**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. **Degree or award level (select one)**
   1. **\_\_\_ Master’s Degree**
   2. **\_\_\_ Education Specialist**
   3. **\_\_\_ EdD or PhD**
7. **Is this program offered at more than one site?**
   1. **\_\_\_ Yes**
   2. **\_\_\_ No**
8. **If your answer is yes to the above question, list the sites at which the program is offered:**
9. **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 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** |
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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)-complete separate exhibits where emphases or concentration constitute 50% or more of the program**
   1. **\_\_\_ Option 1:** Complete the Curriculum Exhibit Form below.
   2. **\_\_\_ Option 2:** Upload the Program of Study Sheet (must include, core requirements and program options)

**CURRICULUM EXHIBIT FORM BASIC PROGRAM**

EDUCATION STANDARDS AND PRACTICES BOARD

(05-17)

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| --- | --- | --- |
| Institution: | | Major: |
| Credits for the degree: Date form completed: | | |
| Check one: Masters Level  Specialist Level  Doctoral Level | | |
| If you have more than one level of program within the same major category please complete a separate form for each level. Add rows as needed. | | |
| **Program Requirements:** | | |
| **Core Requirements** | **Program Options**  (Describe or list additional concentrations, areas of specialization or emphasis areas that candidates may take to complete a program of study) | |
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| **Total Credits:** | **Total Credits:** | |

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.)

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| **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)** |
| **A.1 The program requires that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college-and-career-readiness standards**.  **Candidate Knowledge, Skills, and Professional Dispositions**  A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:  \* Applications of data literacy;  \* Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;  \* Employment of data analysis and evidence to develop supportive school environments;  \* Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;  \* Supporting appropriate applications of technology for their field of specialization; and  \* Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.  Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.  **Professional Responsibilities:**  A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]. |  |  |

**Narrative:**

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| **A.2 The program requires that effective partnerships and high-quality clinical practices are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.**  **Partnerships for Clinical Preparation**  A.2.1. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and function. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.  **Clinical Experiences**  A.2.2. The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.  [NOTE: list repeated here for clarity from A.1.1.]  \* Applications of data literacy;  \* Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;  \* Employment of data analysis and evidence to develop supportive school environments;  \* Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organization, and parents;  \* Supporting appropriate applications of technology for their field of specialization; and  \* Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. |  |  |

**Narrative:**

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| **A.3 The program requires demonstrating that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.**  **Admission of Diverse Candidates who Meet Employment Needs**  A.3.1. The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.  Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully  A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state’s minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.  The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.  EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.  **Selectivity during Preparation**  A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates’ advancement from admissions through completion.  **Selection at Completion**  A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization. |  |  |

**Narrative:**

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| **A.4 The program requires documentation of the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.**  **Satisfaction of Employers**  A.4.1. The provider demonstrates that employers are satisfied with completers’ preparation and that completers reach employment milestones such as promotion and retention.  **Satisfaction of Completers**  A.4.2. The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective. |  |  |

**Narrative:**

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| **A.5 The program requires maintaining a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completer positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.**  **Quality and Strategic Evaluation**  A.5.1. The provider’s quality assurance system is comprised of multiple measures that can monitor advanced program candidate progress, advanced completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.  A.5.2. The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.  **Continuous Improvement**  A.5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.  A.5.4. Measures of advanced program completer outcomes, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.  A.5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.  **Glossary changes based on changes in the Standards for Advanced Programs:**  **Candidate:** The term “candidate” refers to individuals enrolled in advanced programs.  **Professional specialties:** An inclusive term referring to any advanced preparation program (graduate degree, certificate, endorsement, etc.) offered by an EPP specific to P-12 schools and/or other school professionals.  4) Programs designed to prepare teachers for different roles in schools, as supervisors or curriculum and instruction specialists, must also require professional experience in schools as a criterion for admission and include study of educational leadership and supervision of personnel with emphasis on professional growth. |  |  |

**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. Items 1.A and 1.B are required. Additionally, you may select four from those assessments listed in 2.

**1. Required Assessments.** For each 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. 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.)**

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| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
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**1. B** **Internship/Field Experience Assessment (e.g. action research project, evaluation form) Provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument, rubric or scoring guide.**

**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 demonstrate 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.