CIEP Regional Workshops
Spring 2020

Faulkner University—February 7
Stillman College—February 13
Jacksonville State University—February 24
Spring Hill College —TBA

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Dr. Amanda Inabinett
Scope & Focus of CIEP Program Review

**Curriculum plan:** Does the proposed curriculum adequately cover all relevant program-specific standards and indicators?

**Key assessments:**
Are the key assessments designed to produce adequate valid data to indicate candidates are attaining the proficiencies needed to be well-prepared and effective educators in this teaching field or area of instructional support?

Will the key assessments provide adequate data to inform program improvement?

**Field experiences:** Are field experiences well-planned, sequential, and meaningful for this teaching field or area of instructional support?
Curriculum Standards, Standards, and More Standards

Alabama Educator Preparation Chapter 290-3-3

Standards for Comprehensive Reviews and New Programs (see handout)

College and University Requirements (Alabama AF .02 Standards and/or CAEP)

Alabama Core Teaching Standards (ACTS)—professional studies standards for initial programs (Alabama CIEP .03 ACTS or InTASC in CAEP Standard 1.1 and AF .03)

Program-Level Standards (ex., AF .04 Class B programs for teaching fields)

Program-Specific Standards (CIEP or SPA)
Aligning Curriculum

Step 1: Collect the specific standards for the PROGRAM

Step 2: Align the standards and indicators to courses.

Step 3: Ask:
- What are the big ideas in each indicator?
- What course(s) is/are the standard/indicator taught?
- Do we need to require one course before another?

Step 4: Write course descriptions summarizing the main ideas in the identified indicators.

Is the course a required course on the checklist?
## Alignment of Standards to Curriculum: Sample

<table>
<thead>
<tr>
<th>Standard 1 Development, Learning, and Motivation</th>
<th>Curriculum Components—Courses or Other Requirements (Include course prefix, number, and name.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
<td><strong>ED 201 Educational Psychology</strong></td>
</tr>
<tr>
<td>Candidates know, understand, and use the major</td>
<td><strong>ED 301-306 Methods of ELA, Math, Social Studies, Science, Fine Arts, PE &amp; Health</strong></td>
</tr>
<tr>
<td>concepts, principles, theories, and research</td>
<td></td>
</tr>
<tr>
<td>related to development of children and young</td>
<td></td>
</tr>
<tr>
<td>adolescents to construct learning opportunities</td>
<td></td>
</tr>
<tr>
<td>that support individual students’ development,</td>
<td></td>
</tr>
<tr>
<td>acquisition of knowledge, and motivation.</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum for Alternative Class A Programs

- 4x12 or 32/19 courses or selected pre-requisite courses must be on the checklist or advising sheet addendum, if required for unconditional admission.
- Academic major, if required for unconditional admission.
- Praxis content assessment, if required for unconditional admission.
- Graduate courses in the teaching field of arts and sciences areas should be listed. List specific courses, if possible.
What To Do/Not to Do for the Curriculum Plan  
*according to what we’ve seen....*

**DO**

- Only use required courses on the checklist for the indicators.
- Use appropriate courses from anywhere on the checklist.
- Be sure course prefixes, numbers, and titles are consistent in submission form, checklist, and other evidence.
- Be more specific than the indicator (ex., identify theorists or strategies).
- Be sure combination of course descriptions adequately addresses each indicator.

**DON’T**

- Submit the current checklist – submit the proposed checklist.
- Write course summaries that are repeats of the indicators.
- List only a practicum and/or the internship.
- List too few or too many courses for an indicator.
Example #1 of a Strong Course Description (University of South Alabama)

**HS 460 - Methods in Health Education**

Topic selection and teaching unit preparation. Presentation and classroom practice of teaching methodologies. Practical mini-teaching experiences in local school or other pertinent agencies. HE (6-12) and PE (P-12) majors only. Field experiences required. **Topics:** Comprehensive School Health Education, Coordinated School Health Plan, School Health Services, Review of the 10 Content Areas of Health Education, Health Education Resources, Developing Health Education Curriculum, Technology and Teaching Strategies Used in Health Education, Classroom Management Strategies, Creating Assessments


