A stylized, colorful illustration of a landscape. The foreground features rolling green hills with a brown path. On the left, there is a green tree, a purple flower, and an orange flower. A red bird is flying in the sky. The background consists of layered blue and white waves, suggesting a sky or water. The overall style is flat and modern.

# *CIEP 2021: Beyond the Basics*

*Dr. Anna Kozlowski  
Dr. Amanda Inabinett*

# Housekeeping



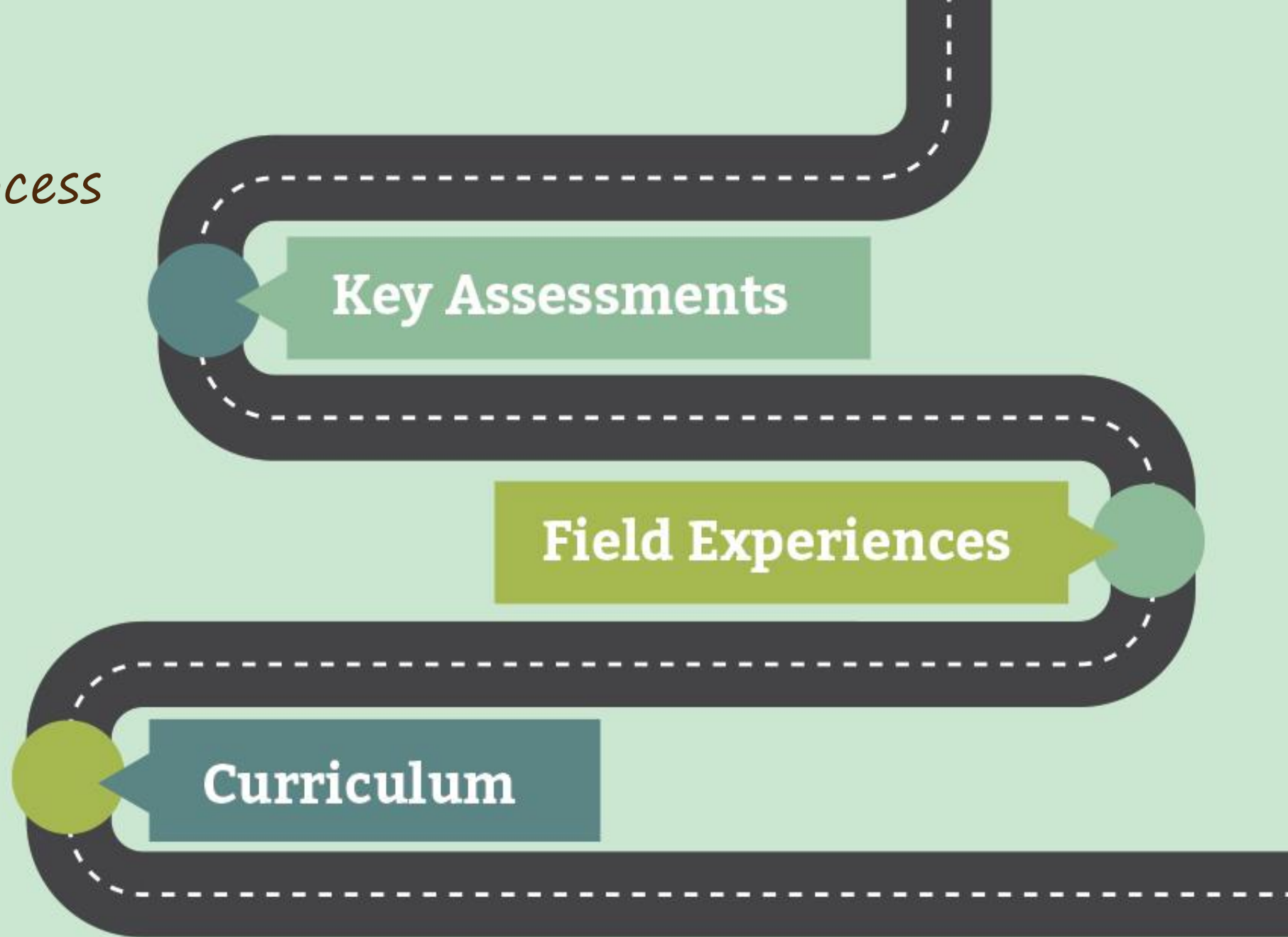
- Meeting will be recorded and may be posted on the ALSDE website.
- Use the chat feature (We will pause periodically for questions and discussions.) Parking Lot
- Professional Development Certificates: Please add your name and institution to the chat box, so we can prepare professional development certificates.

