

# CIEP Submission Form

## Career Technical Education General Rules for All Teaching Fields (P-12)

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

*The CIEP form 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 September 1 to August 31</b>	<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	<b>State Certification Tests:<sup>5</sup></b> <b>Praxis-Content</b>		State Certification Tests	
1 b	<b>edTPA</b>			
2	<b>Content Knowledge<sup>6</sup></b>			
3	<b>Planning Instruction<sup>7</sup></b>			
4	<b>Internship</b>			
5	<b>Effect on Student Learning<sup>8</sup></b>			
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 Content Knowledge and Skills.</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 Candidates have a depth and breadth of knowledge and skills appropriate to the specific teaching field, as further detailed in the rules for each program leading to a Class B Professional Educator Certificate in Career and Technical Education.		
1.2 Candidates operate a computer and effectively use the Internet and software, including word processing and spreadsheet programs, for instructional and management purposes.		

<b>Standard 2 Educating for the Work Place.</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 are prepared to develop the talents and skills of students in grades 6-12 in classroom settings that are rigorous, progressive, and certified to industry standards.		
2.2 Candidates develop curricula based on career clusters and pathways.		
2.3 Candidates adapt curricula to industry needs in local areas.		
2.4 Candidates work with students to develop skills in preparing job applications and resumes and interviewing.		
2.5 Candidates incorporate reading and mathematical literacy skills into the career and technical curricula and lessons they teach to students.		
2.6 Candidates incorporate the teaching of soft skills into instruction, including traits such as reliability, working well with others, and maintaining a positive attitude.		
2.7 Candidates manage time effectively to provide both direct instruction and hands-on learning.		
2.8 Candidates develop an appropriate syllabus based on the <i>Alabama Course of Study: Career and Technical Education</i> .		

<b>Standard 3 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 use multiple forms of assessment in making educational decisions and guiding students to make wise decisions in career planning.		
3.2 Candidates research information about current assessments aligned to industry-recognized standards and leading to credentials/certifications of Career Readiness Indicators (CRIs) appropriate to the teaching field, such as ServSafe for family and consumer sciences programs and Microsoft Office for business/marketing programs.		
3.3 Candidates break complex tasks into component parts when designing performance assessments and rubrics.		
3.4 Candidates document student learning in folders or portfolios.		
3.5 Candidates use career planning assessments (e.g., KUDER) and results appropriately to identify students' interests and aptitudes.		
3.6 Candidates research and conduct safety assessments, as appropriate to the teaching field, to ensure each student has passed the appropriate safety tests for general and particular equipment.		

<b>Standard 4 Learning Environments.</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 create and manage safe learning environments for all students.		
4.2 Candidates always require students to use appropriate personal protective when in laboratory classroom settings.		
4.3 Candidates provide appropriate modifications and accommodations, especially those related to safety, to implement individualized educational programs (IEPs) for students with special needs.		

<b>Standard 5 Career and Technical Programs.</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 are aware of the unique aspects of career and technical programs, including program review, working effectively with local business and industry, and managing budgets effectively.		
5.2 Candidates are familiar with the requirements of the Alabama State Department of Education’s (ALSDE) method of program review.		
5.3 Candidates demonstrate the skills to develop and maintain an active advisory committee.		
5.4 Candidates can work with annual budgets for programs and are aware of state and federal funding sources.		
5.5 Candidates understand federal and state mandates governing instructional programs in career and technical education.		
5.6 Candidates work with school counselors and career coaches to implement four-year plans and the selection of appropriate academic courses.		
5.7 Candidates become affiliated with the appropriate career and technical student organizations for their teaching fields, such as Distributive Education Clubs of America (DECA); Future Farmers of America (FFA); Future Business Leaders of America (FBLA); Family, Career and Community Leaders of America (FCCLA); Health Occupational Student Association (HOSA); SkillsUSA; or Technical Student Association (TSA).		



<p>5.8 Candidates advise and facilitate the activities of student organizations related to career and technical education.</p>		
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<b>Standard 6 Professionalism and Ethical Practice.</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>
<p>6.1 Candidates are aware of the requirements for renewing their Alabama Professional Educator Certificates.</p>		
<p>6.2 Candidates are aware of and adhere to ethical considerations for offering services to the public through classroom activities and career and technical student organizations.</p>		
<p>6.3 Candidates are aware of state and national professional organizations.</p>		
<p>6.4 Candidates are aware of and participate in district, state, and national conferences as much as possible.</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.