**Assignments:** Unit Plan, Lesson Plans, Field Lessons, Resource Assignment, National/State Standards Alignment Assignment, Technology Plan, Coordinated School Health Plan, Parent Letters, Exams, Teaching and Learning Portfolio
Example #2 of a Strong Course Description
(University of Mobile)

CSE 344 – Assessment of Students with Exceptionalities

This course is designed to address the multi-assessment approach related to studying formal and informal assessments. Participants will learn to administer standardized assessment instruments as well as interpret assessment results for the purpose of writing individualized education programs (IEP) for students. Participants will explore instruments for assessing intelligence, achievement, behavior, models of classroom-based assessment, and intense intervention for students within the general education setting and special education programming. Aspects of human development, impact of disabilities on individuals, and professional responsibilities and ethics will also be a focus of this course.

A minimum of 12 field experience hours are required for this course. TE 304, TE 305, CSE 326, and admission into the Teacher Education Program are prerequisites. Credit, three hours
Example #3 of a Strong Course Description (Faulkner University)

**COU 6330 Counseling Diverse Populations**

This course will introduce the history and development of counseling individuals from diverse backgrounds and cultures in mental health and school settings. Identity development, issues of social justice and client advocacy in multicultural context are covered. Professional issues such as ethics, research, development, and theories of counseling will also be discussed.
Curriculum Exercise: Let’s Try One...Write a course description that covers these two standards/indicators for ELA

**Standard 6**
Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English language arts.

**Indicators**

6.1 Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.

6.2 Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in English language arts.

**Standard 7**
Candidates are prepared to interact knowledgeably with student, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.

**Indicators**

7.1 Candidates model literate and ethical practices in English language arts teaching, and engage in/reflect on a variety of experience related to English language arts.

7.2 Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.
**Course Description**

Candidates will **plan and implement** instruction based on **theories and research** surrounding a complex issue while maintaining a **diverse, inclusive, and equitable classroom** responsive to students’ history, identities, and dialect. Additionally, candidates will complete a community project lesson plan where they collect information regarding **ethnographies, demographics, surveys, interviews, reflections, and analyzing data**. The lesson plan will focus on the unique needs of the students, require candidates to **survey and interview students, parents, and community members**, and will be taught in the classroom using a variety of instructional strategies, teaching resources, and technology. The assignment will conclude with a **reflection** on teaching in the future and an **analysis of data**.

**Course Assignments**

1. Candidates will read a chapter, examine a unit plan document, and view a video clip on a **complex issue**. They will write a **reflection** focused on how **theories and research** can enhance learning as well as how they would **further engage** students to maintain a **diverse, inclusive, and equitable society**.

2. Candidates will write a critical reflection in a field observation with guiding questions (see attached) and discuss their reflections in class.

3. **Key Assessment**: Community Project Lesson Plan.

5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2

**FIELD EXPERIENCE / OBSERVATION GUIDING QUESTIONS**

1. What is the role of teaching for social issues at your field site?

2. How are students impacted?

3. How is literacy engaged, ethically?

4. What evidence do you see of culturally responsive teaching?

5. If you did not observe culturally responsive teaching, how might you have modified the lesson?

6. How could you incorporate technology into the lesson?
First submissions – READ CAREFULLY

UNDER CONDITIONS

1. The program must provide evidence in the curriculum of how......

2. The program must provide evidence in field experiences of how....

3. The program must provide evidence in key assessments of how.....

EVIDENCE/STRONGER EVIDENCE
CAEP Clinical Experiences (2.3 Initial)

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.
CAEP Clinical Experiences (2.2 Advanced)

The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.
Field Experiences

How do field experiences address the relevant pedagogical standards for the teaching field or area of instructional support?

