

CIEP Submission Form

Agriscience Education (6-12)

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

The CIEP form for CTE General Rules for All Teaching Fields (6-12) 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 Agriculture		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.

Standard 1 Content Knowledge and Skills.		
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 Soils.		
1.1.1 Candidates differentiate between soil types and soil profiles.		
1.1.2 Candidates interpret a soil analysis and make recommendations for soil improvements.		
1.2 Horticulture.		
1.2.1 Candidates identify, propagate, and select plants for the landscape.		
1.2.2 Candidates create a landscape plan for a residential area.		
1.2.3 Candidates manage the growth of plants in a greenhouse environment.		
1.3 Agricultural Marketing.		
1.3.1 Candidates interpret supply and demand data for an agricultural product.		
1.3.2 Candidates design an agribusiness entrepreneurial management plan, including management and marketing strategies.		
1.3.3 Candidates utilize technology to develop and present an agribusiness entrepreneurial management plan.		
1.4 Power Equipment.		
1.4.1 Candidates operate, troubleshoot, and maintain agricultural power equipment.		

1.4.2 Candidates are aware of how technology is utilized in the agricultural industry (e.g., Global Positioning Systems [GPS] and Geographical Information Systems [GIS]).		
1.5 Environmental Science.		
1.5.1 Candidates make decisions regarding woodland areas based on management goals, including wildlife management.		
1.5.2 Candidates interpret water samples to make fertilization and aeration management decisions.		
1.5.3 Candidates identify, select, and manage aquatic species.		
1.6 Animal and Dairy Science.		
1.6.1 Candidates identify breeds of domestic animals, differentiating according to anatomy and physiology.		
1.6.2 Candidates make basic health and nutrition management decisions for domestic animals.		
1.6.3 Candidates understand best management practices with regard to animal welfare, rights, and care of livestock.		
1.7 Agricultural Mechanics.		
1.7.1 Candidates construct a wooden agricultural project according to specifications and codes.		
1.7.2 Candidates perform metal fabrication processes.		
1.7.3 Candidates design agricultural structures, including electrical, plumbing, masonry, and framing.		

1.8 Career and Technical Student Organization – FFA.		
1.8.1 Candidates utilize the history of the National FFA Organization to illustrate the importance the organization has played in the advancement of the agriculture industry.		
1.8.2 Candidates become aware of the skill and leadership opportunities offered through the National FFA Organization.		
1.9 Work-Based Learning/Supervised Agricultural Experience (SAE).		
1.9.1 Candidates familiarize themselves with the important role that SAE projects play in technical skill development and career preparation.		
1.9.2 Candidates become familiar with how to utilize record keeping programs to properly track and keep accurate student records of work-based learning/SAE projects.		

Standard 2 Learning Environments.		
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>
2.0 Candidates utilize safety devices and procedures with equipment, materials and hazardous substances.		

Standard 3 Professionalism and Ethical Practice.		
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 Candidates practice stewardship as it applies to the livestock, forest, environmental and natural resources.		
3.2 Candidates lead students in debating issues regarding animal rights and animal welfare.		

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.