

CIEP Regional Workshops Spring 2019

Samford University—January 24

Auburn Montgomery—January 28

University of Alabama in Huntsville—February 5

University of Mobile—February 12

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Standards, Standards, and More Standards

Alabama Educator Preparation Chapter 290-3-3

Standards for Comprehensive Reviews and New Programs (see handout)

College and University Requirements (Alabama .02 Standards and/or CAEP)

Alabama Core Teaching Standards (ACTS)—professional studies standards for initial programs (Alabama .03 ACTS or InTASC in CAEP Standard 1.1)

Program-Level Standards (ex., .04 Class B programs for teaching fields)

Program-Specific Standards (CIEP or SPA)

Scope & Focus of CIEP Program Review

Curriculum plan: Does the proposed curriculum adequately cover all relevant program-specific standards and indicators?

Key assessments:

- Are the key assessments designed to produce adequate **valid** data to indicate candidates are attaining the proficiencies needed to be well-prepared and effective educators in this teaching field or area of instructional support?
- Will the key assessments provide adequate data to inform program improvement?

Field experiences: Are field experiences well-planned, sequential, and meaningful for this teaching field or area of instructional support?

Reviewers look at each part separately.

- How does the curriculum plan address indicators for the teaching field or area of instructional support?
- How do key assessments address indicators for the teaching field or area of instructional support?
- How do field experiences address the relevant pedagogical standards for the teaching field or area of instructional support?

Then reviewers determine whether a standard is met or unmet, taking into consideration.

- Are there problems in the curriculum plan, key assessments and data analysis, and field experiences?
- Do the comments indicate strong or weak evidence was provided?
- Are suggested conditions on the entire standard, full indicators, or parts of indicators?
- If this is a second submission, what progress has been made in adequately addressing all conditions cited in the first report?

Citing Conditions Across Standards

- The program must provide the proposed checklist.
- The program must ensure key assessment rubrics and data tables are explicitly and accurately aligned to the standards and indicators in this document.
- The program must report ranges or frequencies for all key assessments.
- The program must identify the minimum acceptable score for each key assessment.
- The program must report aggregated data, not data by individual candidates.
- The program must develop all EPP-developed key assessment rubrics to include clearly described, observable differences among levels of performance.
- The program must provide field experience assignments.

Alignment of Standards to Curriculum Plan

- Teaching field or area of instructional support, professional studies, and general studies courses may be used as appropriate.
- Course descriptions or course summaries may be from the catalog or written by the program.
- The combination of course descriptions should adequately address each indicator.
- Science standards now include core, advanced, and supporting competencies for each teacher.
- Science, social studies, special education, and career technical education have standards for the broad area as well as each teaching field.

Alignment of Standards to Curriculum: Sample

Standard 1 <u>Development, Learning, and Motivation</u>	
Indicators	Curriculum Components—Courses or Other Requirements (Include course prefix, number, and name.)
Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	ED 201 Educational Psychology ED 251 Survey of Special Education ED 301-306 Methods of ELA, Math, Social Studies, Science, Fine Arts, PE & Health

Considerations for Curriculum Plan

- Should a practica be listed?
- Should the internship be listed?
- Is the internship sufficient by itself for any indicators?
- Is there a minimum or maximum number of courses?
- Course prefixes, numbers, and titles must be consistent in submission form and checklist.
- Submit the proposed checklist, not the current checklist.

Curriculum for Alternative Class A Programs

The EPP's admission requirements for the teaching field may be included (include with the course description documents):

- Pre-requisite courses must be on the checklist or advising sheet addendum
- Academic major
- 32/19 or 4x12
- Praxis content assessment

Graduate courses in the teaching field of arts and sciences areas should be listed. If appropriate, identify specific courses.

Example #1 of a Strong Course Description (University of South Alabama)

HS 460 - Methods in Health Education

Topic selection and teaching unit preparation. Presentation and classroom practice of teaching methodologies. Practical mini-teaching experiences in local school or other pertinent agencies. HE (6-12) and PE (P-12) majors only. Field experiences required.