# Updates/Reminders

- The backlog is gone.
- Analysis Forms (summer before site visit).
- 2018 standards for Elementary, Social Studies, Physical Education, Physical Education and Health, and Instructional Leadership. Make sure you use the correct form.
- Special Education – We now have separate submission forms for Deaf and Hard of Hearing & Visually Impaired.



# The CIEP Process



# The CIEP Process and Curriculum: Beginning the Journey



Dr. Ahmad M.  
Alhammouri

Jacksonville State  
University

[Alhammouri, JSU, CIEP.mp4 -  
Google Drive](#)

# Curriculum – Reviewer Feedback

- *Shotgun approach*
- *Repeating indicators*

*“No thought went into any of it.”*

*“It’s a lazy way to do it.”*

*\*\*Education courses provide weak evidence of content knowledge.*





Dr. Derrick Davis  
Tuskegee University

[Recording #13 \(screencast-o-matic.com\)](#)

**AS 1.1** Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure/certification and supporting fields as recommended by the National Science Teachers Association.

## *Class B Program*

- *Minimum 2.75 GPA in teaching field for admission, retention, and completion.*
- *30/18 in teaching field*
- *Academic major in teaching field, if required.*
- *See the standards specific to this teaching field.*

## *ALT A Program*

*Program admission requirements: (MUST include screening sheet.)*

- *Praxis*
- *30/18*
- *GPA in teaching field for admission*
- *Required specific pre-requisite courses*

*Program requirement*

- *12-15 graduate hours in teaching field*
- *See the standards specific to this teaching field.*





# Parking Lot

*Questions/Discussion for  
Curriculum*

# The CIEP Process and Field Experiences: Continuing the Journey: Including Technology

Dr. Lesley Sheek

Judson College

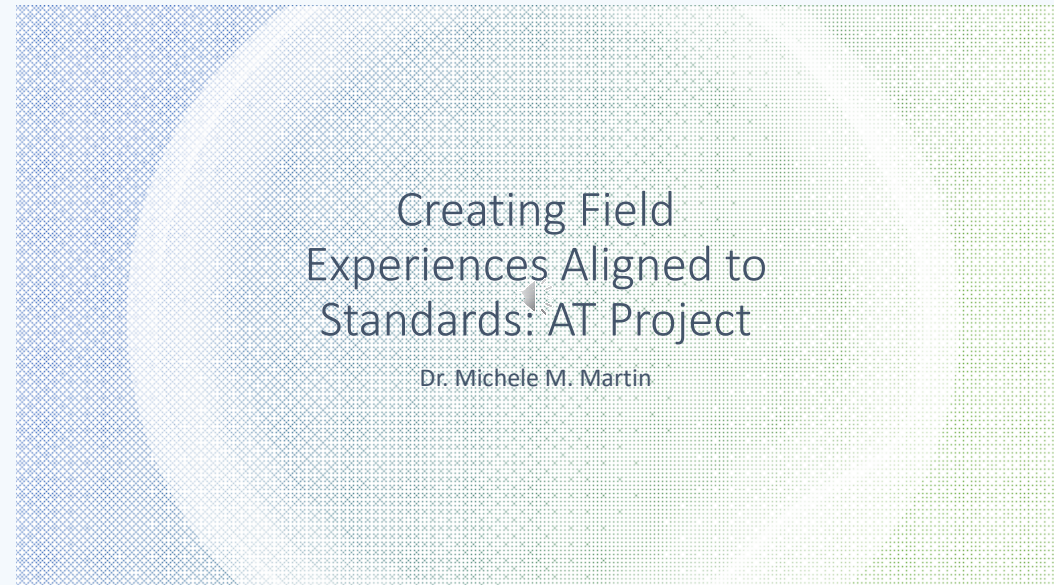
- <https://prezi.com/v/w7pbpkd11bvb/field-experience-assignment-for-course-edu-314-behavioral-and-classroom-management/>

\*See Handout #1

# *The CIEP Process and Field Experiences: Continuing the Journey: Aligning to Standards*

Dr. Michele Martin

*Huntingdon College*



# *The CIEP Process and Field Experiences: Continuing the Journey: Clear Connections to Coursework*

Dr. Angela Stewart

*Spring Hill College, Class B  
Elementary*

*\*See Handout #2*



# *The CIEP Process and Field Experiences: Continuing the Journey: Diverse Learners*

Dr. Shirley Farrell

- <https://drive.google.com/file/d/10g0Ru4h-WrKcuibjghroNMvQOE2gYwRy/view?usp=sharing>

