understanding students as learners, and how commonality and diversity affect learning. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **10007.12 Professional Growth** The program requires understanding and valuing the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology. |  |  |

**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.