

# CIEP Submission Form

## Middle-Level Teaching Fields (4-8)

(for Educator Preparation Chapter adopted 8-12-2021)

*The CIEP form(s) for the specific teaching field(s) must also be submitted.*

**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.

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

<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 Young Adolescent Development.</b>		
<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 Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools.		
1.2 They work successfully within middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.		
1.3 They relate positively to manifestations of young adolescent development and the diversity of learners.		
1.4 They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.		
1.5 Effective teacher preparation programs provide multiple and continuing opportunities for middle level teacher candidates to learn about the unique characteristics, needs, and interests of young adolescents and to document their ability to use the knowledge gained in their practice.		

<b>Standard 2 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>
2.1 Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement middle level curriculum that develops all young adolescents' competence in subject matter.		
2.2 They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes.		
2.3 Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach and assist all young adolescents in understanding the interdisciplinary nature of knowledge.		
2.4 Middle level teacher candidates use their knowledge of local, state, and national standards to frame their teaching.		
2.5 They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.		
2.6 They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, family composition).		
2.7 They use information literacy skills and state-of-the-art technologies to enhance their teaching.		

<b>Standard 3 Philosophy and School Organization.</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 Middle level teacher candidates understand middle level philosophy and school organization.		
3.2 They understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.		
3.3 Well-prepared middle level teacher candidates demonstrate their knowledge of the philosophical underpinnings of middle level education and document their ability to use this knowledge in their practice.		
3.4 They can articulate the rationale for developmentally responsive programs and practices such as interdisciplinary teaming and advisory programs, and they use this knowledge within the context of a range of school settings.		
3.5 Middle level teacher candidates exhibit a commitment to developmentally responsive organizational structures that foster socially equitable programs and practices that enhance the education and well-being of all young adolescents.		
3.6 They demonstrate their ability to participate successfully in best practices that are supported by the middle-level knowledge base in a variety of school settings.		

<b>Standard 4 Instruction 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>
4.1 Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment.		
4.2 They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, family composition).		
4.3 Well-prepared middle level teacher candidates demonstrate their ability to use a wide range of assessments to inform their decisions about instruction.		
4.4 They use multiple methods of formative and summative assessments to engage young adolescents in their own learning.		
4.5 Middle level teacher candidates document their ability to draw upon their subject matter knowledge when planning instruction, teaching, and conducting assessments.		
4.6 They enhance student learning, information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained), and technology skills in the students they teach.		
4.7 Middle level teacher candidates prepare young adolescent learners for the demands of particular assessment formats and make accommodations in		

assessments for learners with exceptionalities and language learning needs.		
4.8 They employ technology to support assessment practices that engage young adolescents in assessing their own learning needs and interests.		

<b>Standard 5 Professional Roles.</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 Middle level teacher candidates understand their complex professional roles as teachers of young adolescents.		
5.2 These specialized professional roles constitute one of the primary differences in specialized middle level teacher preparation programs and professional preparation programs designed to prepare teachers of young children for the primary grades or older adolescents at the senior high school level.		
5.3 Teacher candidates engage in practices and behaviors that develop their competence as middle level professionals.		
5.4 They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members.		
5.5 Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.		



**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.