**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**  |
|  |  |  |
|  |  |  |
|  |  |  |

\* 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**

The middle level major must include study of middle level foundations, adolescent development, reading in the content areas at the middle level, and twenty‐four semester hours of content coursework in one of the content areas of English and language arts, social studies, science, or mathematics meeting the teacher education program approval standards, and special methods of teaching at the middle level. Study of these areas must total a minimum of thirty‐two semester hours which includes at least two semester hours of special methods of teaching at the middle level and middle level classroom field experience.

|  |  |  |
| --- | --- | --- |
| **State Standard** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **50017.1 50517.1 Young Adolescent Development** The program requires understanding, using, and reflecting on the major concepts, principles, theories, and research related to young adolescent and using that knowledge in their practice. Candidates must demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.**Element a. Knowledge of Young Adolescent Development**: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, including those whose language and cultures are different from their own.**Element b. Knowledge of the Implications of Diversity on Young Adolescent Development:**Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents/ They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language /dialects, and individual identities (e.g.,race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.**Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction:** Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.**Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices:** Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.  | Optional--this is addressed in the ESPB/InTASC Unit (EPP) Report under Standard 1: Learner Development \* |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50017.2 50517.2** **Middle Level Curriculum**The program requires middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). **Element a. Subject Matter Content Knowledge**The program requires middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.1. English (50117): Including grammar, developmental reading, speech, writing, literacy, literature, and methods.2.Mathematics (50317): *i.* Content knowledge and historical development and perspectives of number systems, algebra, geometry, trigonometry, statistics & probability, calculus. (Note this is content not necessarily courses.) *ii.* Mathematical methods to include the mathematical practices as outlined in the “North Dakota Mathematics Content Standards Grades K-12”.3.Science (50417): Including earth, life, chemistry, physics, required labs, and methods.4.Social Science (50217): Including ND history, world history, US history to 1877, ND geography, North American geography, world or regional geography, and methods.**Element b. Middle Level Student Standards:**Middle level candidates use their knowledge of local, state, and national standards to frame their teaching. They draw on their knowledge of these standards to design implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.**Element c. Interdisciplinary Nature of Knowledge:** Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).  |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50017.3 50517.3 Middle Level Philosophy and School Organization** The program requires middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.**Element a. Middle Level Philosophical Foundations:** Middle level teacher candidates demonstrate an understanding of the philosophical developmentally responsive middle level programs and schools.**Element b. Middle Level Organization and Best Practices:** Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). L Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50017.4 50517.4 Middle Level Instruction and Assessment** The program requiresmiddle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition**).****Element a. Content Pedagogy:** Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.**Element b. Middle Level Instructional Strategies:** Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).**Element c. Middle Level Assessment and Data-informed Instruction:** Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. **Element d. Young Adolescent Motivation:**Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **50017.5 50517.5 Middle Level Professional Roles** The program requiresmiddle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors**.****Element a. Professional Roles of Middle Level Teachers:** Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents.**Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices:** Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students’ learning.**Element c. Working with Family Members and Community Involvement:** Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).**Element d. Dispositions and Professional Behaviors:** Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.  |  |  |

**Narrative:**

\*You may elect to include program specific information related to these standards if you believe that such information will 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 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
	1. **Respond to the following questions**:
7. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.
8. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.