*Troy State University, Gifted*

# Field Experience Questions:

## Changes in Field Experience Rubric

Criteria	Not Addressed	Partially Addressed	Addressed
Depth and Breadth	Field experiences do not provide opportunities for candidates to engage with students and others in different grade levels and content areas within the specific teaching field <i>Or</i> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific instructional support program.	Field experiences provide some opportunities for candidates to engage with students and others in different grade levels and content areas within the specific teaching field <i>Or</i> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific instructional support program.	Field experiences ensure opportunities for candidates to engage with students and others in different grade levels and content areas within the specific teaching field <i>Or</i> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific instructional support program.
Diversity	Field experiences provide no opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture.)	Field experiences provide evidence of some opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture.)	Field experiences provide opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture.)
Sequence	There is no logical or required sequence.	There is some sequence of field experiences; it is not clear how some experiences build upon each other.	There is a logical, required sequence of field experiences.
Impact on Student Learning	No required activity includes measuring candidates' impact on student learning.	At least one required activity includes measuring candidates' impact on student learning.	At least one required activity includes measuring and analyzing candidates' impact on student learning.
Technology	Field experiences do not require technology for any clear purpose.	Field experiences require using technology for instruction, assessment, <i>or</i> management.	Field experiences require using technology for instruction, assessment, <i>and</i> management.
Development of Knowledge, Skills, and Dispositions	Assignments are not aligned to teaching field standards <i>Or</i> Instructional support program standards.	Assignments are aligned to some teaching field standards <i>Or</i> Instructional support program standards.	Assignments are explicitly and accurately aligned to teaching field standards <i>Or</i> Instructional support program standards.

## Our Questions

- Does the criterion on the use of technology for instruction, management, and assessment need revision for our virtual world?
- What should be required for the use of technology in field experiences?
- How have you been engaging in continuous improvements in your field experiences?
- \*See Handout #3

# *Traditional Class A programs*

- May embed, if required, internship throughout the program in lieu of field experiences.*



# Parking Lot

*Questions for Field Experiences*



# The CIEP Process: Drilling Down

Dr. Janet Bavonese

- <https://www.youtube.com/watch?v=xVM4-c16xeE>

Jacksonville State University



How to match standards and assessments....

Are you addressing content or pedagogy or both?

# How would you match these? Why?

## Standards

---

### All Social Studies

---

1. Interdisciplinary Approach

---

2. Pedagogy for Social Studies

---

### General Social Studies

---

1. Economics

---

2. Geography

---

3. History

---

4. Civics and Government

---

5. Geography

---

### History

---

1. Knowledge of History

---

2. Abilities for History

---

## Key Assessments

- Key Assessment #1a Praxis
- Key Assessment #1b edTPA
- Key Assessment #2 Content Knowledge
- Key Assessment #3 Planning Instruction
- Key Assessment #4 Internship
- Key Assessment #5 Impact on Student Learning

# Key Assessments #1a and #1b

- *Data tables must be aligned to standards and indicators.*
- *Programs that are combined at the EPP should include an explanation in the coversheet if the required handbook is different from the name of the program.*
- *Data from B and ALT A programs must be reported separately. Aggregated data tables are required as teams can't sort through a ream of ETS or Pearson report pages.*



# Parking Lot

Questions/Discussion for Key  
Assessment(s) #1

# Key Assessment #2

## University of North Alabama

Dr. Jeff Cornelius, Department Chair,  
Teaching, Learning & Leading

Dr. Chris James, Director of Teacher  
Education

Dr. Lorie Johnson, Director of  
Continuous Improvement and  
Accreditation

- *Teacher Leader*
- <https://screencast-o-matic.com/watch/creerrWM8J>
- *See Handout #4b*

# ALT A Programs and Content Specific Indicators

Setting up a study to determine if the program should have required prerequisites or specified courses in the program?

- If admitted based on Praxis, does the candidate have category scores at the state or national level?
- Which undergraduate courses in the teaching field are most critical?
- What prior coursework in the teaching field do candidates have?
- Programs must submit supporting documentation and not simply an explanation. (Ex: application screen sheet.)

