

CIEP Submission Form

Elementary Education (K-6)

(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 Completers¹	Number Recommended for Alabama Certification

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
1 a	State Certification Tests: ⁵		State Certification Tests	
	Praxis Elementary Education			
	Praxis Teaching Reading			
1 c	edTPA			
2	Content Knowledge ⁶			
3	Planning Instruction ⁷			
4	Internship			
5	Effect on Student Learning ⁸			
6 ⁹				
7				
8				

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 Development, Learning, and Motivation.		
Indicators	Curriculum Components— Courses or Other Requirements¹⁰ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
1.0 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.		

Standard 2 Curriculum.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
<p>2.1 Reading, writing, and oral language. Candidates demonstrate a high level of competence in the use of English language arts to ensure student learning and achievement using explicit instruction, facilitating active inquiry, providing opportunities for collaboration, and promoting positive interactions. Candidates know, understand, and use theories from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Candidates help students successfully apply their developing skills to many different situations, materials, and ideas within and across all content areas in order to provide relevant learning experiences for all students. Prior to program completion, candidates demonstrate ability to:</p>		
<p>2.1.1 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>		
<p>2.1.2 Incorporate all the interrelated components of English language arts into a cohesive learning experience</p>		

<p>2.2 Science. Candidates know, understand, and use fundamental concepts of physical, life, and Earth/space sciences, as well as engineering and computer sciences. Candidates can design and implement age-appropriate inquiry science lessons with the goal of achieving scientific literacy for all students. According to the conceptual framework of the <i>2015 Alabama Course of Study for K-12 Science</i>, “A scientifically literate person is one who has a foundation in science knowledge, a technological understanding of problem solving, and the ability to design scientific solutions.” Prior to program completion, candidates demonstrate ability to:</p>		
<p>2.2.1 Understand the current <i>Alabama Science Course of Study: Science</i> and interpret three dimensional (Scientific and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) expectations outlined by appropriate grade-level standards.</p>		
<p>2.2.2 Create a collaborative, student-centered classroom environment that provides opportunities for scientific investigation, technology, and engineering design that allows students to connect the classroom to the outside world.</p>		
<p>2.2.3 Use diagnostic feedback from appropriate ongoing formative assessment to modify teaching and learning activities and summative assessments to determine student achievement at the end of a unit of study.</p>		
<p>2.2.4 Provide differentiated instruction through intervention and acceleration based on assessment results.</p>		

<p>2.2.5 Determine appropriate instructional and learning targets used for the development of lesson plans using a designated instructional model. Instructional models may include, but are not limited to the 5E+IA Instructional Model, as suggested and outlined in Alabama’s 2015 College and Career-Ready Science Standards, or the Biological Sciences Curriculum Study 5E Instructional Model. The Five E+1A Instruction Model supports the use of inquiry-based instruction and prepares prospective teachers to:</p>		
<p>2.2.5.1 <u>Engage.</u> Student interest is stimulated, and connections are made to prior knowledge and between past and present experiences. Student thinking is focused on learning outcomes as they become mentally engaged in the practices, crosscutting concepts, and the core ideas of the unit or lesson.</p>		
<p>2.2.5.2 <u>Explore.</u> Students investigate initial ideas and solutions in a context within which they can identify. Using investigation, research, discourse, text, and media, students actively explore situations and build common experiences that serve as a basis for developing an understanding of the concepts within context.</p>		
<p>2.2.5.3 <u>Explain.</u> Students are provided the opportunity to collaborate, communicate, and construct meaning from their experiences based on an analysis of the exploration. This phase emphasizes the importance of students developing evidence-based explanations founded upon their observations and experiences obtained through investigations. Teachers clarify understanding through definitions, labels, and explanations for abilities, concepts, practices, and skills.</p>		

<p>2.2.5.4 Elaborate. Students reflect upon, expand, and apply conceptual understanding of scientific concepts to new and unfamiliar situations in order to cultivate a broader and deeper understanding of concepts through new experiences within new contexts and situations.</p>		
<p>2.2.5.5 Evaluate. Students are assessed on understanding of scientific concepts.</p>		
<p>2.2.5.6 Intervene or Accelerate. When some students do not learn the first time, intervention strategies may be implemented to further explain and elaborate upon concepts to a greater extent in order to clarify understanding. Students who have demonstrated proficiency may be able to enrich or accelerate learning through more challenging, engaging, and exploratory experiences.</p>		
<p>2.3 Mathematics. Based on the <i>State Course of Study: Mathematics</i>, candidates know, understand, and use the major concepts, procedures, and practices that define counting and cardinality, number and operations with base 10 and fractions, algebraic thinking, measurement and data, and geometry. In doing so, they consistently engage in problem solving, reason abstractly and quantitatively, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision, make use of structures, and express regularity in repeated reasoning. Prior to program completion candidates demonstrate ability to:</p>		
<p>2.3.1 Make sense of problems, justify solutions with supporting evidence, use mathematical tools, make conjectures and connections, and provide student feedback that builds conceptual understanding and procedural fluency.</p>		

