

CIEP Submission Form

World Language(s)

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

Identify Language(s): French German Spanish Other: _____

Identify Grade Span: 6-12 P-12

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 French, German, and/or Spanish		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 Language Proficiency: Interpersonal, Interpretive, and Presentational. Candidates possess a high level of proficiency in the target language they will teach. They demonstrate the ability to:		
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 Speak in the interpersonal mode of communication at a minimum level of “Advanced Low” or “Intermediate High” (for Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.		
1.2 Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.		
1.3 Present oral and written information to audiences of listeners or readers, using language at a minimum level of “Advanced Low” or “Intermediate High” according to the target language being taught.		

Standard 2 Cultures, Linguistics, Literature, and Concepts from Other Disciplines.

Candidates demonstrate understanding of the multiple content areas that comprise the field of world language studies. They:

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 Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.		
2.2 Demonstrate understanding of linguistics and the changing nature of language and compare language systems.		
2.3 Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.		

Standard 3 Language Acquisition Theories and Knowledge of Students and Their Needs.		
Candidates:		
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 Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.		
3.2 Demonstrate an understanding of child development to create a supportive learning environment for each student.		

Standard 4 Integration of Standards in Planning and Instruction.		
Candidates:		
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 Demonstrate an understanding of the <i>World Readiness Standards for Learning Languages</i> and Alabama standards and use them as the basis for instructional planning.		
4.2 Integrate the goal areas of the <i>World Readiness Standards for Learning Languages</i> and Alabama standards in their classroom practice.		
4.3 Use the <i>World Readiness Standards for Learning Languages</i> and Alabama standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.		

Standard 5 Assessment of Languages and Cultures – Impact on Student Learning.		
Candidates:		
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 Design and use ongoing performance assessments using a variety of assessment models for all learners, including diverse students.		
5.2 Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.		
5.3 Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.		

Standard 6 Professional Development, Advocacy, and Ethics.

Candidates:

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 Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.		
6.2 Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21 st century through collaboration and advocacy with all stakeholders.		
6.3 Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.		

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.