** ESPB/InTASC Unit Expert Reviewer Report**

**Initial Teacher Preparation Programs**

**(05-17)**

**Education Standards and Practices Board**

**Program report status** (check one)**:**

 **[ ]  Initial review [ ]  Continuing Review [ ]  Focus Visit**

|  |  |
| --- | --- |
| **Name of Reviewer:** |       |
| **Reviewer’s Telephone:** |       |
| **Reviewer’s Email:** |       |
| **Date Submitted:** |       |
| **Institution Being Evaluated:** |       |

**Does the unit offer one or more programs at more than one site or in more than one mode (e.g. online)?** **[ ]  Yes** **[ ]  No**

If yes, list programs and sites or modes:

**Summary of Recommendations**

After completing your review, for each standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **1: Learner Development** |  |  |  |
| **2: Learning Differences** |  |  |  |
| **3: Learning Environments** |  |  |  |
| **4: Content Knowledge** | THIS STANDARD IS ASSESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND A FINAL DETERMINATION IS MADE BY THE CONTENT EXPERT REVIEWER |
| **5: Application of Content** |  |  |  |
| **6: Assessment** |  |  |  |
| **7: Planning for Instruction** |  |  |  |
| **8: Instructional Strategies** |  |  |  |
| **9: Professional Learning and Ethical Practice** |  |  |  |
| **10: Leadership and Collaboration** |  |  |  |
| **Human Relations and Cultural Diversity** |  |  |  |
| **Youth Mental Health****Competency** |  |  |  |

**ESPB/InTASC Unit Report**

**Directions:** Please read the ESPB/InTASC Unit report supplied by the institution.

1. Review program’s response to Section II.1 Areas of Weakness from Prior Review. For each standard in which there was a weakness from the prior review, make a recommendation as to whether that weakness should be removed or retained. If it is to be retained provide a rationale for retaining it in Part I.B. If it has been partially but not fully addressed restate the weakness in Part I. C and provide a rationale.
2. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.
3. If a preponderance of evidence indicates that the standard is met as a whole is, but there are weaknesses or decisions of not met within individual program areas (early childhood, elementary education, middle level education, secondary education, or special education) please complete part C

**Part I: Areas of Weakness from Prior Review \*\*\***

**XXXXX.X** *Write the standard and the original weakness here.*

A. **Content Expert Decision**: Should the weakness be removed, retained, or restated and retained? Check one only.

      Weakness Should Be Removed      Weakness Should Be Retained

      Restated Weakness

B. **For Decisions of “Weakness Should Be Retained”:** Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Rationale:**

C. **For Decisions of “Restated Weakness”:** Write the new language for the weakness. Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

1. **Restated Weakness:**

ii. **Rationale:**

***\*\*\*Note: This template can be copied and pasted into the document multiple times when more than one area of weakness was cited in a prior review.***

**Part II Program Standard Recommendations**

**Standard #1: Learner Development:** The program requires candidates develop an understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

A. **Reviewer’s Decision**: Is the standard as a whole met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. Please indicate whether this is for the unit as a whole or for particular programs only. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #2: Learning Differences:** The program requires candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.

A. **Reviewers Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #3: Learning Environments:** The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #4: Content Knowledge:** The program requires understanding the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. THIS STANDARD IS ASSESSED IN SEPARATE CONTENT AREA REVIEWER REPORTS AND A FINAL DETERMINATION MADE BY THE CONTENT EXPERT.

**Standard #5: Applications of Content:** The program requires an understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #6: Assessment:** The program requires understanding and using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #7: Planning for Instruction:** The program prepares teacher candidates to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross‐disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #8: Instructional Strategies:** The program prepares candidates to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #9: Profession Learning and Ethical Practice:** The program requires candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Standard #10: Leadership and Collaboration:** The program prepares teacher candidates to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Human Relations and Cultural Diversity**: North Dakota Education Standards and Practices Board requires coursework in multicultural education. This includes:

* Native American studies
* Cultural diversity
* Strategies for creating learning environments that contribute to positive human relationships
* Strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports.

 North Dakota graduates applying for licensure can meet these requirements through completion of Education Standards and Practices Board‐approved programs that include coursework addressing this standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Youth Mental Health Competency:** North Dakota Education Standards and Practices Board requires classwork in youth mental health. This should include:

* An understanding of the prevalence and impact of youth mental health disorders on family structure, education, juvenile services, law enforcement, and health care and treatment providers.
* Knowledge of mental health symptoms, social stigmas, risks, and protective factors.
* Awareness of referral sources and strategies for appropriate interventions.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

C. **For Decisions of “Met with Weakness” or “Not Met” Within Particular Program Areas:** Describe the specific weakness identified and the rationale for the decision. Please indicate which program area is being targeted. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**Professional Education Curriculum:** Section 1, item 2 of the unit’s report provides the opportunity for institutions to document the professional education curriculum for its programs. Please review this chart to make sure all of the courses listed for each standard is required **for all candidates. If a course is missing or is not a required course, please list below:**

**Unit Review of Standard and recommendation to State Board of Examiner (BOE) Team for the Site Visit:** The reviewer provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**