- Development of Knowledge, Skills, and Dispositions
- Depth and Breadth
- Field Experiences
- Impact on Student Learning
- Diversity
- Sequence
- Technology

With course descriptions and program checklist in hand, create field experiences for program candidates. You will want school partners involved in the design, implementation, and assessment of field-based experiences.

- The experience allows the student to use technology for assessment, instruction, and management.
- The experience measures and analyzes student learning (once, minimum).
- Experience to attain "the what" learned in class.
- Experience is tied to program standards.
- Experience allows student to teach diverse students.
- Experiences are in an explained, logical sequence.
- The experience uses knowledge, skills, and dispositions specific to the teaching field.
## Field Experiences — What to Do/Not to Do and Discussion

<table>
<thead>
<tr>
<th>Don’t</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address all indicators</td>
<td>Address all content specific pedagogy standards</td>
</tr>
<tr>
<td>Forget to include directions and assignments (what is given to the candidate)</td>
<td>Experiences for professional studies/foundations courses</td>
</tr>
<tr>
<td>Assign randomly</td>
<td>Have experiences build on prior courses</td>
</tr>
<tr>
<td>Use assignments common to all teaching fields</td>
<td>Make experiences PROGRAM specific</td>
</tr>
<tr>
<td>Have students secure their own placements</td>
<td>Have a plan for addressing diversity in placement and activities</td>
</tr>
<tr>
<td>Forget to explain how the program ensures diverse placements</td>
<td>Study the CIEP Field Experience Rubric</td>
</tr>
<tr>
<td>Repeat indicators verbatim in the Section III chart</td>
<td>Consider field experiences that might not be in school</td>
</tr>
<tr>
<td>Ignore content specific methods courses</td>
<td>Address diversity and technology (not just through observation)</td>
</tr>
</tbody>
</table>

What could be used for a field experience outside of observation/teaching?

How can you ensure diversity in placement and activity?

How can we use technology for instruction, assessment, and management? (Does not have to be all in one.)

How can curriculum and field experiences address professionalism?

- Ethics
- Professional development activities
- Professional behaviors and dispositions
(17) Diversity. Individual differences (e.g. personality, interests, learning modalities, and life experiences) and group differences (e.g., gender, race, ethnicity, ability, nationality, language, religion, political affiliation, and socio-economic background).
Diversity in Field Experiences

Think of one field experience your candidates currently complete.

Can you describe how these components are met through the field experience?

Can you explain how you are preparing candidates (to observe/teach/participate in professional development/lead book studies/needs assessment) with diversity in mind?

Personality
Interests
Learning modalities
Life experiences
Gender
Race
Ethnicity
Ability
Nationality
Language
Religion
Political affiliation
Socio-economic background
Technology

HOW CAN WE INCORPORATE TECHNOLOGY?

By program for....

▪ Instruction
▪ Management
▪ Assessment

(Handout)
Let’s Try One...Write a field experience that covers these two standards for Math (with diversity and technology in mind)

**MATH STANDARD 3**

**Standard 3: Content Pedagogy**
Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics—talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

**MATH STANDARD 4**

**Standard 4: Mathematical Learning Environment**
Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.
Examples of Field Experiences

UNA Elementary Education
USA Instructional Leadership
Time for a Break?

Can you go to the bathroom?
I don’t know, can you?
<table>
<thead>
<tr>
<th>#</th>
<th>Key Assessment Title</th>
<th>Name of Key Assessment</th>
<th>Type of Key Assessment</th>
<th>When Required by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td><strong>Praxis Tests:</strong> Praxis Content</td>
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<td>1b</td>
<td>Praxis Reading (if required)</td>
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<tr>
<td>1c</td>
<td>Praxis Special Education (if required)</td>
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<tr>
<td>1d</td>
<td>edTPA Fall 2018</td>
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<tr>
<td>2</td>
<td>Content Knowledge</td>
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<td>3</td>
<td>Planning Instruction</td>
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<td>4</td>
<td>Internship</td>
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<td>5</td>
<td>Effect on Student Learning</td>
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<td>8</td>
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</tr>
<tr>
<td>#</td>
<td>Key Assessment Title</td>
<td>Name of Key Assessment</td>
<td>Type of Key Assessment</td>
<td>When Required by Program</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Praxis Test(s) (on CIEP form)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>edTPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Content Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ability to Fulfill Professional Responsibilities in Area of Instructional Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ability to Promote Student Achievement through Fostering Climate and Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standard 2 Curriculum