\*See Handout #4a



# Parking Lot

Questions/Discussion for Key  
Assessment #2





## Key Assessment #3: Planning Instruction

*This assessment captures what edTPA does not: the breadth and depth of the teaching field, variety of content specific strategies and assessments.*

# Key Assessment #3 Planning Instruction

SPA assessments

\*See Handout #5



# Parking Lot

Questions/Discussion Key  
Assessment #3

# Key Assessment #4: Internship

## Reminders/Questions

- *It is probably not necessary to submit the EPP's common assessment instrument and data.*
- *Submit only the addendum and data.*
- *An internship portfolio based only on teaching field specific standards and indicators could be used.*
- *Explain who uses the scoring guide (CT, US, both.)*
- *Data table must match*
- *How is this working in practice?*
- *Any "AHA" moments*
- *SPA Assessment*
- *See Handout #6*



# Parking Lot

Questions/Discussion for Key  
Assessment #4

# Key Assessment #5

## Effect on Student Learning (Teaching Field)

- Doesn't have to be mini-edTPA
- What can be done to capture other types of assessments?
- See NCTM #5 and TESOL #5
- SPA Resources <http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms>

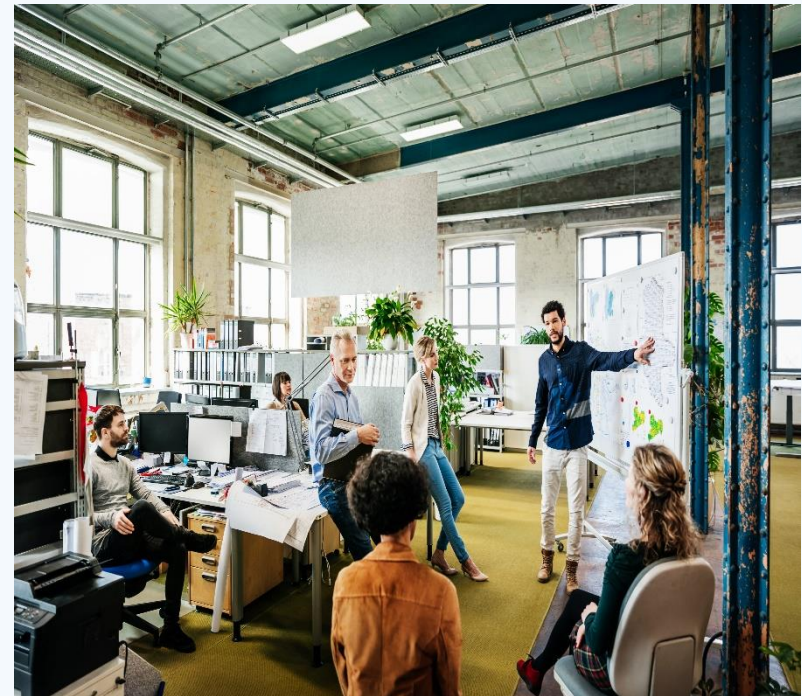


# Parking Lot

*Questions/Discussion for Key Assessment #5.*

# *CIEP: Creating a Culture of Evidence, Establishing Ongoing Processes for Continuous Improvement*

- *Mr. Josh Wooden,  
University of South  
Alabama*
- *Dr. Matt Binion, University  
of South Alabama*
- <https://drive.google.com/file/d/1gGTb-x8IA5hMimrSzaF0wINZ1DFwySvS/view?usp=sharing>





# Key Assessments

*Key Assessment Rubric*

*Questions/Discussion*

*See Handout #7*

- *Changes in the rubric*
- *How can we use common assessments effectively for program-specific purposes?*
- *What does good data analysis look like?*



# Key Assessment Reminders

- Explain the data to the reviewers in the coversheet. Example: Does it include retakes?
- Must disaggregate data by program level (B, ALT A, A)
- KA #1 Praxis and edTPA must report aggregated data separated by program level. ETS and Pearson institutional reports are not sufficient.
- KA #1b is edTPA. edTPA is only KA #1b.
- Key Assessment #4 Internship: Explain how the rubric is used. Holistic? Each observation? Tied to artifacts? Scoring?

# Submissions Due June 1, 2021



Submit two  
hard copies.

Submit 2 flash  
drives by  
program.

Screen shots are  
not legible.

PDF documents  
often are blurry.

Cross-walks are  
not helpful.

Organize clearly.

# How can we best support you?



*Provide informal feedback on parts of submissions in advance?*

*Discuss how to meet professionalism standards?*



*Answer questions about team reports?*

*Discuss how to meet needs of diverse students?*



*Zoom meetings?*

*Zoom focusing on Analysis Forms? Comprehensive Process? Particular assessments?*

A stylized, colorful illustration of a landscape. The foreground features rolling green hills with a brown path. On the left, there is a green tree, a purple flower, and an orange flower. A red bird is flying in the sky above the tree. The background consists of layered blue and white waves, suggesting a sky or water. The overall style is flat and modern.

We are here to help ☺

Dr. Anna Kozlowski  
[akozlowski@alsde.edu](mailto:akozlowski@alsde.edu)

Dr. Amanda Inabinett  
[amanda.inabinett@alsde.edu](mailto:amanda.inabinett@alsde.edu)