**Program Report for the**

**Preparation of Journalism Teachers**

**C O V E R S H E E T**

**Institution** **State**

**Date submitted**

**Name of Preparer**

**Phone #** **Email**

**Program documented in this report:**

**Name of institution’s program(s)**

**Grade levels for which candidates are being prepared1**

**Degree or award level[[1]](#footnote-1)**

**Is this program initial or advanced?**

**Is this program offered at more than one site? □ Yes □ No**If yes, list sites at which the program is offered:

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**Title of the state license for which candidates are prepared**

**Program report status:**

* **Initial review**

**🞏New Program**

**🞏Existing Program**

* **Response to One of the Following Decisions: Further Development Required or Recognition with Probation**
* **Response to Recognition With Conditions**

**Is your unit seeking:**

**🞎 State accreditation for the first time (initial accreditation)**

**🞎 Continuing State accreditation**

**GENERAL DIRECTIONS**

The following directions are designed to assist institutions as they complete this web-based program report. To complete the report, institutions must provide data from 6-8 key assessments that, taken as a whole, will demonstrate candidate mastery of the competencies. These data will also be used to answer the following questions:

* Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
* Do candidates meet state licensure requirements?
* Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
* Can candidates apply their knowledge in classrooms and schools?
* Are candidates effective in promoting student learning and creating environments to support learning?

To that end, the program report form includes the following sections:

**I. Contextual Information –** provides the opportunity for institutions to presentgeneral information to help reviewers understand the program.

**II. Assessments and Related Data -** provides the opportunity for institutions to submit 6-8 assessments, scoring guides or criteria, and assessment data as evidence that competencies are being met.

**III. Competencies Assessment Chart -** provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program competencies.

**IV. Evidence for Meeting Competencies –** provides the opportunity for institutionsto discuss the assessments and assessment data in terms of competencies.

**V. Use of Assessment Results to Improve Candidate and Program Performance –** provides the opportunity for institutions to indicate how faculty is using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and II of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, NCATE staff will require institutions to revise reports submitted with lengthy attachments.

Institutional responses can be entered directly onto the web-based form or written in a standardized word processing format (e.g., Word or Word Perfect) and later cut and pasted into the web-based form. The respondent will be able to save the responses as a draft and return to the web-based form later to complete. When the report has been completed, the institution will mark it as finished and submit it for review.

Specific directions are included at the beginning of each section.

**SECTION I—CONTEXT**

**Provide the following contextual information:**

1. Description of any state or institutional policies that may influence the application of Oklahoma competencies.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

**Attach the following contextual information:**

1. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
2. Chart with the number of candidates and completers.[[2]](#footnote-2)
3. Chart on program faculty expertise and experience.4

(response limited to 6 pages, not including attachments)

**SECTION II— ASSESSMENTS AND RELATED DATA[[3]](#footnote-3)**

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the OKLAHOMA competencies. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

| **Title of Assessment[[4]](#footnote-4)** | | **Type or**  **Form of Assessment[[5]](#footnote-5)** | **When the Assessment Is Administered[[6]](#footnote-6)** |
| --- | --- | --- | --- |
|
| 1 | **[Licensure assessment, or other content-based assessment]** [[7]](#footnote-7) |  |  |
| 2 | **[Content-based assessment]** |  |  |
| 3 | **[Assessment of candidate ability to plan instruction]** |  |  |
| 4 | **[Assessment of student teaching or internship]** |  |  |
| 5 | **[Assessment of candidate effect on student learning]** |  |  |
| 6 | **[Additional assessment that addresses state competencies *(required)* ]** |  |  |
| 7 | **[Additional assessment that addresses state competencies *(optional*)]** |  |  |
| 8 | **[Additional assessment that addresses state competencies *(optional*)]** |  |  |

**SECTION III—COMPETENCIES ASSESSMENT CHART**

For each Oklahoma standard on the chart below, identify the assessment(s) in Section II that address each standard. One assessment may apply to multiple Oklahoma competencies. In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Oklahoma competencies. To save space, the details of the Oklahoma competencies are not identified here, but are available by clicking on the link to the full set of competencies below. The full set of competencies provides move specific information about what should be assessed.

