

CIEP Submission Form

Middle-Level General Social Studies (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 Social Studies		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 United States and Alabama History.		
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>
1.1 Chronological developments in United States and Alabama history.		
1.2 Major themes in United States and Alabama history.		

Standard 2 World History.		
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 Chronological developments in world history.		
2.2 Major themes in world history.		

Standard 3 Government/Civics.		
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 United States government and civics.		
3.2 Alabama state government.		
3.3 Comparative government and international relations.		

Standard 4 Geography.		
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 Geographic literacy.		
4.2 Map skills.		
4.3 Physical geography.		
4.4 Human geography.		
4.5 Regional geography.		

Standard 5 Economics. 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>
5.1 Microeconomics.		
5.2 Macroeconomics.		
5.3 Comparative economics.		

Standard 6 Social Studies Instruction. Prior to program completion, prospective teachers demonstrate ability to use the Alabama *Course of Study: Social Studies* and other guides to provide research-based instruction so that students are able to:

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>
6.1 Apply geographic concepts and understanding of geographic regions and spatial patterns of physical and human phenomena to study Alabama and the world and relate geography to history, economics, ecology, civics and politics in Alabama and beyond.		
6.2 Examine ways economic and political institutions respond to the needs of Alabamians.		
6.3 Gain knowledge of economic principles and technological advancements as well as knowledge of past events and present-day practices in Alabama, the United States, and the world.		
6.4 Teach economics content to include but not be limited to topics such as economic systems, the relationship between the consumer and the marketplace, and principles of personal finance and money management.		
6.5 Learn specific characteristics regarding the land and its people and analyze diverse groups that contributed to the development of Alabama.		
6.6 Use maps, globes, satellite images, and skills to interpret graphic organizers, text, charts, and graphs.		
6.7 Investigate the structure of state and local governments.		
6.8 Compare similarities between contemporary issues and their historical origins and draw parallels		

among historical events in Alabama, other states, and the world.		
6.9 Demonstrate respect for the views of others while analyzing and evaluating relationships between ideas and practices.		
6.10 Understand the impact of prehistoric times, the Industrial Revolution, the Civil War, World War I, the Great Depression, World War II, the Cold War Era, and civil rights efforts on current events in Alabama and the world.		
6.11 Assume appropriate responsibilities in their families, schools, and community roles and apply their civic knowledge and skills to understand local, national and international issues.		

