Handouts
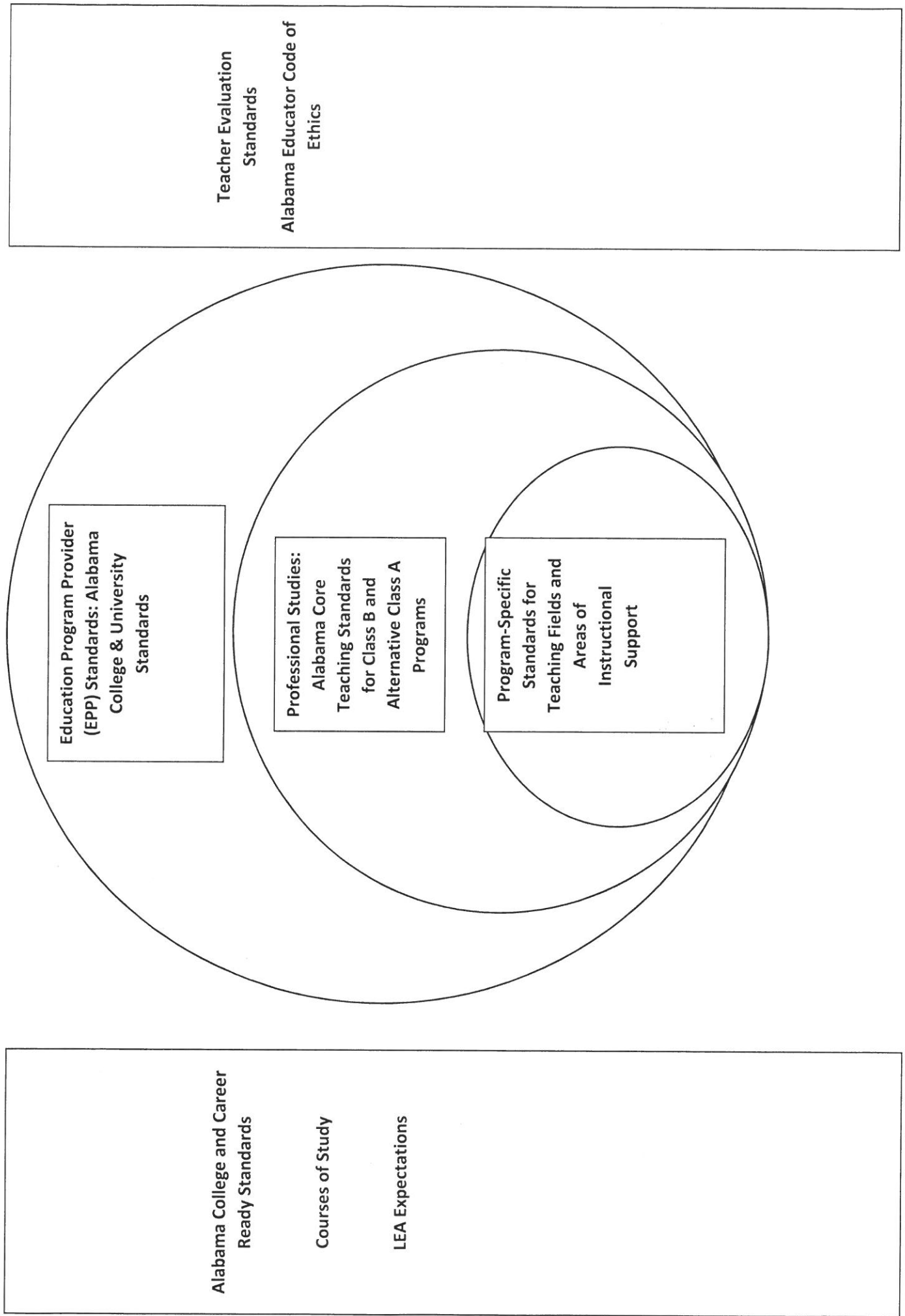
for

Comprehensive Review Training

October 30, 2017 Faulkner University

October 31, 2017 Alabama State University

Alabama Code 290-3-3 Educator Preparation Chapter

Teacher Evaluation Standards

Alabama Educator Code of Ethics

Education Program Provider (EPP) Standards: Alabama College & University Standards

Professional Studies: Alabama Core Teaching Standards for Class B and Alternative Class A Programs

Program-Specific Standards for Teaching Fields and Areas of Instructional Support

