**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: Degree or award level (select one)**
   1. **Initial**
      1. **Baccalaureate**
      2. **\_\_\_ Post Baccalaureate**
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**

|  |  |  |
| --- | --- | --- |
| **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)**
   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 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)** |
| **24000.1 Language** The program requires the study of major concepts, theories, and research related to the nature and acquisition of language and constructing learning environments that support ELL language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.  **24000.1a Describing language.** Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping English language learners acquire and use English in listening, speaking, reading, and writing for social and academic purposes.  **24000.1b Language acquisition and development.** Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **24000.2** **Culture** The program requires the study of major concepts, theories, and research related to the nature and structure of culture and the construction of learning environments that support ELLs’ language and literacy development and content area achievement.  **24000.2a Nature and role of culture.** Candidates know, understand, and use the major concepts principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.  **24000.2b Cultural groups and identity.** Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement. |  |  |

**Narrative:**

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| --- | --- | --- |
| **24000.3 Planning and Managing Instruction** The program requires the study of multiple instructional approaches and strategies, including standards-based practices, as they relate to planning, implementing and management of ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.  **24000.3a Planning for standards-based ESL and content instruction.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates model effective use of academic English as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.  **24000.3b Managing and implementing standards-based ESL and content instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing and accessing the core curriculum. Candidates support ELLs in accessing the core curriculum as they learn language and academic content together.  **24000.3c Using resources effectively in ESL and content instruction.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching. |  |  |

**Narrative:**

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| --- | --- | --- |
| **24000.4 Assessment** The program requires the candidate to study assessment and use of assessment measures that are standards-based as they relate to ELLs.  **24000.4a Issues of assessment for ESL.** Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, special education testing including gifted and talented, and the importance of being standards-based) and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as these factors affect ELLs.  **24000.4b Language proficiency assessment**. Candidates know and can use a variety of standards based language proficiency instruments to inform instruction, and understand their uses for identification, placement and demonstrating language growth of ELLs.  **24000.4c Classroom-based assessments for English language learners.** Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction. |  |  |

**Narrative:**

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| --- | --- | --- |
| **24000.5 Professionalism** The program requires the candidate to study the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELLs and their families and work collaboratively to improve the learning environment.  **24000.5a ESL research and history.** Candidates demonstrate knowledge of history, research and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.  **24000.5b Partnerships and advocacy.** Candidates understand how to serve as professional resources, advocate for ELLs, and build partnerships with students’ families.  **24000.5c Professional development and collaboration.** Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELLs. |  |  |

**Narrative:**

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| **24000.6 Field Experience** The program requires the candidate to study a minimum of two semester hours of credit in a field experience with ELLs in an ESL or bilingual education setting for an endorsement. For a major in ESL or bilingual education, the program meets the normal degree requirements for clinical practice (student teaching) in the professional education sequence. |  |  |

**Narrative:**

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| --- | --- | --- |
| **24000.7 Technology** The program requires the study of current, appropriate instructional technologies. |  |  |

**Narrative:**

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| **24000.8 Bilingual Education** The program requires the study of a variety of methods and strategies of teaching bilingual education, including an understanding of instructional programs in bilingual education. |  |  |

**Narrative:**

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| --- | --- | --- |
| **24000.9 Language Proficiency** The program requires the study of a minimum of sixteen semester hours of study in a language other than English or the equivalent in demonstrated language proficiency. |  |  |

**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)
      1. 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.