CIEP Regional Workshops Spring 2020

Faulkner University—February 7
Stillman College—February 13
Jacksonville State University—February 24
Spring Hill College —TBA

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# 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?
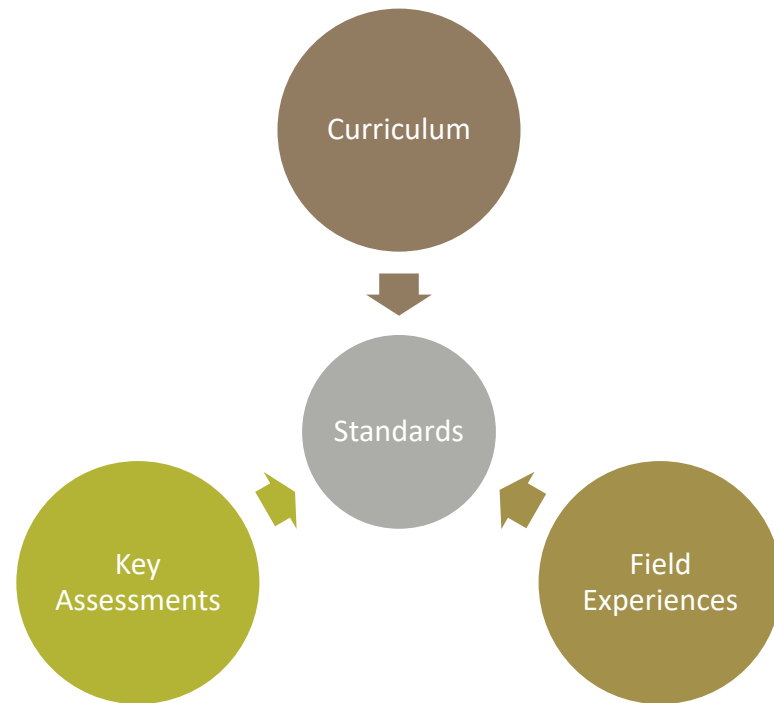
Curriculum Standards, Standards, and More Standards

