

Guidelines for Writing the Specialty Area Program Report

Program Overview

Provide an overview of the program. Address the following:

- Level(s) Offered
- Special Characteristics, if any (off-campus; cohort based)
- Program of Study (Courses Required)
- Program Coordinator
- Individual Full-time to the Institution Licensed in and Involved with the Program Area
- Aggregated Praxis pass rates for the specialty area (since the last visit)
- Number of Program Completers since the last visit
- Number of Candidates Currently Enrolled and Admitted to the Program (Specify semester or academic year being reported)
- Enrollment Trends

Conceptual Framework

A conceptual framework establishes the shared vision for the program's efforts in preparing educators to work effectively in P-12 schools. It provides direction for the program, courses, teaching, candidate performance, scholarship, service, and program accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

1. Summarize the program's conceptual framework and the knowledge base that informs it.
2. Describe how the conceptual framework is reviewed and, as appropriate, revised. The description should address how faculty have been involved in the process.
3. Describe changes, if any, in the conceptual framework since the last visit.
4. Describe how the conceptual framework is evidenced in the program.

Evidence Expected to be Available

- Conceptual Framework with bibliography
- Statement of Institutional, Unit, and Program Mission
- Documents verifying that the conceptual framework has been reviewed
- Documents verifying the role of faculty in the review/revision process
- Documentation of changes, if any, made in the conceptual framework since the last visit

CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

For Programs Leading to an Initial Teaching License (at the bachelor's, master's, or doctoral level)

1. Provide evidence that candidates meet the core standards.
2. Provide evidence that candidates meet the diversity standards.
3. Provide evidence that candidates meet the technology standards and describe the technology portfolio requirements.
4. Provide evidence that candidates meet the specialty area standards.

For MAT programs, both the initial level teaching area standards and the master's level standards, including the product of learning, must be addressed.

Note: Programs leading to a master's level teaching license must include a product of learning. The product of learning must be evaluated by a panel of university faculty and school professionals to determine whether or not the candidate has adequately demonstrated the master's level licensure standards. The product should reflect advanced teacher knowledge and skills, and include classroom impact (e.g., on-site visit and report; feedback from supervisors, colleagues, students, parents, and other individuals who might provide information about the candidate's performance; student performance data and analysis [higher score on exit exam in content]; etc.).

5. Provide evidence that candidates can work with families to support student learning.

Evidence Expected to be Available

- Matrix of where each standard is assessed. The assessment should be specifically referenced. (For example, do not say EDN 227, but rather what in EDN 227 is used to assess the standard.) The matrix may be organized by product/assessment or standard.
- Rubrics used to assess the standards
- Candidate artifacts with annotations (by the institution/program) of what the artifacts evidence. The artifacts should reflect a range of quality.
- Annual summary of Praxis II scores for the specialty area.
- Sample technology portfolios of candidates for an initial teaching license.
- Sample products of learning of candidates for a master's level teaching license.
- Evidence that candidates can work with families to support student learning.

Standard 1: Candidate Knowledge, Skills, and Dispositions

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For Programs Leading to an Add-on or Upgraded Teaching License at the master's level

*For School Personnel Support and/or Instructional Support Licenses
at the bachelor's or master's levels*

For School Administration Programs at the master's level

1. Provide evidence that candidates meet the specialty area standards.

Describe the product of learning required for programs leading to a master's level teaching license. The product of learning must be evaluated by a panel of university faculty and school professionals to determine whether or not the candidate has adequately demonstrated the master's level licensure standards. The product should reflect advanced teacher knowledge and skills, and include classroom impact (e.g., on-site visit and report; feedback from supervisors, colleagues, students, parents, and other individuals who might provide information about the candidate's performance; student performance data and analysis [higher score on exit exam in content]; etc.).

2. Provide evidence that candidates can work with families to support student learning.

Evidence Expected to be Available

- Matrix of where each standard is assessed. The assessment should be specifically referenced. (For example, do not say EDN 227, but rather what in EDN 227 is used to assess the standard.) The matrix may be organized by product/assessment or standard.
- Rubrics used to assess the standards
- Candidate artifacts with annotations (by the institution/program) of what the artifacts evidence. The artifacts should reflect a range of quality.
- Annual summary of Praxis II scores for the specialty area, if applicable.
- Sample products of learning of candidates for a master's level teaching license.
- Evidence that candidates can work with families to support student learning.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

For Programs Leading to doctoral level licenses

1. Identify the standards upon which the program is based. Provide evidence that candidates meet the specialty area standards.
2. Provide evidence that candidates can work with families to support student learning.