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Curriculum Components—Courses or Other Requirements</th>
<th>Key Assessment(s)</th>
</tr>
</thead>
</table>
| 2.1 Reading, writing, and oral language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. | | #1 Praxis II  
• Teaching Reading (5204) all content categories  
• Elementary Education: Multiple Subject Test (5001, Reading and Language Arts Subtest) |
| | | #2 Content Knowledge—GPA Analysis  
• ELA 4x12 courses  
• ELEM 301 ELA Methods  
• ELEM 325 Literacy in K-6 |
| | | #3 Planning Instruction—Lesson Plan Portfolio  
• Reading lesson plans  
• ELA lesson plans |
| | | #4 Internship—Sub-scores on reading, ELA, and literacy across the curriculum |

Alignment of Program Standards to Key Assessments: Sample
Programs must use all required Praxis tests, including reading and special education if required.

edTPA is now required.

Data must be reported at the category score level.

Coversheet should explain what the data represents (ex., retakes?)

Data sets should only include the people in the approved program.
## Key Assessment #1

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaggregate data in table format</td>
<td>Submit printed spreadsheets of test data (with names).</td>
</tr>
<tr>
<td>Analyze data with 3 years of data with n=10. (Can use up to five years).</td>
<td>“There is not enough data to analyze” when you have n=10.</td>
</tr>
<tr>
<td>Report at category level</td>
<td>Submit overall scores on Praxis</td>
</tr>
<tr>
<td>Align Praxis to supporting competencies</td>
<td>Use Praxis for all/no standards</td>
</tr>
<tr>
<td>Articulate specific curriculum changes due to Praxis data.</td>
<td>“Students are given websites addresses where they can study for the Praxis.”</td>
</tr>
<tr>
<td>Distinguish between assessments required and offer data and analysis. #1a Praxis #1b edTPA</td>
<td>Offer data/analysis for one required assessment</td>
</tr>
<tr>
<td>Explain how you will average multiple scores from multiple administrations.</td>
<td>Align to InTASC instead of program specific standards.</td>
</tr>
<tr>
<td>Report at the sub score level</td>
<td>Use only assessments common to all programs</td>
</tr>
<tr>
<td></td>
<td>Provide only rubric numbers for edTPA</td>
</tr>
<tr>
<td>Academic Year/ Category Scores</td>
<td>Number of Candidates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Language Arts (5002)</td>
<td>154</td>
</tr>
<tr>
<td>Need to add alignment to standards and indicators for the teaching field.</td>
<td></td>
</tr>
<tr>
<td>Mathematics (5003)</td>
<td>143</td>
</tr>
<tr>
<td>Social Studies (5004)</td>
<td>142</td>
</tr>
<tr>
<td>Science (5005)</td>
<td>144</td>
</tr>
</tbody>
</table>
Possibilities include well-planned:

- GPA analysis on grades for essential courses.
  - Report each course grade one time and list standards and indicators addressed in the course.
  - Conditions in the curriculum section will be repeated here.
- Comprehensive examination focusing on complex questions aligned to standards and indicators.
- Senior thesis, capstone project, or senior recital, if appropriate sub-score data can be captured.
ALT A programs may use the most essential prerequisite courses and/or courses on the ALT A checklist.

ALT A programs may set up an analysis of course grades to determine if there should be any specific prerequisite courses or required courses in the teaching field. Use the most essential prerequisite courses or collect data from all prior courses. USA example is in the handouts.

