

CIEP Submission Form

Middle-Level English Language Arts (4-8)

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

The CIEP form for Middle-Level Teaching Fields 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.

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 Praxis Middle School English Language Arts		State Certification Tests	
1 b	edTPA			
2	Content Knowledge⁶			
3	Planning Instruction⁷			
4	Internship			
5	Effect on Student Learning⁸			
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 Reading. Prior to program completion, prospective teachers will demonstrate:		
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>
Standard 1 Reading. Prior to program completion, prospective teachers will demonstrate:		
1.1 General knowledge of:		
1.1.1 Major works, authors, and contexts of United States, British, and World literature appropriate for adolescents.		
1.1.2 Defining characteristics of literary genres (e.g., poetry, literary nonfiction, drama).		
1.1.3 Defining characteristics of major subgenres (e.g., sonnet, historical fiction, functional text).		
1.2 Literature-related knowledge of how:		
1.2.1 Literal and inferential interpretations of a literary text can be supported with textual evidence.		
1.2.2 A theme is developed within and across works from a wide variety of literary genres and other media.		
1.2.3 Literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text.		

1.2.4 Word choice (e.g., figurative, connotative, or information language) contributes to the meaning and tone of a literary text.		
1.2.5 Poetic devices and structure contribute to the meaning of a poem.		
1.2.6 Literary skills support active reading of a literary text (e.g., making predictions, making connections with the text, summarizing).		
1.3.1 Informational texts and rhetoric knowledge sufficient to:		
1.3.1.1 Understand how literal and inferential interpretations of an informational text can be supported with textual evidence.		
1.3.1.2 Know a variety of organizational patterns that can be used to develop a central idea in an informational text.		
1.3.1.3 Understand how word choice (e.g., figurative, connotative, or technical language) contributes to the meaning and tone of an informational text.		
1.3.1.4 Understand methods that authors use to convey purpose and perspective in informational texts.		
1.4.1 Visual texts and meaning sufficient to:		
1.4.1.1 Understand how visual texts can be used to convey a message.		
1.4.1.2 Understand how visual devices contribute to meaning.		
1.4.1.3 Use graphic novels and essays.		

Standard 2 Vocabulary Acquisition and Use.

Prior to program completion, prospective teachers demonstrate knowledge of:

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>
2.1 Use of affixes, context, and syntax to determine word meaning.		
2.2 Use of print and digital materials to support correct language usage and appropriate vocabulary acquisition and use.		
2.3 Variation in dialect and diction across regions, cultural groups, and time periods.		

Standard 3 Writing, Speaking, and Listening.

Prior to program completion, prospective teachers demonstrate knowledge of:

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 Conventions of Standard English grammar, usage, syntax, and mechanics (e.g., sentence types, verb tenses, punctuation).		
3.2 Distinct characteristics of various types of writing (e.g., argumentative, informative/explanatory, narrative).		
3.3 Appropriateness of effective writing in relation to the task, purpose, and audience.		
3.4 Characteristics of clear and coherent writing (e.g., development, organization, style).		
3.5 Effective research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately (e.g., MLA, APA).		
3.6 Effective delivery of a speech or presentation (e.g., eye contact, visual aids, tone, purpose, audience).		
3.7 Methods that authors use to appeal to a specific audience.		
3.8 What constitutes an effective written argument with strong supporting evidence.		

Standard 4 English Language Arts Instruction.

Prior to program completion, prospective teachers demonstrate ability to use:

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>
4.1 The <i>Alabama Course of Study: English Language Arts</i> and other guides to provide instruction in reading and other language arts disciplines.		
4.2 Research-based approaches to support language acquisition and vocabulary development for diverse learners.		
4.3 Techniques for instructing students to participate productively in collaborative discussions (e.g., one-on-one, in groups, teacher-led) and listen actively.		
4.4 Techniques for instructing students to communicate effectively and appropriately using technological tools (e.g., presentation software, blogs, and wikis).		
4.5 Research-based approaches to grouping and differentiated instruction to meet specific instructional objectives in English Language Arts (e.g., literature circles, peer conferencing, collaborating with educators of special needs or linguistically diverse students).		
4.6 Approaches to choosing texts for students based on ability and interests.		
4.7 A variety of techniques to diagnose reading difficulties and teach struggling readers to overcome those difficulties.		

<p>4.8 A variety of techniques to diagnose reading difficulties and teach struggling readers to overcome those difficulties.</p>		
<p>4.9 Research-based strategies for teaching adolescent reading (e.g., activating prior knowledge, modeling and metacognitive practices).</p>		
<p>4.10 Research-based approaches to teaching components of writing (e.g., writing workshop, modeling).</p>		
<p>4.11 Approaches to and purposes of formative and summative assessment of reading, writing, speaking, listening (e.g., use of rubrics, conferencing techniques, providing useful feedback), and visual literacy.</p>		
<p>4.12 Effective approaches to incorporating student input into the design and use of English Language Arts curriculum and assessments (e.g., literature selection, collaboratively designed rubrics).</p>		

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.