**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 (indicate CEC Specialty Area):**
	1. [ ] **Emotional Disturbance**
	2. [ ] **Learning Disabilities**
	3. [ ] **Intellectual Disabilities**
	4. [ ] **Special Education Strategist**
	5. [ ] **Visual Impairments**
	6. [ ] **Early Childhood Special Education**
	7. [ ] **Gifted and Talented Education**
	8. [ ] **General**
6. **Grade levels for which candidates are being prepared:**
7. **Degree or award level (select one)**
	1. **\_\_\_ Masters**
	2. **\_\_\_ Ed.D.**
	3. **\_\_\_ Ph.D.**

 **8. Is this program offered at more than one site?**

* 1. [ ] **Yes**
	2. [ ] **No**
1. **If your answer is yes to the above question, list the sites at which the program is offered:**
2. **Program Report Status (check one):**
	1. [ ] **Initial Review**
	2. [ ] **Continuing Review**
	3. [ ] **Focused Visit**

**SECTION I – CONTEXTUAL INFORMATION**

1. **Candidate Information**

|  |
| --- |
| **Directions:** Provide three cycles 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 completers are persons who have met all the requirements of the state-approved teacher preparation program.**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 Option 1 OR Option 2)**
	1. **\_\_\_ Option 1:** Complete the Curriculum Exhibit Form on the next page.
	2. **\_\_\_ Option 2:** Upload the Program of Study Sheet (must include core requirements and program options)..

***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:  |
|  |  |  |
| **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.

**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 & 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 – LIST OF ASSESSMENTS**

**Directions:** In this section, list the assessments being submitted as evidence for the 19105 ESPB Advanced Program in Special Education Standards and Council for Exceptional Children’s (CEC) Initial Content Standards for your program. Select six to eight from among those listed below. Please note the first three are required.

1. Cumulative GPA at Program Completion **(Required)**
2. Internship/Field Experience Assessment **(Required)**
3. Assessment of Content Knowledge(e.g., Praxis) **(Required)**
4. Graduate/Employer/Candidate Surveys of Program Quality
5. Capstone Assessment (e.g., research project, thesis)
6. Capstone Portfolio
7. Course Embedded Performances
8. Comprehensive Exam (standardized national exam or program area exam)
9. Alternate Assessment(s) of choice

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name of Assessment** | **Type or Form of Assessment (e.g., project, case study, exam, essay, state licensure test, portfolio)** | **When the Assessment is Administered (e.g., admission to program, admission to student teaching/internship, specific course)** |
| **Assessment 1** | Cumulative GPA at Completion (Required) |  |  |
| **Assessment 2** | Internship/Field Experience Assessment (Required) |  | . |
| **Assessment 3** | Assessment of Content Knowledge (Required) |  |  |
| **Assessment 4** |  |  |  |
| **Assessment 5** |  |  |  |
| **Assessment 6** |  |  |  |
| **Assessment 7** |  |  |  |
| **Assessment 8** |  |  |  |

**SECTION III – RELATIONSHIP OF ASSESSMENTS TO STANDARDS**

**Directions:** For each assessment identified in Section II, identify which CEC and ESPB standards it addresses by placing an “***x****”* in the appropriate cell(s).Add columns to the right as needed for additional assessments. One assessment may apply to multiple standards. CEC standards that apply for this report are taken from *What Every Special Educator Should Know: Professional Ethics Standards 7th Edition, 2015.* Report writers must attend to the CEC Common Core as described on pages 47-50 and included in the chart below as well as the *Knowledge and Skill Sets* appropriate to the specialty area (describe on pages 53-151*)* for which the program is preparing candidates.

|  |
| --- |
|  **ASSESSMENTS** |
| **STANDARD** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **CEC 1.0:**  **Assessment** The program requires special education specialists to use valid and reliable assessment practices to minimize practices to minimize bias.**Key Elements** 1.1 Special education specialists minimize bias in assessment. 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.  |  |  |  |  |  |  |  |  |
| **CEC 2.0: Curricular Content Knowledge**The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. **Key Elements**2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities. 2.2 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. |  |  |  |  |  |  |  |  |
| **CEC 3.0 : Programs, Services, and Outcomes** The program requires special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. **Key Elements** 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities. |  |  |  |  |  |  |  |  |
| **CEC 4.0: Research and Inquiry** The program requires special education specialists to conduct, evaluate, and use inquiry to guide professional practice. **Key Elements** 4.1 Special education specialists evaluate research and inquiry to identify effective practices. 4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families. 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. |  |  |  |  |  |  |  |  |
| **CEC 5.0: Leadership and Policy** The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments. **Key Elements** 5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. 5.2 Special education specialists support and use linguistically and culturally responsive practices. 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities. |  |  |  |  |  |  |  |  |
| **CEC 6.0: Professional and Ethical Practice** The program requires special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. **Key Elements** 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. 6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise. 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators. 6.7 Special education specialists actively promote the advancement of the profession. |  |  |  |  |  |  |  |  |
| **CEC 7.0: Collaboration** The program requires special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. **Key Elements**7.1 Special education specialists use culturally responsive practices to enhance collaboration. 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities. |  |  |  |  |  |  |  |  |

**Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates**

 **ASSESSMENTS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **ESPB 19015.1** The program curriculum is advanced in rigor and results in advanced knowledge, skills and dispositions in teaching students with special needs. The program reflects consideration of the NBPTS principles as well as CEC and CAEP standards. |  |  |  |  |  |  |  |  |
| **ESPB 19015.2** The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the North Dakota Standards for Program Approval CC: North Dakota standards for all special education teachers. | **DO NOT COMPLETE; ALREADY ADDRESSED IN CEC STANDARDS** |
| **ESPB 19015.3** The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the applicable special education area of the North Dakota Standards for Program Approval 8.11 being addressed (i.e. DH: Deaf and Hard of Hearing, VI: Visual Impairment, ID: Intellectual Disabilities, or ECSE: Early Childhood Special Education, etc.)  | **DO NOT COMPLETE; ALREADY ADDRESSED IN CEC STANDARDS** |
| **ESPB 19015.4** The program requires candidates to develop the ability to apply research and research methods relevant to the advanced field of study, including recent research-based knowledge, concepts, and analytical capabilities of the exceptional child specialty area.  |  |  |  |  |  |  |  |  |
| **ESPB 19015.5**The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child specialization area. Programs leading to initial licensure meet all state requirements for initial licensure; include student teaching in the specific area and grade level of licensure. |  |  |  |  |  |  |  |  |
| **ESPB 19015.6** The program requires the study of current, appropriate instructional technologies. |  |  |  |  |  |  |  |  |

**SECTION IV – EVIDENCE OF MEETING STANDARDS**

It is expected that your program makes use of multiple assessments to ensure that all standards are met. For each program assessment listed in Section II, provide the following information:

1. ***Description of Assessment***: This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides. Note: work samples or other artifacts may also be included if desired.
2. ***Data Summary Table***: This includes a data table showing three years of results.
3. ***Analysis of Findings****:* Explain how candidates met each specific standard targeted with this assessment.

**A. Required Assessments**:

**A. 1 Cumulative GPA at the Point of Completion: Complete Table 1 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 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**A. 2 Analysis of Findings:** Explain how candidates met each specific standard targetedwith this assessment.

**A. 3 Internship/Field Experience Assessment**

* **Description of Assessment:** This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides.
* **Data Summary Table**: This includes a data table showing three years of results.
	+ Build a table that includes the following:
		- * + The N (number of candidates)
				+ Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
				+ Performance results at each proficiency level (at least 3 years of data)
* **Analysis of Findings:** Explain how candidates met each specific standard targeted with this assessment.

**A. 4 Assessment of Content Knowledge**. (If using the Praxis, please complete Table B).

* **Description of Assessment:** This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides.
* **Data Summary Table**: This includes a data table showing three years of results.
* Build a table that includes the following:
	+ - * + The N (number of candidates)
				+ Proficiency scale (e.g., Beginning, progressing, proficient, exceeds proficient)
				+ Performance results at each proficiency level (at least 3 years of data)
* **Analysis of Findings:**Explain how candidates met each specific standard targeted with this assessment.

**B. Praxis II: Content Test: Complete Table B reporting at least 3 years of data**

|  |
| --- |
| **B: Praxis II Content Test Data Summary Table** |
| Years | Content Area Test Name  | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**B.1 Praxis Data Analysis of Findings:** Explain how candidates met each specific standard targeted with this assessment.

**B.2Insert Additional Assessments Here** (for a total of 6 to 8 assessments)

**SECTION V – ANALYSIS USE OF ASSESSMENT RESULTS TO DEMONSTRATE MEETING OF STANDARDS AND FOR PROGRAM IMPROVEMENT**

**Directions:** This section explains how faculty is using the data from assessments to improve candidate performance and the program. Respond to the following questions by summarizing principal findings based the aggregation of assessment data and not by individual assessments.

1. Based on the findings of your assessments, please explain your program’s strengths.
2. What areas did you identify as needing improvement? Please explain what changes you have already made to improve candidate performance and strengthen the program, as well as future changes for continuous improvement.