Alabama College and Career Ready Standards

Courses of Study

LEA Expectations

Standards, Standards, and More Standards

Standards	Review Process and Choices	Assessments/Evidence Types
Educator Preparation Provider (EPP) Standards 1. Content and Pedagogical Knowledge 2. Partnerships and Clinical Practice 3. Candidate Quality, Recruitment, and Selectivity 4. Impact on P-12 Learning 5. Quality Assurance and Continuous Improvement 6. General Requirements (courses, general studies, teaching field, background check, field experiences and internship, faculty, governance, accountability)	**State Review of College & University Standards** (AF 02) or **CAEP/State Joint Team** (Self-Study Report and AF 02)	**Examples:** • Alabama Educator Certification Assessment Program (AECAP) data for Basic Skills, Praxis II content, PLT, edTPA • Common EPP Assessments, Rubrics, and Data • Admission and Completion Requirements and Data • Focus Groups or Case Studies on Teacher Effectiveness • Surveys of Completers, Recent Graduates, and Employers • Handbooks and policy statements • Forms • Faculty transcripts and vitae • Field experience logs

Professional Studies: Alabama Core Teaching Standards
1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration
	State Review of Alabama Core Teaching Standards (ACTS) (CIEP 03)	**CIEP Forms:**
		• Alignment of Standards to Curriculum
		• Alignment of Standards to Key Assessments:
		  1. Praxis II Principles of Learning & Teaching or edTPA
		  2. Pedagogical Content Knowledge
		  3. Planning Instruction
		  4. Effect on Student Learning
		  5. Professionalism
		  6. Internship
		• Field Experience Chart
		• Key Assessment Data and Analysis

Program-Specific Standards
for teaching fields or areas of instructional support
	CIEP forms for the certification area
	
	or
	
	SPA
	
	Analysis Forms (04+, 08, 30, 42, ...)
		• Alignment of Standards to Curriculum
		• Alignment of Standards to Key Assessments:
		  1. Praxis II for Content, Reading, Special Education
		  2. Content Knowledge
		  3. Planning Instruction
		  4. Internship
		  5. Effect on Student Learning
		• Field Experience Chart
		• Key Assessment Data and Analysis

Timeline for Continuous Improvement in Educator Preparation (CIEP) Program Review Process

The most important factor in determining how quickly a program is approved is the quality of the submission.

Activities	June 1 Submissions for Comprehensive Reviews	Rolling Submissions
The times for submitting programs for review depend on whether the submission is part of a comprehensive review and on the type of review. The Educator Preparation Chapter of the *Alabama Administrative Code* requires that an educator preparation provider (EPP) and all of its program be reviewed at least every seven years. These comprehensive reviews address College and University standards, the Alabama Core Teaching Standards (ACTS), and program-specific standards in the *Alabama Administrative Code*. Programs currently expire on May 31. In the future, programs will expire on June 30. Program submissions will continue to be due on June 1.	An educator preparation provider (EPP) preparing for a comprehensive visit is strongly encouraged to submit program review materials two years prior to the expiration date of currently approved programs. If an EPP opts to submit one year prior to the expiration of current programs, it assumes responsibility for having less time to work on continuous improvement and less time for a second submission prior to the site visit. An EPP may opt to submit some programs three years prior to the expiration date of currently approved programs.	An EPP may submit program review materials for proposed new programs (if the EPP already has approved programs on the same level of certification); revisions to currently approved programs; re-submissions of previously reviewed programs; and feedback-only submissions at any time. Re-submissions must address all concerns in the original review team report. An EPP may submit one program for "feedback-only" each year. A "feedback-only" submission is non-consequential and intended to ensure the EPP understands the CIEP process.
Initial reports are drafted by reviewers.	Late June	Allow up to three months
Draft review team reports are edited by Educator Preparation (EP) staff who consult with ALSDE content experts and external review team members as needed. A second reader reviews reports. Reports are finalized. Documents submitted as evidence of compliance with the College & University standards are reviewed by EP staff. Final program review reports are returned to the EPP when completed.	By December 31	Allow one additional month

Timeline for Continuous Improvement in Educator Preparation (CIEP)
Program Review Process

For comprehensive reviews for an EPP seeking CAEP/State approval: A resolution to approve all programs is drafted when the Council for the Accreditation of Education Preparation (CAEP) makes an accreditation decision (a semester after the site visit—late April or October) and all State standards are met.	Fall Site Visit	Spring Site Visit
The resolution is on the ALSBE work session agenda.	May	December
The resolution is on the ALSBE meeting agenda. If the resolution is adopted, approved program checklists are returned to the EPP.	June	January

For comprehensive reviews for EPPs seeking State-only approval: A resolution to approve all programs is drafted when all State standards are met.	Fall Site Visits	Spring Site Visits
The resolution is on the ALSBE work session agenda.	February	June
The resolution is on the ALSBE meeting agenda. If the resolution is adopted, approved program checklists are returned to the EPP.	March	July

