

# CIEP Submission Form

## Gifted (P-12)

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

**Institution Name:**

**Date Submitted:**

**Program Level:** *Select one of the options below.*

Alternative Class A

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</b> September 1 to August 31	<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>Praxis Tests:</b> <sup>5</sup>		State Certification Tests	
	<b>Praxis Gifted Education</b>			
1b	<i>edTPA (required for Alternative Class A Gifted)</i>			
2	<b>Content Knowledge</b> <sup>6</sup>			
3	<b>Planning Instruction</b> <sup>7</sup>			
4	<b>Internship</b>			
5	<b>Effect on Student Learning</b> <sup>8</sup>			
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 Learner Development and Individual Learning Differences.</b>		
Candidates understand the variations in learning and development in cognitive and affective areas between and among gifted individuals and apply this understanding to provide meaningful and challenging learning experiences for gifted individuals. Candidates:		
<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 Understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with exceptionalities.		
1.2 Use understanding of development and individual differences to respond to the needs of gifted individuals.		

**Standard 2 Learning Environments.**

Candidates create safe, inclusive, and culturally responsive learning environments so that gifted individuals become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. 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>
2.1 Create safe, inclusive, culturally responsive learning environments that engage gifted individuals in meaningful and rigorous learning activities and social interactions.		
2.2 Use communication and motivational and instructional intervention to facilitate understanding of subject matter and to teach gifted individuals how to adapt to different environments and develop ethical leadership skills.		
2.3 Adjust their communication to an individual's language proficiency and cultural and linguistic differences.		
2.4 Demonstrate understanding of the multiple environments that are part of the continuum of services for gifted individuals, including the advantages and disadvantages of various settings and teach them how to adapt to the expectations and demands of differing environments.		

**Standard 3 Curricular Content Knowledge.**

Candidates use knowledge of general and specialized curricula to advance learning for gifted individuals. 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 Understand the role of central concepts, structures of the discipline, and tools of inquiry of the content they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.		
3.2 Design appropriate learning and performance modifications for gifted individuals that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.		
3.3 Use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge gifted individuals.		
3.4 Understand that gifted individuals demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.		

**Standard 4 Assessment.**

Candidates use multiple methods of assessment and data sources in making educational decisions about identification of gifted individuals and student learning. 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 Understand that some groups of gifted individuals have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias.		
4.2 Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for gifted individuals.		
4.3 Collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.		
4.4 Use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.		
4.5 Understand the various child-find processes and strategies to elicit gifted behaviors in the strength areas and minimize bias.		
4.6 Engage gifted individuals in assessing the quality of their own learning and performance and in setting future goals and objectives.		

**Standard 5 Instructional Planning and Strategies.**

Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted individuals. 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 Know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of gifted individuals.		
5.2 Apply appropriate technologies to support instructional assessment, planning, and delivery for gifted individuals.		
5.3 Collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.		
5.4 Emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for gifted individuals.		
5.5 Use instructional strategies that enhance the affective development of gifted individuals.		
5.6 Develop and implement state documents and regulations, (i.e., Gifted Education Plans [GEP] and Standards and Student Outcomes).		



**Standard 6 Professional Learning and Ethical Practice.**

Candidates use foundational knowledge of the field and professional ethical principles and programming standards of the Council for Exceptional Children and the National Association for Gifted Children to inform gifted education practice, to engage in lifelong learning, and to advance the profession. 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>
6.1 Use professional ethical principles and specialized program standards to guide their practice.		
6.2 Understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of gifted individuals in school and society.		
6.3 Model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of gifted individuals in the delivery of gifted education services.		
6.4 Are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.		
6.5 Advance the profession by engaging in activities such as advocacy and mentoring.		
6.6 Are familiar with and use state documents and regulations (i.e., Second Grade Child Find Procedures, Help Document, and advanced curriculum guides).		

**Standard 7 Collaboration.**

Candidates collaborate with families, other educators, related-service providers, gifted individuals, and personnel from community agencies in culturally responsive ways to address the needs of gifted individuals across a range of learning experiences. 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>
7.1 Apply elements of effective collaboration.		
7.2 Serve as a collaborative resource with colleagues.		
7.3 Use collaboration to promote the well-being of gifted individuals across a wide range of settings, experiences, and collaborators.		

**SECTION IV Summary of Field Experiences and 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.