Topics: Comprehensive School Health Education, Coordinated School Health Plan, School Health Services, Review of the 10 Content Areas of Health Education, Health Education Resources, Developing Health Education Curriculum, Technology and Teaching Strategies Used in Health Education, Classroom Management Strategies, Creating Assessments

Standards: HE 1.1, HE 1.2, HE 1.3, HE 1.4, HE 1.5, HE 1.6, HE 2.1, HE 3.5, HE 3.6, HE 4.1, HE 4.2, HE 4.3, HE 4.4, HE 5.1, HE 5.3, HE 6.1, HE 6.2, HE 6.3, HE 7.1, HE 7.4, HE 8.2, PE 3.7

Assignments: Unit Plan, Lesson Plans, Field Lessons, Resource Assignment, National/State Standards Alignment Assignment, Technology Plan, Coordinated School Health Plan, Parent Letters, Exams, Teaching and Learning Portfolio

Example #2 of a Strong Course Description (University of Mobile)

CSE 344 – Assessment of Students with Exceptionalities

This course is designed to address the multi-assessment approach related to studying formal and informal assessments. Participants will learn to administer standardized assessment instruments as well as interpret assessment results for the purpose of writing individualized education programs (IEP) for students. Participants will explore instruments for assessing intelligence, achievement, behavior, models of classroom-based assessment, and intense intervention for students within the general education setting and special education programming. Aspects of human development, impact of disabilities on individuals, and professional responsibilities and ethics will also be a focus of this course. **A minimum of 12 field experience hours are required for this course.** TE 304, TE 305, CSE 326, and admission into the Teacher Education Program are prerequisites. *Credit, three hours*

Example #3 of a Strong Course Description (Faulkner University)

COU 6330 Counseling Diverse Populations

This course will introduce the history and development of counseling individuals from diverse backgrounds and cultures in mental health and school settings. Identity development, issues of social justice and client advocacy in multicultural context are covered. Professional issues such as ethics, research, development and theories of counseling will also be discussed.

Citing Curriculum Conditions Under a Standard: The program must...

Wording is based on language in indicators.

- Provide stronger evidence of how the curriculum addresses instructional technology.
- Revise course descriptions to summarize key concepts from the indicators rather than simply repeat indicators.
- Ensure all courses listed in the Section III chart are required courses on the proposed checklist.

Curriculum Exercise:

- Is each course listed to address an indicator a required course on the proposed checklist? If not, it cannot be used to address an indicator.
- Do the course descriptions provide adequate evidence that an indicator is fully addressed? If not, what is missing?
- What conditions, if any, should be cited?
- **New** Pilot Template for Reviewers

Group Discussions:

- To what extent, if any, can ALT A programs specify graduate courses in the teaching field?
- Should any graduate teaching field courses on the checklist be specified?
- How can curriculum (and field experiences) address professionalism?
 - Ethics (professional studies and specific to teaching field or area of ISP)
 - Professional development activities (teaching field, ISP, and pedagogy)
 - Professional behaviors and dispositions

Key Assessments—Summary Chart

- Section II in the submission form provides an overview of the assessment plan in a summary chart.
- Key assessments are typically summative assessments of candidates' proficiencies. Evaluation of key assessments is based on key assessment instruments and data, not the chart.
- Assessments and scoring guides must be submitted and must be accurately and explicitly aligned to the standards and indicators.
- Rubric for Evaluating the Use of EPP-Developed Key Assessments, Scoring Guides, and Data (revised for 2019)
- Programs should submit the coversheet; instrument, instructions, or specifications; rubric or scoring guide; and data table.

Key Assessments for Teaching Fields

#	Key Assessment Title	Name of Key Assessment	Type of Key Assessment	When Required by Program
1 a	<u>Praxis Tests:</u> Praxis Content		State Certification Tests	
1 b	Praxis Reading (if required)			
1 c	Praxis Special Education (if required)			
1d	edTPA Fall 2018			
2	Content Knowledge			
3	Planning Instruction			
4	Internship			
5	Effect on Student Learning			
6				
7				
8				

Key Assessments for Areas of Instructional Support

#	Key Assessment Title	Name of Key Assessment	Type of Key Assessment	When Required by Program
1	<u>Praxis Tests:</u> Praxis Content		State Certification Tests	
2	Content Knowledge			
3	Ability to Fulfill Professional Responsibilities in Area of Instructional Support			
4	Internship			
5	Ability to Promote Student Achievement through Fostering Climate and Culture			
6				
7				
8				

Alignment of Key Assessments

Standard 2 Curriculum		
Indicators	Curriculum Components—Courses or Other Requirements	Key Assessment(s)
<p>2.1 Reading, writing, and oral language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>	<p>4x12 courses in ELA</p> <p>ED 301 Methods of ELA ED 325 Literacy in K-6</p> <p>ED 201 Educational Psychology</p> <p>ED 302-306 Methods of Math, Social Studies, Science, Fine Arts, PE & Health</p>	<p>#1 Praxis II</p> <ul style="list-style-type: none"> Teaching Reading (5204) all content categories Elementary Education: Multiple Subject Test (5001, Reading and Language Arts Subtest) <p>#2 Content Knowledge—GPA Analysis</p> <ul style="list-style-type: none"> ELA 4x12 courses ELEM 301 ELA Methods ELEM 325 Literacy in K-6 <p>#3 Planning Instruction—Lesson Plan Portfolio</p> <ul style="list-style-type: none"> Reading lesson plans ELA lesson plans <p>#4 Internship—Sub-scores on reading, ELA, and literacy across the curriculum</p>