| **OKLAHOMA STANDARD** | **APPLICABLE ASSESSMENTS FROM SECTION II** |
| --- | --- |
| **1.** Maintains current knowledge of concepts, theories, and practical application of such in the field of journalism, including those associated with print media, news gathering, writing, research, graphic design, photography, technology, law, and ethics. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **2.** Applies comprehension, analysis, interpretation, and evaluation of auditory, written, and visual communication. Projects can be created based on this knowledge, i.e., newspapers, yearbooks, magazines, or broadcasts. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **3.** Applies appropriate learning strategies for research, writing, organization, editing, and presentation  of written and visual messages to different audiences. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **4.** Communicates effectively in oral presentation, written communication, and visual design. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **5.** Understands the influence of social and historical context of culture on journalism and adapts instruction accordingly. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **6.** Understands the impact and importance of cultural diversity on the communication process. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **7.** Establishes a reflective and creative learning environment. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **8** Uses a variety of assessment strategies and teaching methods to encourage creativity, to inspire critical thinking to develop problem-solving techniques, and to establish and maintain excellence in all journalism pursuits. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **9.** Uses technology to accomplish professional goals and to develop students' journalistic proficiencies in all aspects of the subject, including, but not limited to, desktop publishing, photojournalism, written communication, graphic design, and research. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **10.** Understands and can teach strategies appropriate to a variety of journalistic areas, including print media, graphic arts, printing technology, broadcast media, electronic media, advertising, business management practices, public relations, and professional writing. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **11.** Is prepared to teach students in the following areas:   desktop publishing;   writing for print and electronic media;   editing;   photography and videography;   graphic design and typography;   headline, preview, promotion, and caption writing. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **12.** Is prepared to teach   research skills;   interviewing;   ethics, law, and responsibilities of the press;   journalism history;   television, video, radio and multimedia production;   staff management, organization and leadership techniques;   business management and accounting procedures. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **13.** Is knowledgeable of professional resources, including state, regional, and national scholastic press associations, workshops, conferences, contests, and publications. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |

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| --- | --- |
| **14.** Understands the importance of effective verbal and visual communication skills. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |

**DIRECTIONS:** Information on the 6-8 key assessments listed in Section II and their findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program competencies. Competencies and assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

1. Content knowledge[[8]](#footnote-8)

2. Pedagogical and professional knowledge, skills and dispositions

3. Effects on student learning[[9]](#footnote-9)11

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

a. A brief description of the assessment and its use in the program (one sentence may

be sufficient);

b. A description of how this assessment specifically aligns with the competencies it is cited

for in Section III. Cite OKLAHOMA competencies by number, title, and/or standard wording.

c. A brief analysis of the data findings;

d. An interpretation of how that data provides evidence for meeting competencies,

indicating the specific OKLAHOMA competencies by number, title, and/or standard wording;

and

(2) Assessment Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions

given to candidates);

f. The scoring guide for the assessment; and

g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge.** Oklahoma competencies addressed in this entry could include all of the competencies. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**#2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in special education.[[10]](#footnote-10)** Oklahoma competencies addressed in this entry could include but are not limited to 1, 2, and 3. Examples of assessments include comprehensive exams, course projects, and portfolio tasks.[[11]](#footnote-11)

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as special educators.** Oklahoma competencies that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans. An example would be a differentiated unit of instruction.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**#4 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.[[12]](#footnote-12)** Oklahoma competencies that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiencesshould be submitted.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.** Oklahoma competencies that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**#6 (Required): Additional assessment that addresses Oklahoma competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**#7 (Optional): Additional assessment that addresses Oklahoma competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**#8 (Optional): Additional assessment that addresses Oklahoma competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE**

**CANDIDATE AND PROGRAM PERFORMANCE**

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

(response limited to 3 pages)

**SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at

http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspxATTACHMENT A

**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.

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| **Program:** | | |
| **Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers[[13]](#footnote-13)** |
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| **Program:** | | |
| **Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers** |
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| --- | --- | --- |
| **Program:** | | |
| **Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers** |
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ATTACHMENT B

**Faculty Information**

**Directions:** Complete following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

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| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Member Name** | **Highest**  **Degree, Field, & University[[14]](#footnote-14)** | **Assignment: Indicate the role of the faculty member[[15]](#footnote-15)** | **Faculty Rank[[16]](#footnote-16)** | **Tenure Track (Yes/**  **No)** | **Scholarship,[[17]](#footnote-17) Leadership in Professional Associations, and Service: [[18]](#footnote-18) List up to 3 major contributions in the past 3 years [[19]](#footnote-19)** | **Teaching or other professional experience in**  **P-12 schools[[20]](#footnote-20)** |
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1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include. [↑](#footnote-ref-4)
5. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio, etc.). [↑](#footnote-ref-5)
6. Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required course [specify title and number], or completion of the program). [↑](#footnote-ref-6)
7. If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide). [↑](#footnote-ref-7)
8. In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for the purpose of this report. [↑](#footnote-ref-8)
9. 11 Effects on student learning include the creation of environments that support student learning. [↑](#footnote-ref-9)
10. [↑](#footnote-ref-10)
11. For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments. [↑](#footnote-ref-11)
12. [↑](#footnote-ref-12)
13. *Program completers* are defined for Title II purposes as persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements. [↑](#footnote-ref-13)
14. e.g., PhD in Curriculum & Instruction, University of Nebraska [↑](#footnote-ref-14)
15. e.g., faculty, clinical supervisor, department chair, etc. [↑](#footnote-ref-15)
16. e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc. [↑](#footnote-ref-16)
17. *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation. [↑](#footnote-ref-17)
18. *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission. [↑](#footnote-ref-18)
19. e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program. [↑](#footnote-ref-19)
20. Briefly describe the nature of recent experience (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any. [↑](#footnote-ref-20)