ETS Major Field Tests are available for Music, Biology, Chemistry, Physics, and Mathematics. The test for Literature in English is narrow when compared to ELA standards.
# Key Assessment #2: Content Knowledge

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address content</td>
<td>Addresses pedagogy/methods courses (Teaching Field)</td>
</tr>
<tr>
<td>Align rubric and data table to PROGRAM standards.</td>
<td>Align the rubric and data table to InTASC only.</td>
</tr>
<tr>
<td>Report each course grade separately</td>
<td>Report overall GPA</td>
</tr>
<tr>
<td>Explain in the coversheet why certain courses are used for the assessment</td>
<td>Use academic courses for SpEd if using GPA, (use teaching field).</td>
</tr>
</tbody>
</table>
Look for a well-planned collection of lesson plans, a unit plan, or well planned, appropriate project.

There must be some criteria specific to the teaching field or area of instructional support. An addendum may be used.

Consider having the instructions specify grade levels, content, or types of lessons to address indicators.

The assessment may or may not reflect edTPA expectations for planning.

Key Assessment #3: Planning Instruction (TF) or Ability to Fulfill Professional Responsibilities (ISP)
### Key Assessment #3: Planning Instruction

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use criteria specific to PROGRAM (math, English, history...)</td>
<td>Use generic lesson plans</td>
</tr>
<tr>
<td>Align to PROGRAM standards</td>
<td>Align to InTASC only</td>
</tr>
<tr>
<td>Clearly define in the assessment directions pedagogy for PROGRAM</td>
<td>Forget to explain how pedagogy for the PROGRAM will be assessed.</td>
</tr>
<tr>
<td>Create a data table that reflects the rubric</td>
<td>Create a rubric and data that are not aligned</td>
</tr>
</tbody>
</table>

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*Image: How teachers feel after lesson plans are done!*
Questions to Ponder about KA #3 Planning

- Is a three- to five-day learning segment in one grade level enough?
- Is enough attention paid to the breadth of the teaching field or area of instructional support?
- How are candidates prepared to tier instruction to address diversity and differentiation?
- Are candidates prepared to differentiate for advanced or gifted students?
Using the rubric, determine the technical quality of the assessment. On the chart at the end of the team report template, circle the appropriate level (not, partial, full) for each criterion. Make notes on the following page if needed.

Determine if the assessment provides evidence for the indicators (strong, partial or weak evidence, or no evidence) for which it is listed.

Determine if each indicator is fully, partially, or weakly addressed. Add comments if needed.

NEED HANDOUTS
Key Assessment #4 should be the main internship evaluation instrument and formal observations or a well-constructed portfolio.

Portfolios, if used, must include full instructions for artifacts.

Competencies specific to the teaching field or area of instructional support must be included. An addendum may be used.

Data must be presented separately for all placements and for cooperating teachers and university supervisors. Label tables.

Class A Instructional Leadership chart for field experiences is a summary of internship and residency.
# Key Assessment #4: Internship

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use edTPA for KA #1</td>
<td>Use edTPA KA #4</td>
</tr>
<tr>
<td>Explain how the scores will be reported from different scorers on data tables</td>
<td>Say “University supervisor and cooperating teacher will score candidates.” The end.</td>
</tr>
<tr>
<td>Use observable levels of performance</td>
<td>Use a simple numerical rating scale</td>
</tr>
<tr>
<td>Provide program specific criteria to pedagogy (Directions, data table, and rubric)</td>
<td>Forget criteria specific to pedagogy (Directions, data table, and rubric)</td>
</tr>
<tr>
<td>List assessment with standards and indicators in the Section IV chart</td>
<td>List the assessment for only one indicator in the Section IV chart</td>
</tr>
<tr>
<td>Report at sub score level</td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning.** The academic achievement of P-12 students. EPPs should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning. (CAEP Definition)
Possibilities for Key Assessment #5

Reading tutor over a semester using diagnostic/formative assessments and planning based on data and measuring growth over a semester