Evidence Expected to be Available

- Matrix of where each standard is assessed. The assessment should be specifically referenced. (For example, do not say EDN 227, but rather what in EDN 227 is used to assess the standard.) The matrix may be organized by product/assessment or standard.
- Rubrics used to assess the standards
- Candidate artifacts with annotations (by the institution/program) of what the artifacts evidence. The artifacts should reflect a range of quality.
- Annual summary of Praxis II scores for the specialty area, if applicable.
- Evidence that candidates can work with families to support student learning.

Standard 1A: Undergraduate Candidate Qualifications

Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (PRAXIS I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.

1. Identify program admission criteria.
2. Describe how progress is limited until formal admission has been granted.
3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching.

Evidence Expected to be Available

- csv files since the last visit, sorted for the specialty area
- Admission Policies and Procedures
- Policies and procedures limiting and monitoring progression
- Sample completed candidate applications

Standard 1B: Licensure-Only Candidates

Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure. The institution has clearly designated a coordinator for alternative licensure programs who is responsible for working with lateral entry teachers.

1. Describe program policies and procedures for licensure-only candidates.
2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.

Evidence Expected to be Available

- Written policies and procedures verifying information contained in the institutional report.
- Sample Individualized Education Plans/Programs of Study for licensure-only candidates.
- Samples of any artifacts/documentation submitted by candidates seeking to demonstrate standards through alternate means.

Standard 2: Assessment System and Evaluation

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

1. Describe the system for the collection and analysis of data on candidate performance (Individual Candidate Assessment).
2. Describe the system for the collection and analysis of data on the program and program operations (Program and Program Operations Assessment).
3. Describe the formal annual review of the program.
4. Summarize what the data that have been collected and analyzed indicate.
5. Identify improvements in the program and program operations made on the basis of the data.

Evidence Expected to be Available

- Written Assessment Plan and Process
- Copies of assessment instruments (surveys, exit criteria, etc.)
- Documentation of annual program review
- Aggregated data on candidate performance derived from the assessment system
- Aggregated data on the program and program operations derived from the assessment system
- Documentation of changes based on data generated by the assessment system

PROGRAM CAPACITY

Standard 3: Field Experiences and Clinical Practice

The program and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 3A: Field Experiences and Clinical Practice

Sequentially planned field experiences for undergraduate degree-seeking candidates begin early in a candidate's program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the candidate is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and candidates occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

1. Describe the early field experiences and the sequence in which they occur.
2. Describe the student teaching requirement, including length of time and setting, for those seeking an initial teaching license. Describe the internship/clinical practice requirement for those seeking other initial or advanced licenses.
3. Describe the involvement of P-12 partners in field experiences and clinical practice.
4. Identify the criteria and processes used for making field placements.
5. Describe the procedures used to prepare cooperating teachers and field based supervisors for their roles.
6. Describe how candidates in field experiences are supervised and evaluated.
7. Describe how field experiences and clinical practice are evaluated.

Evidence Expected to be Available

- Field Experience/Internship/Student Teaching documents (e.g., handbooks)
- Syllabi with the planned sequence of activities highlighted
- Policies and procedures related to field placements
- Sample candidate artifacts from field experiences, internships, and student teaching
- Sample evaluations of candidates in field experiences, internships, and student teaching
- Documentation of tracking of field experiences
- Minutes of meetings showing collaboration

Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experience for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students, their families, and other significant adults in their lives in public school settings.

1. Describe how diversity is addressed in the curriculum and in clinical practice.
2. Describe the diversity of the higher education and P-12 faculty with whom candidates interact. Give specific numbers that reflect the ethnic, racial, and gender diversity at the institutional, unit, program, and P-12 levels.
3. Describe how the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty.
4. Describe the diversity of the candidates in the program. Give specific numbers that reflect the ethnic, racial, and gender diversity.
5. Describe how the program provides opportunities and experiences for candidates to interact with diverse candidates/peers.
6. Describe the diversity (including exceptionalities) of the P-12 students with whom candidates work in clinical experiences. Give specific numbers that reflect the ethnic, racial, gender, and socioeconomic diversity and exceptionalities.
7. Describe how the program ensures that candidates interact with diverse P-12 students in public school settings.

