**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.
	2. **\_\_\_ Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses)

***III. 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.*
* *For stand-alone majors all columns of the Curriculum Exhibit must be completed. For double majors, the institution must refer the evaluator to the first major for: the General Studies column, the general education component of the Teaching Specialty column and the general education component of the Professional Education column. Special Education course work will be reflected in the Teaching Specialty column and the Professional Education column.*

**** **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:  |
| First major – see general education report. | First major – see general education report.Special Education | First major – see general education report.Special Education |
| **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.)

**The special education major must meet or exceed the Council for Exceptional Children (CEC) Standards as adopted by ESPB for meeting regular licensure. Effective July 1, 2012, all applicants to special education majors must meet or exceed the Praxis II cut scores for the specific disability as set by the ESPB Board. CEC Standards that apply for this report are taken from *What Every Special Educator Must Know: Professional Ethics, Standards, 7th Edition, 2015.***

|  |  |  |
| --- | --- | --- |
| **State Standard** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **Initial Preparation Standard 1: Learner Development and Individual Learning Differences**1. The program requires beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**Key Elements** 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **Initial Preparation Standard 2: Learning Environments** 1. The program requires beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**Key Elements**2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. |  |  |

**Narrative**:

|  |  |  |
| --- | --- | --- |
| **Initial Preparation Standard 3: Curricular Content Knowledge** 1. The program requires beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

 **Key Elements** 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **Initial Preparation Standard 4: Assessment** 1. The program requires beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**Key Elements** 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. 4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **Initial Preparation Standard 5: Instructional Planning and Strategies** 1. The program requires beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**Key Elements** 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **Initial Preparation Standard 6: Professional Learning and Ethical Practice** 1. The program requires beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**Key Elements** 6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **Initial Preparation Standard 7: Collaboration** 1. The program requires beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**Key Elements** 7.1 Beginning special education professionals use the theory and elements of effective collaboration. 7.2 Beginning special education professionals serve as a collaborative resource to colleagues. 7.3 Beginning special education professionals use collaboration to promote the wellbeing of individuals with exceptionalities across a wide range of settings and collaborators. |  |  |

**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.C** described below and provide information requested related to the two-four additional assessments you selected in **2**.

**1. The following assessments are required:** *For stand-alone special education majors, all assessments must be reflected. For double majors, the institution must refer the evaluator to the first major for: the General Studies column, the general education component of the Teaching Specialty column and the general education component of the Professional Education column.*

**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** |
| Core Knowledge and Applications |  |  |  |  |
| Early Childhood Special Education |  |  |  |  |
| Education of Deaf and Hard of Hearing |  |  |  |  |
| Emotional Disturbances |  |  |  |  |
| Gifted and Talented Education |  |  |  |  |
| Intellectual Disabilities/Developmental Disabilities |  |  |  |  |
| Learning Disabilities |  |  |  |  |
| Visual Impairments |  |  |  |  |

**1. B Cumulative GPA at the point of completion: Complete Table 1.B 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. C Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).**

* + - 1. Build Table 1.C 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 for a total 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. 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

f. 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.