Alabama Educator Preparation Chapter 290-3-3

Standards for Comprehensive Reviews and New Programs (see handout)
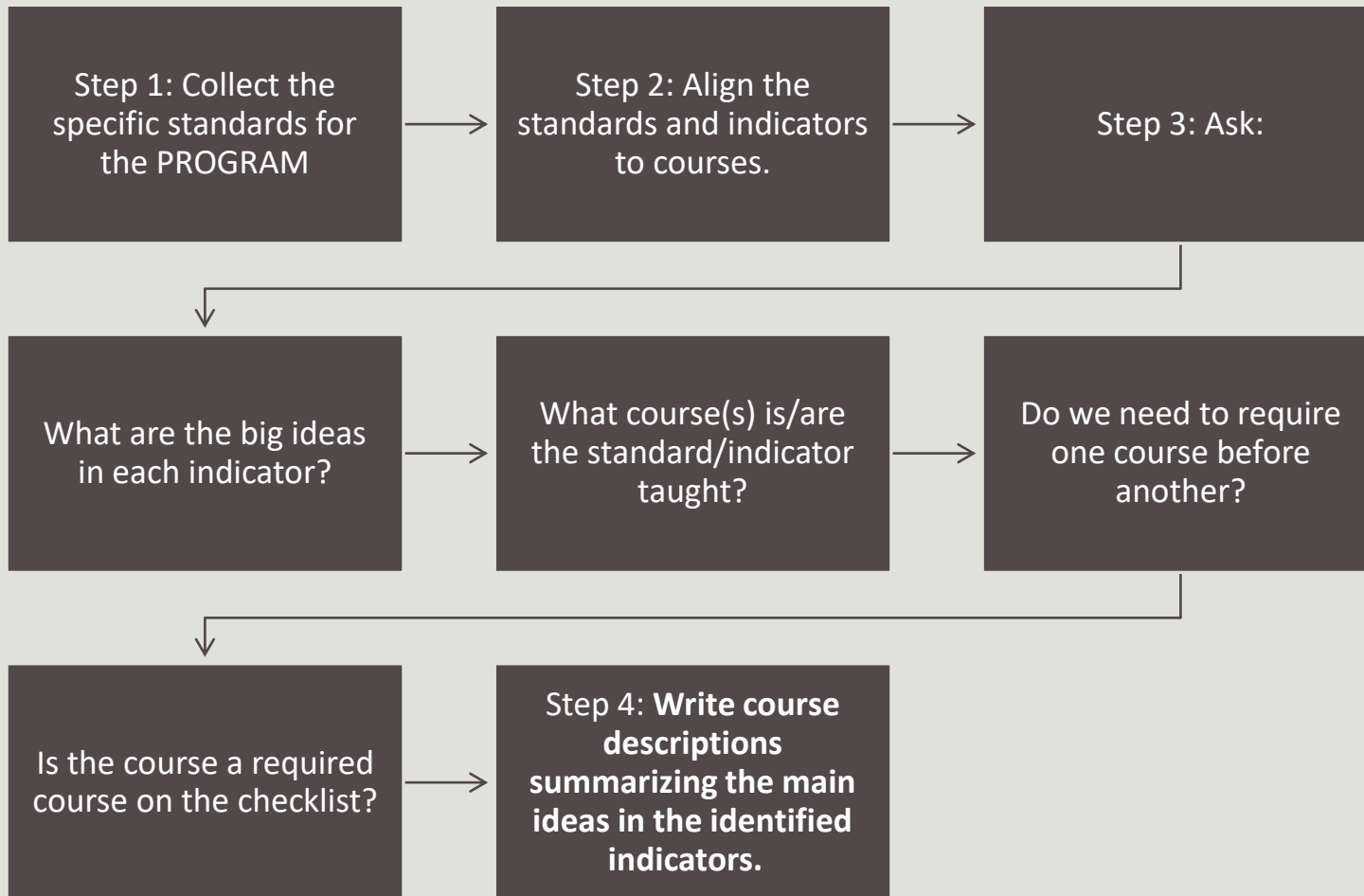
College and University Requirements (Alabama AF .02 Standards and/or CAEP)

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

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

Program-Specific Standards (CIEP or SPA)

Alignment of Standards to Curriculum: Sample

Standard 1 Development, Learning, and Motivation	
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 301-306 Methods of ELA, Math, Social Studies, Science, Fine Arts, PE & Health

Curriculum for Alternative Class A Programs

4x12 or 32/19 courses or selected pre-requisite courses must be on the checklist or advising sheet addendum, if required for unconditional admission.

Academic major, if required for unconditional admission.

Praxis content assessment, if required for unconditional admission.

Graduate courses in the teaching field of arts and sciences areas should be listed. List specific courses, if possible.

✓

What To Do/Not to Do for the Curriculum Plan
according to what we've seen….

DO

Only use required courses on the checklist for the indicators.

Use appropriate courses from anywhere on the checklist.

Be sure course prefixes, numbers, and titles are consistent in submission form, checklist, and other evidence.

Be more specific than the indicator (ex., identify theorists or strategies).

Be sure combination of course descriptions adequately addresses each indicator.

DON'T

Submit the current checklist – submit the proposed checklist.

Write course summaries that are repeats of the indicators.

List only a practicum and/or the internship.

List too few or too many courses for an indicator.

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) major sonly. 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, HE4.3, 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)

Standard 4: Assessment	Indicators
Standard 4: Assessment Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:	**4.1** <u>All candidates will:</u> **4.1.1** Select and use technically sound formal and informal assessments that minimize bias. **4.1.2** Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. **4.1.3** Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities. **4.1.4** Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

<u>**CSE 344 – Assessment of Students with Exceptionalities**</u>

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 <u>12 field experience hours</u> 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.

Curriculum Exercise: Let's Try One…Write a course description that covers these two standards/indicators for ELA

Standard 6
Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.

Indicators

6.1
Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.

6.2
Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.

Standard 7
Candidates are prepared to interact knowledgeably with student, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.

Indicators

7.1
Candidates model literate and ethical practices in English language arts teaching, and engage in/reflect on a variety of experience related to English language arts.

