

CIEP Submission Form

Visual Arts (P-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		State Certification Tests	
	Praxis Art			
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 Art Competencies.		
The following basic competencies are essential to all visual arts teachers:		
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 Studio Art Competencies.		
1.1.1 Familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights that can be developed through studio arts and design experience, including a variety of two- and three- dimensional media and processes.		
1.1.2 Familiar with traditional processes as well as newer technological developments in environmental and functional design fields.		
1.2 Art History and Analysis. The prospective teacher of visual arts must have an understanding of		
1.2.1 The major styles and periods of art history, analytical methods, and theories of criticism.		
1.2.2 The development of past and contemporary art forms in Western and non-Western cultures		
1.2.3 Contending philosophies of art.		

<p>1.2.4 The fundamental and integral relationships of all these components to the making of art.</p>		
<p>1.3 Technical Processes. The prospective teacher of visual arts should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.</p>		

<p>Standard 2 Teaching Competencies. The prospective teacher of visual arts must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education. Prior to program completion, prospective teachers of visual arts shall demonstrate specific competencies including:</p>		
<p>Indicators</p>	<p>Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i></p>	<p>Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i></p>
<p>2.1 An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.</p>		
<p>2.2 An understanding of the philosophical and social foundation underlying visual arts in education and ability to express a rationale for personal attitudes and beliefs.</p>		
<p>2.3 Ability to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.</p>		

<p>2.4 Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.</p>		
<p>2.5 Knowledge of current methods and materials available in all fields and levels of visual arts education, including consideration of safety issues related to the use of art materials and art processes.</p>		
<p>2.6 Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.</p>		
<p>2.7 Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.</p>		
<p>2.8 An understanding of evaluation techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.</p>		
<p>2.9 Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.</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.