Evidence Expected to be Available

- Syllabi with topics and assignments related to diversity highlighted.
- Demographic information on higher education and P-12 faculty.
- Demographic information on candidates.
- Demographic information on the schools in which candidates are placed for field experiences and clinical practice.
- Policies and procedures that ensure candidates have field experiences and clinical practice in diverse settings.
- Faculty and candidate recruitment and support activities.
- Any additional documentation of opportunities for candidates to interact with diverse higher education and school faculty and peers.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

Standard 5A: Faculty Assignment

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master’s, doctorate. Each advanced program leading to the doctorate has at least three (3) full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered. The use of adjunct faculty does not detract from the quality of the program.

Note: Adjunct faculty should be addressed in responses.

1. List (in chart form) **for the year of record** the program faculty, their qualifications, and their teaching assignments. (Note: Program faculty refers to those individuals teaching required courses beyond general education.)

Name	Department	Degree(s) Area(s)	Teaching Assignment (List Courses)	Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE)	Status (Full-Time, Part-time, Adjunct)
Erin Jones	English	Ph.D. English Literature M.A. English B.A. English	<ul style="list-style-type: none"> ➤ British Literature ➤ Advanced British Lit. ➤ British Authors 	CK	Full-Time

2. Identify the individual responsible for coordinating the program. Describe the role(s) of this individual including teaching responsibilities in the program.
3. Describe the instructional strategies, including technology, used by faculty. How does the teaching reflect the conceptual framework and current best practices in the field?
4. Describe faculty scholarship.
5. Describe Content Pedagogy and Professional Education faculty service to the institution and collaboration with colleagues in the disciplines.
6. Describe Content Pedagogy and Professional Education faculty involvement and collaboration with and service to the public schools.
7. Describe Content Pedagogy and Professional Education faculty service to the profession.
8. Describe the faculty evaluation process.
9. Describe how faculty assess their own effectiveness as related to candidate performance.
10. Describe how faculty evaluations inform teaching, scholarship, and service.

11. Describe the professional development opportunities provided for faculty.
12. Describe practices used to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality.

Evidence Expected to be Available

- Faculty Vita (for all individuals listed in the chart)
- Evidence of instructional strategies used and currency (may be selected syllabi, reviews of teaching, student work samples, etc.)
- Samples of Faculty Scholarship
- Aggregated data on faculty service and scholarship activities
- Faculty Evaluation Policies and Procedures
- Faculty Evaluation Protocols
- Sample faculty goals/annual objectives
- Samples of Professional Development Opportunities
- Schedule of Classes for the current semester and preceding semester and summer
- Job Description for the individual who coordinates the program (if available)
- Samples of where the individual who coordinates the program is identified
- Policies and procedures for adjunct faculty selection, orientation, and evaluation
- Materials used to orient adjunct faculty to the program
- Sample communications with adjunct faculty

Standard 6: Program Governance and Resources

The program has the leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1. Describe where the program is administratively housed and its relationship to the unit. Describe how this organizational structure provides for the leadership for and oversight of the program.
2. Describe the adequacy of the number of faculty to support the program.
3. Describe the adequacy of the non-faculty personnel that support the program. This should include graduate assistants.
4. Describe the facilities in which the program is housed and their adequacy. The response should include office and meeting space.
5. Describe the instructional resources that support the program and their adequacy. This should include library resources and curricular materials.
6. Describe the technology resources that support the program and their adequacy.
7. Describe the adequacy of the fiscal resources that support the program.

Evidence Expected to be Available

- Organizational chart depicting the administrative location of the program and its relationship to the unit
- Minutes of program level meetings
- Summary of recent purchases of instructional resources (library and curricular) for the program
- Summary of recent purchases of technology resources for the program
- Budgeting policies and/or procedures

Standard 6A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

1. Describe institutional and program policies and practices related to faculty loads, including student teaching supervision.
2. Provide a chart summarizing faculty teaching, advisement, and committee loads by semester for the year of record and the preceding year. The chart should include the same faculty included in the chart for Standards 5 and 5A.

Evidence Expected to be Available

- Institutional Policies related to Faculty Loads (typically in a Faculty Handbook).
- Explanations for any overloads taught by faculty.