7.2
Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Course Description	Course Assignments
Candidates will **plan** and **implement** instruction based on **theories** and **research** surrounding a complex issue while maintaining a **diverse, inclusive, and equitable classroom** responsive to students' history, identities, and dialect. Additionally candidates will complete a community project lesson plan where they collect information regarding **ethnographies, demographics, surveys, interviews, reflections, and analyzing data**. The lesson plan will focus on the unique needs of the students, require candidates to **survey and interview students, parents, and community members,** and will be taught in the classroom using a variety of instructional strategies, teaching resources, and technology. The assignment will conclude with a **reflection** on teaching in the future and an **analysis of data**.	1. Candidates will read a chapter, examine a unit plan document, and view a video clip on a **complex issue**. They will write a **reflection** focused on how **theories and research** can enhance learning as well as how they would **further engage** students to maintain a **diverse, inclusive, and equitable society**. 2. Candidates will write a critical reflection in a field observation with guiding questions (see attached) and discuss their reflections in class. 3. Key Assessment: Community Project Lesson Plan. 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2

FIELD EXPERIENCE /OBSERVATION

GUIDING QUESTIONS

1. What is the role of teaching for social issues at your field site?

2. How are student impacted?

3. How is literacy engaged, ethically?

4. What evidence do you see of culturally responsive teaching?

5. If you did not observe culturally responsive teaching, how might you have modified the lesson?

6. How could you incorporate technology into the lesson?

First submissions – READ CAREFULLY

UNDER CONDITIONS

1. The program must provide evidence in the curriculum of how……

2. The program must provide evidence in field experiences of how….

3. The program must provide evidence in key assessments of how…..

EVIDENCE/STRONGER EVIDENCE

CAEP Clinical Experiences (2.3 Initial)

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.
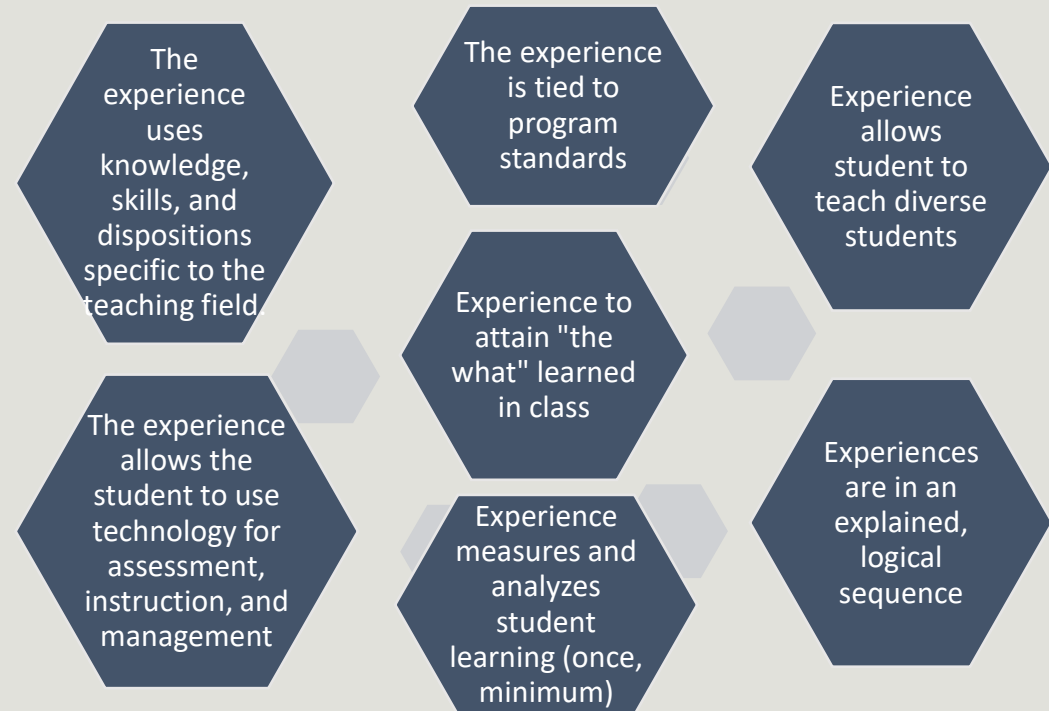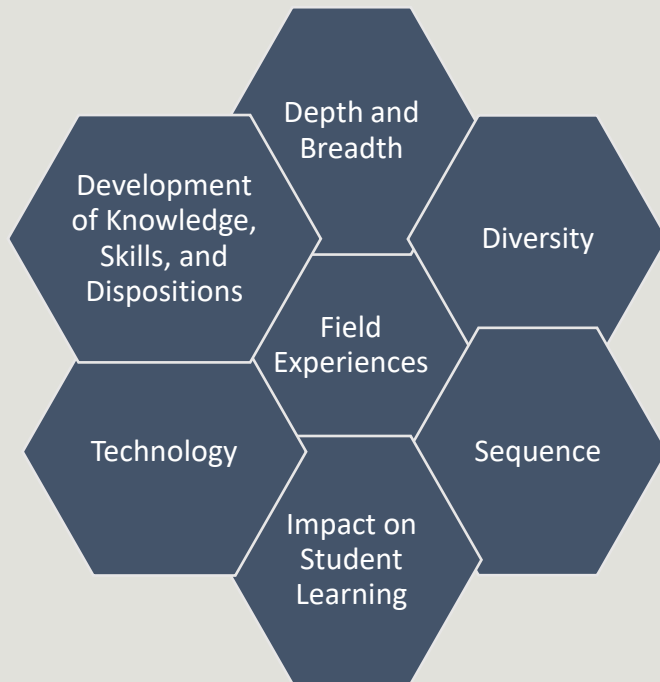
CAEP Clinical Experiences (2.2 Advanced)