Required Key Assessment #1: Praxis Content

- Programs must use Praxis for teaching field submissions, including reading and special education if required.
- edTPA is now required when it becomes consequential in Fall 2018.
- Data must be reported at the category score level. See the Study Companions on the ETS website.
- Data must be reported by content categories to allow for deep analysis. See sample data table.

Sample Data Table

Academic Year/ Category Scores	Number of Candidates	Cut Score	Percentage of Candidates Passing	Mean of Candidate Scores	Range of Candidate Scores Indicate "n"	Frequency of Candidate Scores
2015-2016						
Reading & Language Arts (5002) Need to add alignment to standards and indicators for the teaching field.		154				176-200 = 151-175 = 126-150 = 100-125 =
Mathematics (5003)		143				176-200 = 151-175 = 126-150 = 100-125 =
Social Studies (5004)		142				176-200 = 151-175 = 126-150 = 100-125 =
Science (5005)		144				176-200 = 151-175 = 126-150 = 100-125 =

Required Key Assessment #2: Content Knowledge

- This assessment complements the Praxis content assessment for the teaching field.
- This assessment is aligned to standards and indicators.
- Possibilities include well-planned:
 - GPA analysis, based on **clusters** of courses in academic majors, teaching fields, or areas of instructional support. **Report each course grade separately.** (Overall GPA will not suffice.) Be sure the course descriptions address the main ideas in standards and indicators. Any conditions in the curriculum section will be repeated here.
 - Special education teaching fields should use the teaching field GPA, not academic content courses, if a GPA analysis is used for Key Assessment #2.
 - Comprehensive examination focusing on complex questions, not short answers based on standards and indicators.
 - Senior thesis, capstone project, or senior recital, if appropriate sub-score data can be captured

Required Key Assessment #3: Planning Instruction (TF) OR Ability to Fulfill Professional Responsibilities (ISP)

- A single lesson plan is not sufficient. Look for a well-planned collection of lesson plans or a unit plan.
- The program may need a common lesson plan template to produce appropriate data.
- The Key Assessment must include some criteria specific to the teaching field or area of instructional support. An addendum may be used.
Consider having the instructions specify grade levels, content, or types of lessons to address indicators.
- The assessment may or may not reflect edTPA expectations for planning.
- Data must be reported at the sub-score level.
- Key Assessment #3 may be in the internship or before the internship.

Required Key Assessment #4: Internship

- Key Assessment #4 should be the main internship evaluation instrument and formal observations.
- **Portfolios, if used, must include full instructions for artifacts.**
- Data must be reported at the sub-score level.
- Competencies specific to the teaching field or area of instructional support must be included. An addendum may be used.
- Data should be presented **separately** for all placements and for cooperating teachers and university supervisors.
- Class A Instructional Leadership chart for field experiences is a summary of internship and residency.

Required Key Assessment #5: Impact on P-12 Student Learning (TF) OR Ability to Promote Student Achievement through Fostering Climate and Culture (ISP)

- **Student Learning.** The academic achievement of P-12 students. Educator preparation providers (EPPs) should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning. (CAEP Definition)
- CAEP Standards 1.1, 1.2, and 2.3, InTASC #6 Assessment and #7 Planning for Instruction, edTPA Task 3
- Data and analysis are based on candidate work, not student work.

Possibilities for Key Assessment #5

- Reading tutor over a semester using diagnostic/formative assessments and planning based on data and measuring growth over a semester
- Pre-test/planning/post-test over substantial teaching with analysis by candidate
- Ideas for areas of instructional support?
 - Special programming for selected groups
 - Parent workshops
 - Surveys/focus groups and follow up work
- Key Assessment #5 may occur during internship or before internship.

Presentation of Data and Analysis (coversheet)

- Relative strengths in sub-scores
- Relative weaknesses in sub-scores
- Trends
- Impact of prior program changes, if any
- Comparison to state and national scores
- Identification of possible future changes indicated by the data
- Discussion of how well the program is meeting standards based on the evidence and data, including changes made as a result of the submission

Key Assessment Exercise

- **Revised** Rubric for Key Assessments and **New** Pilot Template for Review team
- Do one key assessment at a time:
 1. Using the rubric, determine the technical quality of the assessment. On the chart at the end of the team report template, circle the appropriate level (not, partial, full) for each criterion. Make notes on the following page if needed.
 2. Determine if the assessment provides evidence for the indicators (strong, partial or weak evidence, or no evidence) for which it is listed.
 3. Determine if each indicator is fully, partially, or weakly addressed. Add comments if needed.