Pre-test/planning/post-test over substantial teaching with analysis by candidate

Ideas for areas of instructional support?
- Special programming for selected groups
- Parent workshops
- Surveys/focus groups and follow up work
<table>
<thead>
<tr>
<th>Don’t</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report data by candidates</td>
<td>Aggregate data</td>
</tr>
<tr>
<td>Forget to align data table and rubric</td>
<td>Align rubric and data table</td>
</tr>
<tr>
<td>Indicate on the submission form indicates the assessment addresses Standards 1, 2, 3, and 4 and on the coversheet Standards 1 and 2.</td>
<td>Align assessments to submission forms with PROGRAM standards and indicators.</td>
</tr>
</tbody>
</table>

Key Assessment #5
Question for Key Assessment #5

Will working with an individual or a small group provide enough evidence that a candidate is prepared to assess their impact on student learning?

Should candidates have more experiences in whole group assessment?

Should candidates have experience in multiple types of assessment?
Presentation of Data and Analysis (coversheet)

- Relative strengths in sub-scores
- Relative weaknesses in sub-scores
- Trends
- Impact of prior program changes, if any
- Comparison to state and national scores
- Identification of possible future changes indicated by the data
- Discussion of how well the program is meeting standards based on the evidence and data, including changes made as a result of the submission
What are we learning from data analysis?

What kinds of program changes are we making based on data?

- Courses?
- Textbooks?
- Assessments?
- Field experiences?
- Advising?
What To Do for Key Assessments

Study the Rubric for Evaluating the Use of EPP-Developed Key Assessments, Scoring Guides, and Data.

Triple check the scoring guides and data tables are accurately and explicitly aligned to the standards and indicators in the CIEP submission form.

Include instructions and rubrics.

Describe levels of performance in clear, observable terms.

If data are not reported, explain why (ex., new program, new assessment, low “n”).

Report five years of data, if possible, if the total “n” is less than 10. Revise admissions and completion chart in Section I of submission form.
What Not To Do For Key Assessments

- Repeat all information in the data charts in narrative form.
- Use only a simple numerical grading scale without descriptors.
- Leave out instructions.
- Have a key assessment but not use it as evidence.
- Average scores from multiple performances.
- Refer candidates to other resources if performance is weak.
- Report only overall scores.
- Lump data from multiple administrations together.
- List names of candidates.
- Use an assessment common to all programs.
- Report overall pass rate.
- Provide rubrics for edTPA.
Group Discussion on Assessments

How can we demonstrate candidates are able to plan instruction for the breadth of the teaching field (grade level) and content (areas)?

Do we report all internship observation scores? Or only the summative scores?

Do we report all Praxis attempts or only the final attempt?

What challenges are you facing in working with data?
Still to Come....

What reviewers look for
Examples of conditions and how to respond
CIEP submission form updates
Submission dates
Packaging CIEP
Creating a timeline to keep you on track
Reviewers look at each part separately. Then they determine whether a standard is met, met with conditions, or unmet, taking into consideration:

- Are there problems in the curriculum plan, key assessments and data analysis, and field experiences?
- Do the comments indicate strong or weak evidence was provided?
- Are suggested conditions on the entire standard, full indicators, or parts of indicators?
- If this is a second submission, what progress has been made in adequately addressing all conditions cited in the first report?
<table>
<thead>
<tr>
<th>Provide</th>
<th>The program must provide the proposed checklist as evidence courses are required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure</td>
<td>The program must ensure key assessment rubrics and data tables are explicitly and accurately aligned to the standards and indicators in the submission document.</td>
</tr>
<tr>
<td>Report</td>
<td>The program must report ranges or frequencies for all key assessments.</td>
</tr>
<tr>
<td>Identify</td>
<td>The program must identify the minimum acceptable score for each key assessment, including Praxis and edTPA.</td>
</tr>
<tr>
<td>Report</td>
<td>The program must report aggregated data, not data by individual candidates.</td>
</tr>
<tr>
<td>Ensure</td>
<td>The program must ensure all EPP-developed rubric descriptors include clearly described, observable differences among levels of performance.</td>
</tr>
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Examples of Conditions Across Standards
Responding to Approval with Conditions

- Use the summary template of the report that you received.
- Add comments in red to indicate how each condition was addressed.
- Provide evidence of how curriculum, key assessments, and/or field experiences were revised.
Sample of Responding to Approval with Conditions

Early Childhood Education

6. Becoming a Professional

Met with Condition

The program must provide evidence of how coursework prior to internship addresses engaging in informed advocacy for young children and the early childhood profession.