The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.

Field Experiences

WITH COURSE DESCRIPTIONS AND PROGRAM CHECKLIST IN HAND, CREATE FIELD EXPERIENCES FOR PROGRAM CANDIDATES. YOU WILL WANT SCHOOL PARTNERS INVOLVED IN THE DESIGN, IMPLEMENTATION, AND ASSESSMENT OF FIELD-BASED EXPERIENCES.

HOW DO FIELD EXPERIENCES ADDRESS THE RELEVANT PEDAGOGICAL STANDARDS FOR THE TEACHING FIELD OR AREA OF INSTRUCTIONAL SUPPORT?

Depth and Breadth

Development of Knowledge, Skills, and Dispositions

Diversity

Field Experiences

Technology

Sequence

Impact on Student Learning

The experience uses knowledge, skills, and dispositions specific to the teaching field

The experience is tied to program standards

Experience allows student to teach diverse students

The experience allows the student to use technology for assessment, instruction, and management

Experience to attain "the what" learned in class

Experience measures and analyzes student learning (once, minimum)

Experiences are in an explained, logical sequence

Field Experiences – What to Do/Not to Do and Discussion

Don't	Do
Address all indicators	Address all content specific pedagogy standards
Forget to include directions and assignments (what is given to the candidate)	Experiences for professional studies/foundations courses
Assign randomly	Have experiences build on prior courses
Use assignments common to all teaching fields	Make experiences PROGRAM specific
Have students secure their own placements	Have a plan for addressing diversity in placement and activities
Forget to explain how the program ensures diverse placements	Study the CIEP Field Experience Rubric
Repeat indicators verbatim in the Section III chart	Consider field experiences that might not be in school
Ignore content specific methods courses	Address diversity and technology (not just through observation)

What could be used for a field experience outside of observation/teaching?

How can you ensure diversity in placement and activity?

How can we use technology for instruction, assessment, and management? (Does not have to be all in one.)

How can curriculum and field experiences address professionalism?
◦ Ethics
◦ Professional development activities
◦ Professional behaviors and dispositions

Diversity

CODE

SUPP. NO. 18-3 EDUCATOR PREPARATION 290-3-3-.01(17)

 (17) Diversity. Individual differences (e.g. personality, interests, learning modalities, and life experiences) and group differences (e.g., gender, race, ethnicity, ability, nationality, language, religion, political affiliation, and socio-economic background).

Diversity in Field Experiences

food for thought

Personality
Interests
Learning modalities
Life experiences
Gender
Race
Ethnicity
Ability
Nationality
Language
Religion
Political affiliation
Socio-economic background

Think of one field experience your candidates currently complete.

