CIEP Submission Form

Class AA Teacher Leader (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.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers[1]	Number Recommended for Alabama Certification

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[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]			
2	Content Knowledge[6]			
3	Ability to Fulfill Professional Responsibilities[7]			
4	Internship			
5	Ability to Promote Student Achievement[8]			
6[9]				
7				
8				

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[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] No Praxis test is required for Teacher Leader programs.

[6] Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

[7] 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.

[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   Fostering a Collaborative Culture to Support Educator Development and Student Learning.

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning. The prospective teacher leader demonstrates ability to:

Indicators	Curriculum Components— Courses or Other Requirements[10] *(Include course prefix, number, and name.)*	Key Assessment(s) *(Identify by key assessment number[s] in Section II.)*
1.1 Utilize group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.		
1.2 Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.		
1.3 Employ facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.		
1.4 Strive to create an inclusive culture where diverse perspectives are welcomed in addressing challenges.		
1.5 Use knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.		

Standard 2 Accessing and Using Research to Improve Practice and Student Learning. The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development. The prospective teacher leader demonstrates ability to:		
Indicators	**Curriculum Components— Courses or Other Requirements**[11] *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
2.1 Assist colleagues in accessing and using research in order to select appropriate strategies to improve student learning.		
2.2 Facilitate the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.		
2.3 Support colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues.		
2.4 Teach and support colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.		

Standard 3 Promoting Professional Learning for Continuous Improvement. The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals. The prospective teacher leader demonstrates ability to:		
Indicators	**Curriculum Components— Courses or Other Requirements** *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
3.1 Collaborate with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals.		
3.2 Use information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning.		
3.3 Facilitate professional learning among colleagues.		
3.4 Identify and use appropriate technologies to promote collaborative and differentiated professional learning.		
3.5 Work with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.		
3.6 Advocate for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning.		
3.7 Provide constructive feedback to colleagues to strengthen teaching practice and improve student learning.		

3.8 Use information about emerging education, economic, and social trends in planning and facilitating professional learning.		

Standard 4   Facilitating Improvements in Instruction and Student Learning.

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals. The prospective teacher leader demonstrates ability to:

Indicators	Curriculum Components— Courses or Other Requirements *(Include course prefix, number, and name.)*	Key Assessment(s) *(Identify by key assessment number[s] in Section II.)*
4.1 Facilitate the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.		
4.2 Engage in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.		
4.3 Support colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.		
4.4 Serve as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.		
4.5 Use knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.		

4.6 Promote instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.		

Standard 5 Promoting the Use of Assessments and Data for School and District Improvement. The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies. The prospective teacher leader demonstrates ability to:		
Indicators	**Curriculum Components— Courses or Other Requirements** *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
5.1 Increase the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.		
5.2 Collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.		
5.3 Create a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.		
5.4 Work with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.		

Standard 6 Improving Outreach and Collaboration with Families and Community. The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning. The prospective teacher leader demonstrates ability to:		
Indicators	**Curriculum Components—Courses or Other Requirements** *(Include course prefix, number, and name.)*	**Key Assessment(s)** *(Identify by key assessment number[s] in Section II.)*
6.1 Use knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community.		
6.2 Model and teach effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.		
6.3 Facilitate colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students.		
6.4 Develop a shared understanding among colleagues of the diverse educational needs of families and the community.		
6.5 Collaborate with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.		

Standard 7   Advocating for Student Learning and the Profession.
The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and serves as an individual of influence and respect within the school, community, and profession. The prospective teacher leader demonstrates ability to:

Indicators	Curriculum Components— Courses or Other Requirements *(Include course prefix, number, and name.)*	Key Assessment(s) *(Identify by key assessment number[s] in Section II.)*
7.1 Share information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.		
7.2 Work with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students.		
7.3 Collaborate with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members.		
7.4 Advocate for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.		
7.5 Represent and advocate for the profession in contexts outside of the classroom.		

SECTION IV   Summary of Field Experiences

1. **List all courses (or other curriculum requirements) that have a required field experience, <u>in the order</u> 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.**