CIEP Submission Form

Pre-Kindergarten (Pre-K)
(for Educator Preparation Chapter adopted 8-12-2021)

Institution Name:

Date Submitted:

Program Level: *Select one of the options below.*
 ☐Class B
 ☐Alternative Class A

Submitting for: *Choose one of the options below.*
 ☐Initial review of a proposed program
 ☐Continuing review of a currently approved program
 ☐Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

I. **Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The "n"s reported here are used to determine if "n"s reported in data tables are consistent.

II. **Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.

III. **Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.

IV. **Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I   Background Information

1. **Include the proposed checklist as a separate document.**

2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
    Programs should report at least three years of data. If the "n" over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers[1]	Number Recommended for Alabama Certification

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[1] Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. *Assessments #1-#5 are required. No more than eight key assessments may be submitted.*
2. *Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.*

#	Key Assessment Title	Name of Key Assessment[2]	Type of Key Assessment[3]	When Required by Program[4]
1a	**State Certification Tests:[5]** **Praxis Pre-Kindergarten Education**		State Certification Tests	
1b	**edTPA**			
2	**Content Knowledge[6]**			
3	**Planning Instruction[7]**			
4	**Internship**			
5	**Effect on Student Learning[8]**			
6[9]				
7				
8				

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[2] Identify assessment by title used in the program.

[3] Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

[4] Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

[5] Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

[6] Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

[7] Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.

[8] Examples of appropriate assessments for effect on student learning include those based on samples of student work, portfolio tasks, case studies, and appropriate follow-up studies.

[9] Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Promoting Child Development and Learning. Candidates prepared in early childhood programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Prior to program completion prospective early childhood teachers:		
Indicators	**Curriculum Components— Courses or Other Requirements[10]** *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
1.1 Know and understand young children's characteristics and needs, from birth through age 4.		
1.2 Know and understand the multiple influences on early development and learning.		
1.3 Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		

Standard 2   Building Family and Community Relationships.
Candidates prepared in early childhood programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. Prior to program completion prospective early childhood teachers:

Indicators	Curriculum Components— Courses or Other Requirements *(Include course prefix, number, and name.)*	Key Assessment(s) *(Identify by key assessment number[s] in Section II.)*
2.1 Know about and understand diverse family and community characteristics.		
2.2 Support and engage families and communities through respectful, reciprocal relationships.		
2.3 Involve families and communities in young children's development and learning.		

Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families. Candidates prepared in early childhood programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. Prior to program completion prospective early childhood teachers:		
Indicators	**Curriculum Components— Courses or Other Requirements** *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
3.1 Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		
3.2 Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.		
3.3 Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.		
3.4 Know about assessment partnerships with families and with professional colleagues to build effective learning environments.		

Standard 4 Using Developmentally Effective Approaches. Candidates prepared in early childhood programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. Prior to program completion prospective early childhood teachers:		
Indicators	**Curriculum Components— Courses or Other Requirements** *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
4.1 Understand positive relationships and supportive interactions as the foundation of their work with young children.		
4.2 Know and understand effective strategies and tools for early education, including appropriate uses of technology.		
4.3 Use a broad repertoire of developmentally appropriate teaching/learning approaches.		
4.4 Reflect on their own practice to promote positive outcomes for each child.		

Standard 5   Using Content Knowledge to Build Meaningful Curriculum.
Candidates prepared in early childhood programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. Prior to program completion prospective early childhood teachers:

Indicators	Curriculum Components—Courses or Other Requirements *(Include course prefix, number, and name.)*	Key Assessment(s) *(Identify by key assessment number[s] in Section II.)*
5.1 Understand content knowledge and resources in academic disciplines: language and literacy (including evidence-based specialized instruction that is multi-sensory in nature); the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity and physical education; health and safety; and social studies.		
5.2 Know and use central concepts, inquiry tools, and structures of content areas or academic disciplines.		
5.3 Use their own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.		

Standard 6   Becoming a Professional.
Candidates prepared in early childhood programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. Prior to program completion prospective early childhood teachers:

Indicators	Curriculum Components— Courses or Other Requirements *(Include course prefix, number, and name.)*	Key Assessment(s) *(Identify by key assessment number[s] in Section II.)*
6.1 Identify and involve themselves with the early childhood profession.		
6.2 Know about and uphold ethical standards and other early childhood professional guidelines.		
6.3 Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		
6.4 Engaged in informed advocacy for young children and the early childhood profession.		

SECTION IV   Summary of Field Experiences Prior to Internship

1. List all courses (or other curriculum requirements) that have a required field experience, <u>in the order</u> that the courses are typically taken.   *Include the course prefix, number, and title.*

Course Prefix	Course Number	Course Title

2. Are field experiences always done in this order?   ☐Yes   ☐No
    If no, provide a brief explanation.

3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.

4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.