For new programs only: EP staff assigned to the EPP verify proposed checklist and faculty requirements are met. Analysis forms, if needed, are reviewed by EP staff.	Rolling Reviews
The resolution is on the ALSBE work session agenda. The resolution is on the ALSBE meeting agenda. If the resolution is adopted, the approved program checklist is returned to the EPP.	Allow three months (for a total of seven months)

ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

Program: _____

Total Hours: _____

CLASS B EDUCATION PROGRAM CHECKLIST

Institution: _____

Date Approved: _____

Date Expires: _____

Revisions: _____

General Studies

Shall include courses and /or experiences in the humanities (including English language arts), social studies, mathematics, and science.

Humanities: (Shall include at least 12 hours of English Language Arts for Early Childhood, Elementary, and Special Education programs.)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Social Studies: (Shall include at least 12 hours for Early Childhood, Elementary, and Special Education programs.)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Science: (Shall include at least 12 hours for Early Childhood, Elementary, and Special Education programs.)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Mathematics: (Shall include at least 12 hours for Early Childhood, Elementary, and Special Education programs.)

_____ _____
_____ _____
_____ _____
_____ _____

Other:

_____ _____
_____ _____
_____ _____
_____ _____

Professional Studies

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Internship: _____ _____

_____ _____

Teaching Field*

Most teaching fields require an academic major as defined in Rule 290-3-3-.01(2). List all courses required for the teaching field.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

*English Language Arts shall include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism. **General Social Studies** shall include courses in economics, geography, history, and political science. **General Science** shall include courses in biology, chemistry, Earth and space sciences, and physics.

Dean of Education:

_____

Date

_____

ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

Program: _____

Total Hours: _____

ALTERNATIVE CLASS A EDUCATION PROGRAM CHECKLIST

Date Approved: _____

Institution: _____

Date Expires: _____

Revisions: _____

Professional Studies Categories Include:
(If a required course is listed for more than one category, credit should be indicated only for the first entry.)

Teaching Field: At least 1/3 of the program shall be in teaching field courses.

Teaching Field Specific Methods Course(s):

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Learner Development, Learner Differences, and Learning Environments:

English Language Arts, General Science, and **General Social Studies** programs shall require at least one course in two areas within the broader field. _____ _____

Internship:

_____ _____

_____ _____

_____ _____

_____ _____

Professional Learning and Ethical Practice:

Additional Courses:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Leadership and Collaboration:

_____ _____

NOTE: The listing of EVERY course except the internship that requires a field experience should be preceded by (FE).

_____ _____

Survey of Special Education Course:
(If course was completed prior to unconditional admission to Alt-A program, another approved diversity course is required.)

_____ _____

OR

Dean of Education:

_____ _____

_____

Date:

_____

Revised 2/29/2016 for 2015 Code

Program: _____

Total Hours: _____

CLASS A PROGRAM CHECKLIST
FOR TEACHING FIELD
(Not Alternative Class A)

Institution: _____

Date Approved: _____
Date Expires: _____
Revisions: _____

_____ _____ _____

Teaching Field: At least 1/3 of the program shall be teaching field courses.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

English Language Arts, **General Science**, and **General Social Studies** programs shall require at least one course in two areas within the broader field.

Survey of Special Education Course: (If completed for prior level certification, another approved diversity course is required.)

_____ _____

OR

_____ _____

Additional Courses:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Internship: (if required):

_____

Practicum: (if required)

_____ _____

Notes:

Successful completion of an internship shall be required in English for Speakers of Other Languages and Reading Specialist.

Successful completion of a practicum shall be required for initial certification in all special education teaching fields.

Dean of Education:

_____

Date: _____

Revised 2/29/2016 for 2015 Code

Program: _____

Total Hours: _____

CLASS AA PROGRAM CHECKLIST
FOR TEACHING FIELD

Institution: _____

Date Approved: _____
Date Expires: _____
Revisions: _____

_____ _____ _____

Teaching Field: At least 1/3 of the program shall be teaching field courses.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

English Language Arts, **General Science**, and **General Social Studies** programs shall require at least one course in two areas within the broader field.

Survey of Special Education Course: (If course was taken for prior level certification, another approved diversity course is required.)

_____ _____

OR

_____ _____

Note: Successful completion of a practicum shall be required for initial certification in a special education teaching field.

