

CIEP Submission Form

English Language Arts (6-12)

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

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 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 Content Knowledge.		
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 Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.		
1.1.1 Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they use literary theories to interpret and critique a range of texts.		
1.1.2 Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.		
1.2 Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.		

<p>1.2.1 Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p>		
<p>1.2.2 Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society.</p>		
<p>1.2.3 Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.</p>		

Standard 2 Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts.

Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

<p style="text-align: center;">Indicators</p>	<p style="text-align: center;">Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i></p>	<p style="text-align: center;">Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i></p>
<p>2.1 Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent, rigorous and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p>		
<p>2.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</p>		
<p>2.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies, including those advocated by the Alabama Reading Initiative.</p>		

<p>2.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</p>		
<p>2.5 Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.</p>		
<p>2.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.</p>		

Standard 3 Content Pedagogy: Planning Composition Instruction in English Language Arts.

Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

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 use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.		
3.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.		
3.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.		
3.4 Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.		

Standard 4 Learners and Learning: Implementing English Language Arts Instruction.		
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 Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.		
4.2 Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.		
4.3 Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.		
4.4 Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts.		

Standard 5 Professional Knowledge and Skills.		
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 Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.		
5.1.1 Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.		
5.1.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.		
5.2 Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.		
5.2.1 Candidates model literate and ethical practices in English language arts teaching, and engage in and reflect on a variety of experience related to English language arts.		

<p>5.2.2 Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>		
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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.