Conquering the Program Report

District of Columbia Public Schools
Office of Academic Credentials

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Coordinator of Accreditation and Program Approval
Why is Program Approval Beneficial?

- Program Approval in DC is voluntary

- Demonstrates the institution’s commitment to meeting the highest standards of educational excellence.

- Meeting professional standards is an indicator of a quality program that prospective students look for when seeking an institution at which to study.

- Convenience factor in recommending candidates for DCPS licensure.
Self Study

Include an examination of the need for each program, the unit's ability to carry out its responsibilities for each program, and the unit's ability to maintain the quality of each program.

There are no specific requirements for the conduct of a self-study, but the involvement of the faculty with responsibility for the professional education core, including those who teach methods courses, appears critical to a successful self-study.

Collaboration with faculty in other supporting units is also essential in this process.

Keep your conceptual framework and institutional mission in mind when performing the self study. How does the program fit in with unit conceptually?
What Should Be Included in the Program Report?

1. Scope of the program
2. Program Requirements
3. Program Changes/Discrepancies
4. Response to Standards
5. Clearly Articulated Format
1. Scope of the program

Identify the:

- name of the program
- endorsement level(s) of the program
- type of program (initial or advanced)
- objectives of the program.
2. Program Requirements

- List all required courses

- Describe any required competencies, skills, prerequisites, etc. other than required courses.

- Include descriptors of assessments, performance and other documentation that demonstrates how students are held accountable for the competencies and skills outlined in the program standards.

- Include a complete syllabus for each required content area course in the folio.
3. Program changes/discrepancies

☐ Explain any changes there have been to the program since the catalog or other documents have been published, which could create conflicting or confusing information for the program review team members.

☐ Include minutes of the meeting or a resulting memo which shows the date the unit approved any program changes.
4. Response to Standards

- In a matrix format, provide a standard by standard response showing how each program meets the specific program standards.

- Each standard should be typed followed by the response.

- List the courses, specific assignments, activities or other requirements of the program which verify that the standard is met.
### Figure I: Example of Program Matrix Response to Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Evidence: performance data, experiences, courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Structure of the Basic Program</strong></td>
<td></td>
</tr>
<tr>
<td>The institution establishes a specific curriculum for preservice English language arts teachers; as a result, the candidate will</td>
<td></td>
</tr>
<tr>
<td>1.1 complete a specific language arts course of study;</td>
<td></td>
</tr>
<tr>
<td>1.2 gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in English language arts;</td>
<td></td>
</tr>
<tr>
<td>1.3 experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/junior high and senior high school supervising teachers.</td>
<td></td>
</tr>
</tbody>
</table>
Program Reports Should Include:

- Course Syllabi
- Assignment Sheets
- Evaluation Forms (e.g., field experience or student teaching)
- Handouts
- Exams
- Textbook Table of Contents; IF material that is covered is clearly evident in the syllabus, highlighted in the table of contents, and signed by the professor
- Teacher Education Handbook
- Advising Forms
- Field Experience Handbook(s) (optional)
- Other Materials (optional)
5. Format

Include a table of contents and make certain to number each page of the program report. Hand numbering is acceptable.
Do’s and Don’ts for Creating Program Reports

Do's

❖ Have the unit head review, approve, and submit all program reports including those from colleges/departments outside of education.

❖ Respond from a factual perspective.

❖ Justify your approach to meeting the standards especially if you use an approach that may not be the "norm;" the program review teams and Evaluation Review Committee (ERC) will not make a judgment on how you "package" your program.
Don'ts

您可以尝试合理化/为您的程序辩护，或者批评标准。

不要从情感的角度进行回应。
Remember

DCPS has adopted NCATE’s program standards as its own. Therefore, program reports must be written to the NCATE standards in the case of programs for which there are national standards.

In the case of programs for which NCATE does not have program standards, either select a SPA whose standards you will model your program after, or use the DC standards (1993 DC license requirements).

There is no predetermined length for the program report.

Attach supporting documents to reinforce narratives wherever possible.
Submitting Program Reports

- Prepare 3 copies of each program report to be submitted (one copy for the State office and one copy for each reviewer)

- Submit program reports to DCPS Office of Academic Credentials no less than 12 months prior to the visit date

- DCPS typically uses the date of October 1 for program report submissions prior to a Fall visit and March 1 for program report submissions prior to a Spring visit.