Practicum: (if required)

_____ _____

Additional Courses:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Dean of Education:

_____

Date: _____

Revised 2/29/2016 for 2015 Code

ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

Program: _____

Total Hours: _____

CLASS A PROGRAM CHECKLIST
FOR INSTRUCTIONAL LEADERSHIP

Date Approved: _____

Institution: _____

Date Expires: _____

Revisions: _____

_____ _____ _____

Instructional Leadership:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

** Indicates courses required for a person who holds a valid Class A Alabama certificate and wishes to add certification for Instructional Leadership.

Survey of Special Education Course: (If course was taken for prior level certification, another approved diversity course is required.)

_____ _____

OR

_____ _____

Internship:

_____ _____

_____ _____

Additional Courses:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Dean of Education:

_____

Date: _____

Revised 2/29/2016 for 2015 Code

ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

Program: _____

Total Hours: _____

CLASS A PROGRAM CHECKLIST
FOR LIBRARY-MEDIA SPECIALIST, SCHOOL COUNSELING, SCHOOL PSYCHOMETRY, SPEECH LANGUAGE PATHOLOGY OR SPORT MANAGEMENT

Institution: _____

Date Approved: _____
Date Expires: _____
Revisions: _____

_____ _____ _____

Instructional Support Area:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Survey of Special Education Course: (If course was taken for prior level certification, another approved diversity course is required.)

_____ _____

OR

_____ _____

Internship:

_____ _____

Practicum required only for school counseling:

_____ _____

Additional Courses:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Dean of Education:

_____

Date: _____

Revised 2/29/2016 for 2015 Code

Program: _____

Total Hours: _____

CLASS AA PROGRAM CHECKLIST
FOR INSTRUCTIONAL SUPPORT
PERSONNEL

Date Approved: _____

Institution: _____

Date Expires: _____

Revisions: _____

_____ _____ _____

Instructional Support Area:

_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____
_____ ____

Internship: (Required for school psychologist only.)

_____

Mentor Training*:

_____

Problem Analysis Project, Thesis, or Dissertation*:

_____

*Instructional Leadership only

Additional Courses:

_____ ____
_____ ____
_____ ____
_____ ____
_____ ____

Survey of Special Education Course: (If course was taken for prior level certification, another approved diversity course is required.)

_____ ____

OR

_____ ____

Dean of Education:

_____

Date: _____

Revised 2/29/2016 for 2015 Code

SAMPLE DRAFT of a Joint Visit Schedule

	SATURDAY, April 21, 2018
	Hotel Name and Address:
	EPP Contact Person:
	Cell Phone:
	EPP transports team members from airport to hotel
	State people arrive at hotel
6:00 pm	Dinner on your own – Hotel Shuttle available for nearby restaurants

	SUNDAY, April 22, 2018		
9:00 am	Team Orientation Meeting and Work Time (Hotel workroom) (COE technology person will assist team to ensure everyone has Wi-Fi and the printer is in working order.)		
12:00 – 1:00	Working Lunch - Catered to Hotel Workroom		
1:15 pm	EPP transports team members from hotel to campus workroom.		
1:30 – 1:50	Team Technology Needs (COE technology person will assist team with logging in Wi-Fi and printer.)		
2:00 – 2:45	EPP Orientation (Chancellor's Boardroom) (List EPP attendees by name and title)		
	Interview I (COE Room 101)	Interview 2 (COE Room 102)	Interview 3 (COE Room 103)
3:00 – 3:45	Public School Principals and Administration	Professional Development Schools Key People	Retention, Recruitment, and Retrospective Reflections
4:00 – 4:45	Mentors and Cooperating Teachers	University Supervisors	Interns from Class B and ALT A Programs
4:30 – 5:00	Interns/Resident for Instructional Support Programs	Candidates in Advanced Teaching Field Programs	Impact on Student Learning
	EPP transports team members to hotel.		
6:00 pm	Dinner at Logan's Steak House, across the parking lot.		
7:00 - 9:00	Team Meeting Discuss findings from review of data, evidence, and new information received since the visit began. Finalize remaining visit schedule and interview assignments		