Response:

The ECE 200 Intro to Early Childhood Education course description now requires candidates to join the state NAEYC affiliate or campus group and participate in at least one professional activity. Candidates must also track relevant federal or state legislation and write to a legislator about the issue. See revised course description.
The CIEP submission templates have been updated. (http://www.alsde.edu/sec/ep/Pages/programreviews-all.aspx?navtext=Program Reviews)

<table>
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<tr>
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<tr>
<td>Section II Key Assessments has been revised to list only the tests required for the teaching field or area of instructional support.</td>
</tr>
<tr>
<td>Section IV Field Experiences documentation focuses on assignments, not assessments.</td>
</tr>
<tr>
<td>Field experiences should focus on addressing the standards, not the indicators.</td>
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<tr>
<td>A box has been added to the field experience section to explain how placements ensure diversity and sequence.</td>
</tr>
<tr>
<td>Section VI: Discussion of <em>How Data Analysis Across Key Assessments Informs Continuous Improvement</em> has been eliminated.</td>
</tr>
<tr>
<td>Visual Art submission form and team report templates have consistent numbering.</td>
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Submission date is Tuesday, June 2, 2020.

- Paper and flash drives are required.
- Consistent labelling of documents is critical.
- Follow submission instructions clearly.
- Packaging of submission.
  - Have one electronic folder for each CIEP template.
  - Think of each main bullet on next slide as an electronic document on a flash drive or tab on a binder.
  - A large binder may contain similar programs, such as all Class B secondary.
Packaging Each CIEP Program Submission

- CIEP submission template
- Proposed checklist
- Course descriptions or course summaries (ALT A programs should include admission requirements or transcript review worksheet or prerequisite documentation if appropriate)
- Key Assessment #1 (repeat for #2, #3, ....)
- Field experiences assignments

Coversheet
Assessment instrument or instructions (not needed for Praxis and edTPA)
Scoring guide or rubric (not needed for Praxis and edTPA)
Data table (if not in coversheet)
Data analysis (if not in coversheet)
Screen shot of good electronic file

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<th>File Type</th>
<th>Size</th>
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JSU SCHOOL of EDUCATION
Timeline for ALSDE Comprehensive Program Review Process

- **Updated ALSDE CIEP & AF templates available; shared with departments**
- **Nov. 2017**
  - ALSDE CIEP Workshops Jan. & Feb.
- **Jan. - Mar. 2018**
  - Programs work on CIEP documents; Class B, Alt A; Class A: RS, IL, LM, SM; Class AA: TL
- **Early Apr. 2018**
  - CIEP team meeting to complete CIEP ACTS 03 Class B & Alt A documents
- **May 1, 2018**
  - Collaborative meeting w/all programs to proofread CIEP templates
- **June 1, 2018**
  - Submit CIEP & AF documents to ALSDE
- **Spring 2019**
  - CIEP documents to L. Light for ALSDE submittal preparation
- **Spring/Fall 2019**
  - Programs work on necessary revisions and resubmissions
- **Fall 2019**
  - Tentative – Receive CIEP review reports from ALSDE
- **Feb. 2020**
  - CAEP Self-Study Report Due
- **Spring/Fall 2020**
  - CAEP Visit
- **Fall 2020**
  - SDE TEP programs expire & must be renewed
- **5/31/2021**

Add notes here.

Note: FCS, SC, MU approved to submit SPA accreditation documents in lieu of CIEP.

Revised 01/14/2020
Hospitality & Hero Awards

Faulkner University
Jacksonville State University
Spring Hill College
Stillman College
Samford University
University of North Alabama
University of South Alabama