

# CIEP Submission Form

## History (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.*

<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 World and U.S. History 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.</b>		
Prior to program completion, prospective teachers of history shall demonstrate knowledge of:		
<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 World, non-western, United States, and Alabama history; disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.		
1.2 The concepts, facts, and tools in history.		
1.3 Disciplinary inquiry in history.		
1.4 Disciplinary forms of representation in history.		
1.5 The inter-relationship of history to other social studies including, but not limited to civics, economics, and geography.		

**Standard 2 Application of Content through Planning.**

Prior to program completion, candidates demonstrate the ability to plan learning sequences that leverage history knowledge and literacies, technology, and theory and research to support the civic competence of learners. Specifically, candidates demonstrate ability to plan learning sequences that:

<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 Demonstrate history knowledge aligned with the <i>Alabama Course of Study: Social Studies</i> .		
2.2 Engage learners with disciplinary concepts, facts, and tools from history to facilitate history literacies for civic life.		
2.3 Engage learners in disciplinary inquiry to develop history literacies for civic life.		
2.4 Guide students to create disciplinary forms of representation that convey history knowledge and civic competence.		
2.5 Use technology to foster knowledge of history and civic competence.		

**Standard 3 Design and Implementation of Instruction and Assessment.**

Prior to program completion, candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence. Specifically, candidates:

<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 Design and implement a range of authentic assessments that measure learners' mastery of history knowledge for civic competence and demonstrate alignment with the <i>Alabama Course of Study: Social Studies</i> .		
3.2 Design and implement learning experiences that engage learners in using history knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with the <i>Alabama Course of Study: Social Studies</i> .		
3.3 Use theory and research to implement a variety of instructional practices and authentic assessments featuring history knowledge, inquiry, and forms of representation for civic competence.		
3.4 Exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to history knowledge, inquiry, and forms of representation for civic competence.		
3.5 Engage learners in self-assessment practices that support individualized learning outcomes related to history knowledge, inquiry, and forms of representation for civic competence.		

**Standard 4 History Learners and Learning.**

Prior to program completion candidates demonstrate ability to use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society. Specifically, candidates:

<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 Use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in history.		
4.2 Facilitate collaborative, interdisciplinary learning environments in which learners use history facts, concepts, and tools in history to engage in disciplinary inquiry.		
4.3 Engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.		

**Standard 5 Professional Responsibility and Informed Action.**

Prior to program completion, candidates reflect and expand upon their history knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities. Specifically, candidates:

<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 Use theory and research to continually improve their history knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.		
5.2 Explore and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.		
5.3 Take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or history and other social studies.		



**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.