

# CIEP Submission Form

## Class A Instructional Leadership (P-12)

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

**Institution Name:**

**Date Submitted:**

**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>

---

<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.

<b>#</b>	<b>Key Assessment Title</b>	<b>Name of Key Assessment<sup>2</sup></b>	<b>Type of Key Assessment<sup>3</sup></b>	<b>When Required by Program<sup>4</sup></b>
<b>1</b>	<b>Praxis Tests:<sup>5</sup> Praxis Educational Leadership: Administration and Supervision</b>		State Certification Tests	
<b>2</b>	<b>Content Knowledge<sup>6</sup></b>			
<b>3</b>	<b>Ability to Fulfill Professional Responsibilities<sup>7</sup></b>			
<b>4</b>	<b>Internship</b>			
<b>5</b>	<b>Ability to Promote Student Achievement<sup>8</sup></b>			
<b>6<sup>9</sup></b>				
<b>7</b>				
<b>8</b>				

<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 assessments of fulfilling professional responsibilities include data-driven projects, data-based and long-range planning, action research projects, needs assessments, or intervention plans appropriate to the area of instructional support.

<sup>8</sup> Examples of appropriate assessments for ability to promote student achievement include developing program improvement plans, case studies, and action research projects appropriate to the area of instructional support.

<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 Mission, Vision, and Core Values.</b>		
Effective instructional leaders develop, advocate for, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Prospective instructional leaders will be prepared and able to:		
<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 Develop an educational mission for the school to promote the academic success and well-being of each student.		
1.2 In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school focused on the successful learning and development of each child and on instructional and organizational practices that promote such success.		
1.3 Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.		
1.4 Strategically develop, implement, and evaluate actions to achieve the vision for the school.		

<p>1.5 Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.</p>		
<p>1.6 Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</p>		
<p>1.7 Model and pursue the school's mission, vision, and core values in all aspects of leadership.</p>		

**Standard 2 Ethics and Professional Norms.**

Effective instructional leaders act ethically and according to professional norms to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

<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 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.		
2.2 Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.		
2.3 Place children at the center of education and accept responsibility for each student's academic success and well-being.		
2.4 Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.		
2.5 Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.		
2.6 Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.		

**Standard 3 Equity and Cultural Responsiveness.**

Effective instructional leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. Prospective instructional leaders will be prepared and able to:

<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 Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.		
3.2 Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.		
3.3 Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.		
3.4 Develop student policies and address student misconduct in a positive, fair, and unbiased manner.		
3.5 Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.		
3.6 Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.		
3.7 Act with cultural competence and responsiveness in their interactions, decision making, and practice.		
3.8 Address matters of equity and cultural responsiveness in all aspects of leadership.		

**Standard 4 Curriculum, Instruction, and Assessment.**

Effective instructional leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. Prospective instructional leaders will be prepared and able to:

<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 Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.		
4.2 Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.		
4.3 Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.		
4.4 Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.		
4.5 Promote the effective use of technology in the service of teaching and learning.		
4.6 Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.		
4.7 Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.		



**Standard 5 Community of Care and Support for Students.**

Effective instructional leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Prospective instructional leaders will be prepared and able to:

<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 Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.		
5.2 Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.		
5.3 Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.		
5.4 Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.		
5.5 Cultivate and reinforce student engagement in school and positive student conduct.		
5.6 Infuse the school’s learning environment with the cultures and languages of the school’s community.		

**Standard 6 Professional Capacity and School Personnel.**

Effective instructional leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. Prospective instructional leaders will be prepared and able to:

<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 Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.		
6.2 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.		
6.3 Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.		
6.4 Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.		
6.5 Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.		
6.6 Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.		
6.7 Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.		

6.8 Promote the personal and professional health, well-being, and work-life balance of faculty and staff.		
6.9 Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.		

**Standard 7 Professional Community for Teachers and Staff.**

Effective instructional leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. Prospective instructional leaders will be prepared and able to:

<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements<sup>11</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>
7.1 Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.		
7.2 Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.		
7.3 Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.		
7.4 Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.		
7.5 Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.		

<p>7.6 Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p>		
<p>7.7 Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p>		
<p>7.8 Encourage faculty-initiated improvement of programs and practices.</p>		

**Standard 8 Meaningful Engagement of Families and Community.**

Effective instructional leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being. Prospective instructional leaders will be prepared and able to:

<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>
8.1 Be approachable, accessible, and welcoming to families and members of the community.		
8.2 Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students		
8.3 Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.		
8.4 Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.		
8.5 Create means for the school community to partner with families to support student learning in and out of school.		
8.6 Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.		
8.7 Develop and provide the school as a resource for families and the community.		
8.8 Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.		

8.9 Advocate publicly for the needs and priorities of students, families, and the community.		
8.10 Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.		

**Standard 9 Operations and Management.**

Effective instructional leaders manage school operations and resources to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

<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>
9.1 Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.		
9.2 Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.		
9.3 Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.		
9.4 Be responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.		
9.5 Protect teachers' and other staff members' work and learning from disruption.		
9.6 Employ technology to improve the quality and efficiency of operations and management.		
9.7 Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.		



<p>9.8          Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.</p>		
<p>9.9          Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p>		
<p>9.10          Develop and manage productive relationships with the central office and school board.</p>		
<p>9.11          Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p>		
<p>9.12          Manage governance processes and internal and external politics toward achieving the school's mission and vision.</p>		

**Standard 10 School Improvement.**

Effective instructional leaders act as agents of continuous improvement to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

<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>
10.1 Seek to make school more effective for each student, teachers and staff, families, and the community.		
10.2 Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.		
10.3 Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.		
10.4 Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.		
10.5 Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.		
10.6 Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.		

<p>10.7 Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the local school system office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.</p>		
<p>10.8 Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.</p>		
<p>10.9 Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p>		
<p>10.10 Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.</p>		

**SECTION IV Summary of Internship and Residency Experiences**

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.