SAMPLE DRAFT of a Joint Visit Schedule

MONDAY, April 23, 2018

Time	Interview 1 (Chancellor's Board Room)	Interview 2 (Chancellor's Dining Hall)	Interview 3 (Campus Center 129AB)
7:30 am	Breakfast on your own at the hotel		
8:00 am	EPP provides transportation to campus work room.		
8:30 am	Team arrives at work room on campus		
8:30 am	Leadership Team Meeting – Brief of Evidence and Concerns (Team Chairs, State Consultant, and EPP leadership)		
9:00 – 9:45	Quality Assurance System (Standard 5)		Teacher Candidates (Practicum I)
10:00 – 10:45	Assessment System Operations	Teacher Licensure and Field Placement	Teacher Candidates (Practicum II)
11:00 – 11:45	Technology/Research	President and VPAA	Faculty teaching methods courses
Noon – 1:00	Team Meeting and Lunch in workroom		
1:00 – 1:45	Executive Director	Self-Improvement Plan	Education Coordinators Council
2:00 – 2:45	Assessment Committee	Deans Council (all colleges in university)	Director of Recruitment
3:00 – 3:45	Teacher Education Council	University Supervisors	Superintendents and Principals
4:00 – 4:45	Mentor and Cooperating Teachers	Faculty Teaching Methods Courses	Interns
4:30 pm	Leadership Team Meeting – Brief of Evidence and Concerns		
4:30 pm	EPP provides Team transportation to hotel		
5:30 pm	Working dinner Catered to hotel workroom from Olive Garden		
7:30 pm	Team Members dismissed to write wherever comfortable		

TUESDAY, April 24, 2018

Time	Activity
8:00 – 8:30	Breakfast on your own at the hotel
8:30 – 10:15	Meet in hotel workroom for final editing
10:30 am	EPP transportsChair from hotel to Campus for Exit Report
11:00 am	Exit Report – Chancellor's Conference Room
	Team Members Depart, transportation to airport for CAEP team members

<u>EPP Responsibilities</u>

- Set a date for the visit as soon as possible in consultation with CAEP and the state consultant.
- Host a pre-visit with the CAEP chair, state chair, and state consultant to plan for the visit. Pre-visits are typically virtual meetings. Goals include:
  - Discuss logistics:
    - Travel to visit
    - Hotel: individual hotel rooms for team members and state consultant
    - Travel to and from campus during visit
    - Hotel and campus work rooms
      - Adequate space for team to work
      - Privacy and security
      - Good lighting
      - Power strips
      - Basic office supplies
      - Printer (Wi-Fi or extra laptop)
      - Shredder
      - Snacks
      - Gifts
    - Team members with special needs? (diet, mobility, other)
    - Meals—direct billing if possible
    - Travel reimbursements for in-state team members and state consultant
    - Computers and technical support
    - Support services
  - Discuss initial findings from the CAEP formative feedback report and the Alabama AF 02.
  - Identify the individuals and groups to be interviewed. Go over the formative feedback report and the initial feedback on AF 02 to help identify the individuals and groups to be interviewed. Typical interviews include:
    - Initial candidates
    - Advanced candidates
    - COE undergraduate faculty
    - COE graduate faculty
    - Adjunct faculty
    - Arts & Science and other faculty involved with preparation programs
    - College or university president and/or VPAA
    - Assessment coordinator
    - Assessment committee
    - P-12 partners and advisory groups
    - P-12 administrators
    - Cooperating teachers

- University supervisors
- Recent program completers
- Diversity coordinators
- Others able to provide evidence of how a standard is met.
- Special notes:
    - The EPP leadership should not attend all meetings.
    - Have sign-in sheets ready for all interviews.
- Determine if school visits are needed.
- Work on initial draft of schedule.
    - Team members arrive on Saturday and usually gather for an informal dinner.
    - Sunday starts with a morning team meeting and an EPP orientation. Interviews may be held, especially for those who would have hard time coming to campus on Monday. Poster sessions are not typically done. There should not be a large formal dinner for the team and stakeholders.
    - School visits may be included. There is a limit of two schools. The purpose of the school visit should be clear.
- Provide access to candidate files and documentation of new faculty qualifications.
- If appropriate, check with CAEP about costs and fees associated with the site visit.

JSU SCHOOL of EDUCATION

TENTATIVE TEP Timeline for ALSDE Comprehensive Program Review Process

Timeline milestones (in chronological order):

- **Mar. 3, 2017** — All Checklists & Analysis Forms Standards Met & Approved by ALSDE

- **Early Fall 2017** — Invite Dr. Anna Kozlowski to present CIEP Process to SoE key faculty

- **Fall 2017 – Spring 2018** — Programs work on CIEP Class B & Alt A .03 Documents

- **June 1, 2018** — Submit CIEP Class B & Alt A .03 Documents / Submit CIEP Class B & Alt A Indiv. Programs

- **June 1, 2019** — Submit CIEP Class A & AA Indiv. Programs

- **Fall 2019** — Submit Program Checklists & Unshaded Parts of AFs w/Evidence

- **Due Date?** — CAEP Self-Study

- **2020** — CAEP Visit

- **5/31/2021** — SDE TEP programs expire & must be renewed

Revised 07/06/2017