Can you describe how these components are met through the field experience?

Can you explain how you are preparing candidates (to observe/teach/participate in professional development/lead book studies/needs assessment) with diversity in mind?

Technology

HOW CAN WE INCORPORATE TECHNOLOGY?

By program for….

- Instruction
- Management
- Assessment

(Handout)

Let's Try One…Write a field experience that covers these two standards for Math (with diversity and technology in mind)

MATH STANDARD 3

Standard 3: Content Pedagogy

Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

MATH STANDARD 4

Standard 4: Mathematical Learning Environment

Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Examples of Field Experiences

UNA Elementary Education

USA Instructional Leadership

Time for a Break?

#	Key Assessment Title	Name of Key Assessment	Type of Key Assessment	When Required by Program
1 a	Praxis Tests: 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				

Summary Chart for Key Assessments

#	Key Assessment Title	Name of Key Assessment	Type of Key Assessment	When Required by Program
1	Praxis Test(s) *(on CIEP form)* edTPA		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				

Key Assessments for Areas of Instructional Support

Indicators	Curriculum Components—Courses or Other Requirements	Key Assessment(s)
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.**		#1 Praxis II • Teaching Reading (5204) all content categories • Elementary Education: Multiple Subject Test (5001, Reading and Language Arts Subtest) #2 Content Knowledge—GPA Analysis • ELA 4x12 courses • ELEM 301 ELA Methods • ELEM 325 Literacy in K-6 #3 Planning Instruction—Lesson Plan Portfolio • Reading lesson plans • ELA lesson plans #4 Internship—Sub-scores on reading, ELA, and literacy across the curriculum

Alignment of Program Standards to Key Assessments: Sample

Programs must use all required Praxis tests, including reading and special education if required.

edTPA is now required.

Data must be reported at the category score level.

Coversheet should explain what the data represents (ex., retakes?)

Data sets should only include the people in the approved program.

Key Assessment #1: State Required Tests

Key Assessment #1

Do	Don't
Disaggregate data in table format	Submit printed spreadsheets of test data (with names).
Analyze data with 3 years of data with n=10. (Can use up to five years).	"There is not enough data to analyze" when you have n=10.
Report at category level	Submit overall scores on Praxis
Align Praxis to supporting competencies	Use Praxis for all/no standards
Articulate specific curriculum changes due to Praxis data.	"Students are given websites addresses where they can study for the Praxis."
Distinguish between assessments required and offer data and analysis. #1a Praxis #1b edTPA	Offer data/analysis for one required assessment
Explain how you will average multiple scores from multiple administrations.	Align to InTASC instead of program specific standards.
Report at the sub score level	Use only assessments common to all programs
	Provide only rubric numbers for edTPA

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 =

Sample Data Table

Key Assessment #2: Content Knowledge

Possibilities include well-planned:

◦ GPA analysis on grades for essential courses.

  ◦ Report each course grade one time and list standards and indicators addressed in the course.

  ◦ Conditions in the curriculum section will be repeated here.

◦ Comprehensive examination focusing on complex questions aligned to standards and indicators.

◦ Senior thesis, capstone project, or senior recital, if appropriate sub-score data can be captured.