Considerations for Key Assessments

- Analysis section should identify and discuss significant data points.
- Key Assessment #3 lesson plans do not need to be taught.
- Rubrics must describe performances in observable terms.
- All key assessments must be used to address standards and indicators.
- Up to five years of data may be reported to reach the minimum “n” of 10. Revise admissions and completion chart in Section I of submission form.
- If data are not reported, explain why (ex., new program, new assessment, low “n”).
- Special education, science, and social studies programs may need to report aggregated data, where possible, to reach the minimum of “n” of 10.

Authentic Examples of Great Data Analysis

- An ALT A program noted low “n”s for one course in a Key Assessment #2 GPA analysis for prerequisite courses. Further investigation uncovered an advising error which has since been corrected.
- A Class B elementary education has solid data to show that candidates are taking fewer attempts to pass the Praxis mathematics and science sub-tests. Math went from 4.33 attempts in 2014-2015 to 1.50 attempts in 2017-2018. Science went from 2.33 attempts in 2014-2015 to 1.66 attempts in 2017-2018. The program is comparing performance to national averages and closing the gap with Praxis scores.

Group Discussion

- How can we balance edTPA with EPP-developed key assessments?
- Should we have an key assessment of professional studies courses as an optional key assessment?
- Whose scores do we use for assessments, especially the internship assessment? Cooperating teacher and university supervisor?
- Do we report all internship observation scores? Or only the summative scores?
- Do we report all Praxis attempts or only the final attempt?

Field Experiences Prior to Internship

- **Pedagogy standards** must be addressed.
- Not all indicators need to be addressed in field experiences.
- Field experiences for professional studies or foundations courses should be included.
- Field experiences might not be observation or teaching in a classroom (ex., needs assessment for a health program or cultural study of school or community, **attending required professional development in content or pedagogy**).
- Field experiences should build on prior courses.

Conditions Common to Field Experiences

- The program must provide stronger evidence of how the program ensures diverse placements. *(A new box has been added to provide a brief narrative.)*
- The program must provide stronger evidence of how field experiences develop competencies specific to the teaching field or area of instructional support.
- The program must provide copies of assignments.
- The program must provide evidence of how field experiences address the use of technology for assessment or management.

Field Experience Exercise

- Use the rubric for field experiences to complete that section of the report template.
- Study rubric, read over the assignments, and note whether criteria are addressed, partially addressed, or not addressed. Comments must be made for partially addressed or not addressed. The comments are used to draft conditions.

CIEP Submission Form Updates

The CIEP submission templates have been updated.

1. Section II Key Assessments has been revised to list only the tests required for the teaching field or area of instructional support.
2. Section IV Field Experiences documentation focuses on assignments, not assessments.
3. Field experiences should focus on addressing the standards, not the indicators.
4. A box has been added to the field experience section to explain how placements ensure diversity.
5. Section VI: Discussion of How Data Analysis Across Key Assessments Informs Continuous Improvement has been eliminated.

Submission date is Friday, June 1, 2019.

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- Paper and flash drives are required.
- Consistent labelling of documents is critical.
- Follow submission instructions clearly.
- Packaging of submission.
 - Have one electronic folder for each CIEP template.
 - Think of each main bullet on next slide as an electronic document on a flash drive or tab on a binder.
 - A large binder may contain similar programs, such as all Class B secondary.

Programs may submit a program twice to try to reach full approval if time allows.

Packaging Each CIEP Program Submission

- CIEP submission template
- Proposed checklist
- Course descriptions or course summaries (*ALT A programs should include admission requirements or transcript review worksheet or prerequisite documentation if appropriate*)
- Key Assessment #1 (repeat for #2, #3,)
 - Coversheet
 - Assessment instrument or instructions (*not needed for Praxis and edTPA*)
 - Scoring guide or rubric (*not needed for Praxis and edTPA*)
 - Data table (*if not in coversheet*)
 - Data analysis (*if not in coversheet*)
- Field experiences assignments

DRAFT Responding to Approval with Conditions

How well will the sample work?

Hospitality & Hero Awards

- Samford University
- Auburn Montgomery
- University of Alabama in Huntsville
- University of Mobile
- Alabama A&M University
- Faulkner University
- Jacksonville State University
- University of Alabama in Huntsville
- University of South Alabama