

# CIEP Submission Form

## Early Childhood Education (P-3)

(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.*

<b>Academic Year</b> September 1 to August 31	<b>Number of Unconditional Admissions</b>	<b>Number of Program Completers<sup>1</sup></b>	<b>Number Recommended for Alabama Certification</b>

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<sup>1</sup> 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.

<b>#</b>	<b>Key Assessment Title</b>	<b>Name of Key Assessment<sup>2</sup></b>	<b>Type of Key Assessment<sup>3</sup></b>	<b>When Required by Program<sup>4</sup></b>
<b>1 a</b>	<b><u>State Tests:</u><sup>5</sup> Praxis Early Childhood Education</b>		State Certification Tests	
<b>1 b</b>	<b>Praxis Teaching Reading</b>			
<b>1 c</b>	<b>edTPA</b>			
<b>2</b>	<b>Content Knowledge<sup>6</sup></b>			
<b>3</b>	<b>Planning Instruction<sup>7</sup></b>			
<b>4</b>	<b>Internship</b>			
<b>5</b>	<b>Effect on Student Learning<sup>8</sup></b>			
<b>6<sup>9</sup></b>				
<b>7</b>				
<b>8</b>				

<sup>2</sup> Identify assessment by title used in the program.

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

<sup>4</sup> Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

<sup>5</sup> 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.

<sup>6</sup> Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> 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.*

<b>Standard 1 Child Development and Learning in Context.</b>		
Candidates demonstrate they understand:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements<sup>10</sup></b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 The developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual developmental domains.		
1.2 Each child’s value as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.		
1.3 The ways that child development and the learning process occur within relationships and within multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities.		

<p>2. Prior to program completion prospective early childhood teachers demonstrate their multidimensional knowledge about the developmental period of early childhood, individual children, and development and learning in cultural contexts to make evidence-based decisions that support each child.</p>		
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<b>Standard 2 Family-Teacher Partnerships and Community Connections.</b>		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
2.1 Candidates demonstrate they:		
2.1.1 Understand successful early childhood education depends upon educators’ partnerships with the families of the young children they serve.		
2.1.2 Value the diversity in family characteristics and use this knowledge to create respectful, responsive, reciprocal relationships with families and engage with them as partners in their young children’s development and learning.		
2.2 Prior to program completion prospective early childhood teachers demonstrate ability to:		
2.2.1 Collaborate as partners with families in their children’s development and learning through respectful, reciprocal relationships and engagement.		
2.2.2 Use community resources to support young children’s learning and development and support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.		

<b>Standard 3 Child Observation, Documentation and Assessment.</b>		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 Candidates demonstrate they understand:		
3.1.1 That the primary purpose of assessments is to inform instruction and planning in early learning settings.		
3.1.2 How to use observation, documentation, and other appropriate assessment approaches and tools.		
3.1.3 That assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.		
3.1.4 A wide range of types of assessments, their purposes, and their associated methods and tools.		
3.2 Prior to program completion prospective early childhood teachers demonstrate ability to:		
3.2.1 Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.		
3.2.2 Build assessment partnerships with families and professional colleagues.		

<b>Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies.</b>		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
4.1 Candidates demonstrate they understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur.		
4.2 Prior to program completion prospective early childhood teachers demonstrate ability to use:		
4.2.1 Positive, caring, supportive relationships and interactions as the foundation of early childhood’s educators’ work with young children.		
4.2.2 Teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.		
4.2.3 A broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect principles of universal design for learning.		



<b>Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum.</b>		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 Candidates demonstrate they:		
5.1.1 Know the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.		
5.1.2 Understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline.		
5.1.3 Understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice.		
5.2 Prior to program completion prospective early childhood teachers demonstrate ability to:		
5.2.1 Use content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.		
5.2.2 Use pedagogical content knowledge – how young children learn in each discipline – to support young children’s learning in each content area.		
5.2.3 Apply their knowledge to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.		

<p>5.2.4          Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p>		
<p>5.2.5          Use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the <i>Alabama Course of Study: English Language Arts</i>.</p>		

**Standard 6 Professionalism as an Early Childhood Educator.**

Candidates demonstrate awareness that they need to:

<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
6.1 Identify and participate as members of the early childhood profession, serving as informed advocates for young children, families, and the early childhood profession.		
6.2 Know and use ethical guidelines and other early childhood professional guidelines.		
6.3 Have professional communication skills that effectively support their relationships and work with young children, families, and colleagues.		
6.4 Be continuous, collaborative learners who develop and sustain the habit of reflective and intentional practice in their daily work with young children and as a member of 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, **in the order** 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.