Alternative Class A Programs &
Key Assessment #2 Content Knowledge

ALT A programs may use the most essential prerequisite courses and/or courses on the ALT A checklist.
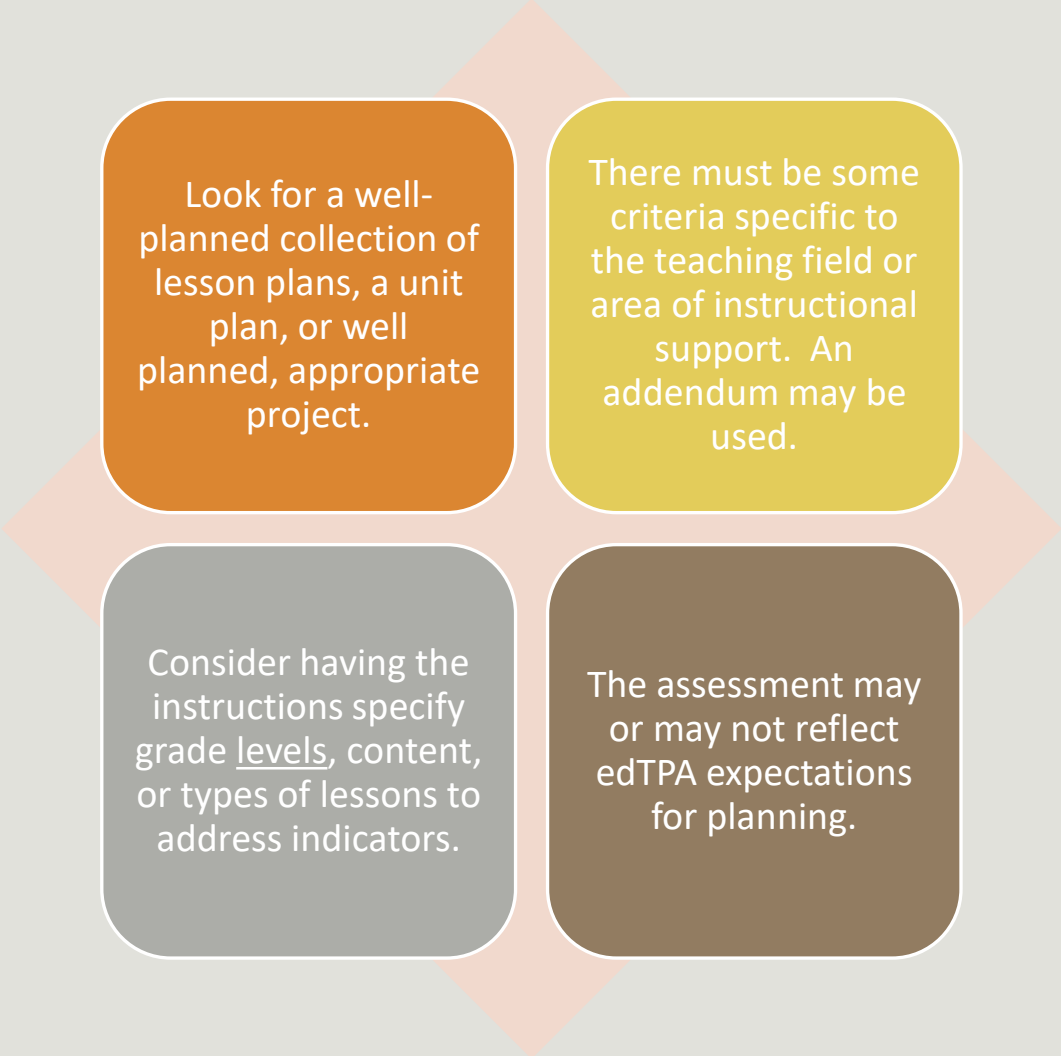
ALT A programs may set up an analysis of course grades to determine if there should be any specific prerequisite courses or required courses in the teaching field. Use the most essential prerequisite courses or collect data from all prior courses. USA example is in the handouts.

ETS Major Field Tests are available for Music, Biology, Chemistry, Physics, and Mathematics. The test for Literature in English is narrow when compared to ELA standards.

Key Assessment #2: Content Knowledge

Do	Don't
Address content	Addresses pedagogy/methods courses (Teaching Field)
Align rubric and data table to PROGRAM standards.	Align the rubric and data table to InTASC only.
Report each course grade separately	Report overall GPA
Explain in the coversheet why certain courses are used for the assessment	Use academic courses for SpEd if using GPA, (use teaching field).

"It's called 'reading'. It's how people install new software into their brains"

Look for a well-planned collection of lesson plans, a unit plan, or well planned, appropriate project.

There must be 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.

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

Do	Don't
Use criteria specific to PROGRAM (math, English, history...)	Use generic lesson plans
Align to PROGRAM standards	Align to InTASC only
Clearly define in the assessment directions pedagogy for PROGRAM	Forget to explain how pedagogy for the PROGRAM will be assessed.
Create a data table that reflects the rubric	Create a rubric and data that are not aligned

HOW teachers feel after lesson plans are done!