<p>2.3.2 Explain students’ strategies while connecting and generalizing ideas, anticipating responses and misconceptions, applying reason, and representing and articulating relationships between mathematical concepts.</p>		
<p>2.3.3 Find, adapt, or create rigorous tasks with various entry levels and exit points for engaging all students in real-life problematic situations that orchestrate mathematical discourse and productive struggles for students.</p>		
<p>2.4 Social studies. Candidates are knowledgeable about the <i>Alabama Course of Study: Social Studies, C3 Framework</i>, concepts, facts, tools, disciplinary structures of inquiry, and disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences. Prior to program completion, candidates demonstrate ability to</p>		
<p>2.4.1 Demonstrate an understanding of how the disciplines--civics, economics, geography, and history, and the social/behavioral sciences--create knowledge through disciplinary inquiry to inform action in civic life.</p>		
<p>2.4.2 Plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.</p>		
<p>2.4.3 Understand and be fluent in the methods of those disciplines and the ways conclusions of inquiry are communicated through disciplinary forms of representation.</p>		

<p>2.4.4 Design and implement instruction and a range of authentic assessments, informed by data literacy and learner self-assessment, that measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.</p>		
<p>2.4.5 Plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.</p>		
<p>2.4.6 Use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.</p>		
<p>2.4.7 Explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.</p>		
<p>2.5 The arts. Candidates have a thorough knowledge of the 2017 <i>Alabama Course of Study for K-12 Arts Education</i>, including the four artistic processes – creating, responding, connecting, and either performing (dance, music, theatre) or producing (media arts) or presenting (visual arts) -- and the eleven anchor standards shared across the arts. According to the conceptual framework of the 2017 <i>Alabama Course of Study for K-12 Arts Education</i>, “Arts literacy is the goal of arts education in Alabama. Arts literacy consists of the knowledge, understanding, and skills required to participate authentically in the arts.” Prior to program completion, candidates demonstrate ability to:</p>		

<p>2.5.1 Use the <i>2017 Alabama Course of Study: Arts Education</i> to design and implement age-appropriate inquiry arts lessons and projects with the goal of achieving artistic literacy for all students.</p>		
<p>2.5.2 Create an individual and/or collaborative, student-centered classroom environment that provides opportunities for risk-free creative exploration and investigation to conceive and develop artistic ideas and work.</p>		
<p>2.5.3 Demonstrate how the arts may be used to provide authentic alternative assessments (such as portfolios, rubrics, artist statements, etc.) both within the arts and in other subjects.</p>		
<p>2.5.4 Use at least one of the arts disciplines to support learning and assessments in other subjects by providing authentic arts integrated lessons that allow students through imagination, investigation, construction and reflection to connect the classroom to the outside world through creative production.</p>		
<p>2.6 Health education. Based on the <i>State Course of Study: Health Education</i>, candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Prior to program completion, health literate candidates demonstrate ability to:</p>		
<p>2.6.1 Assess needs to determine priorities for school health education.</p>		
<p>2.6.2 Plan effective comprehensive school health education curricula and programs.</p>		
<p>2.6.3 Use multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.</p>		

<p>2.6.4 Assess student learning by developing assessment plans and analyze assessment results to guide future instruction.</p>		
<p>2.7 Physical education. Based on the <i>State Course of Study: Physical Education</i>, candidates know, understand, and use human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students. Prior to program completion, candidates demonstrate ability to:</p>		
<p>2.7.1 Understand the relationship and contributions of the physical education program within the elementary school curriculum and process.</p>		
<p>2.7.2 Demonstrate academic knowledge and methods to plan and provide integrated and developmentally appropriate learning experiences for elementary students in accordance with local, state and/or national standards for elementary physical education.</p>		
<p>2.7.3 Understand the emotional, social, and health-related needs of elementary students.</p>		
<p>2.7.4 Demonstrate knowledge of the importance of physical activity within the elementary school program as it relates to the impact on classroom and academic performance.</p>		
<p>2.7.5 Identify the basic movement patterns (locomotor, manipulative, stability, and perceptual motor) and principles.</p>		
<p>2.7.6 Demonstrate knowledge of current local, state, and national trends, programs and initiatives including but not limited to Comprehensive School Physical Activity Program (CSPAP) as part of the Whole School, Whole Community, Whole Child (WSWC) model, and the Alabama Champions for Healthy Active Schools.</p>		

2.8 Special education.		
<p>2.8.0 Prior to program completion, candidates shall demonstrate the ability to use knowledge acquired and abilities demonstrated in the survey of special education course and discipline-specific methods courses to effectively collaborate with special education teachers to adapt curriculum and activities to accommodate the unique needs of special education students, including gifted students, in regular class environments and to help plan support activities to be provided by special education teachers.</p>		

Standard 3 Instruction.

Candidates demonstrate the ability to teach according to the Alabama College and Career Ready Standards for K-6.

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 <u>Integrating and applying knowledge for instruction.</u> Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.		
3.2 <u>Adaptation to students from diverse populations.</u> Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to students from diverse populations.		
3.3 <u>Development of critical thinking and problem solving.</u> Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.		
3.4 <u>Active engagement in learning.</u> Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.		
3.5 <u>Communication to foster collaboration.</u> Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry,		

collaboration, and supportive interaction in the elementary classroom.		
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Standard 4 Assessment for Instruction.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
4.0 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.		

Standard 5 Professionalism.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 <u>Professional growth, reflection, and evaluation.</u> Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.		
5.2 <u>Collaboration with families, colleagues, and community agencies.</u> Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.		

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.