FREEDOM!!!
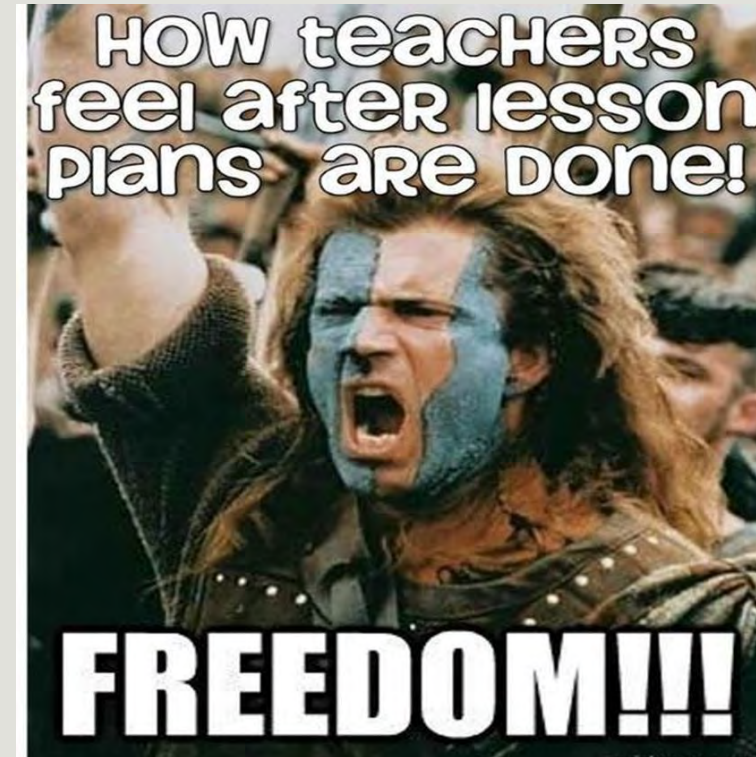
Key Assessment #3: Planning Instruction

Questions to Ponder about KA #3 Planning

◦ Is a three- to five-day learning segment in one grade level enough?

◦ Is enough attention paid to the breadth of the teaching field or area of instructional support?

◦ How are candidates prepared to tier instruction to address diversity and differentiation?

◦ Are candidates prepared to differentiate for advanced or gifted students?

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.

Determine if the assessment provides evidence for the indicators (strong, partial or weak evidence, or no evidence) for which it is listed.

Determine if each indicator is fully, partially, or weakly addressed. Add comments if needed.

NEED HANDOUTS

Key Assessment Exercise Samford exercise

Key Assessment #4 should be the main internship evaluation instrument and formal observations or a well-constructed portfolio.

Portfolios, if used, must include full instructions for artifacts.

Competencies specific to the teaching field or area of instructional support must be included. An addendum may be used.

Data must be presented separately for all placements and for cooperating teachers and university supervisors. Label tables.

Class A Instructional Leadership chart for field experiences is a summary of internship and residency.

Key Assessment #4: Internship

Key Assessment #4: Internship

Do	Don't
Use edTPA for KA #1	Use edTPA KA #4
Explain how the scores will be reported from different scorers on data tables	Say "University supervisor and cooperating teacher will score candidates." The end.
Use observable levels of performance	Use a simple numerical rating scale
Provide program specific criteria to pedagogy (Directions, data table, and rubric)	Forget criteria specific to pedagogy (Directions, data table, and rubric)
List assessment with standards and indicators in the Section IV chart	List the assessment for only one indicator in the Section IV chart
Report at sub score level	

Student Learning. The academic achievement of P-12 students. 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)

Key Assessment #5: Impact on P-12
Student Learning (TF) <u>or</u> Ability to Promote Student Achievement through Fostering Climate and Culture (ISP)

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

Don't	Do
Report data by candidates	Aggregate data
Forget to align data table and rubric	Align rubric and data table
Indicate on the submission form indicates the assessment addresses Standards 1,2, 3, and 4 and on the coversheet Standards 1 and 2.	Align assessments to submission forms with PROGRAM standards and indicators.

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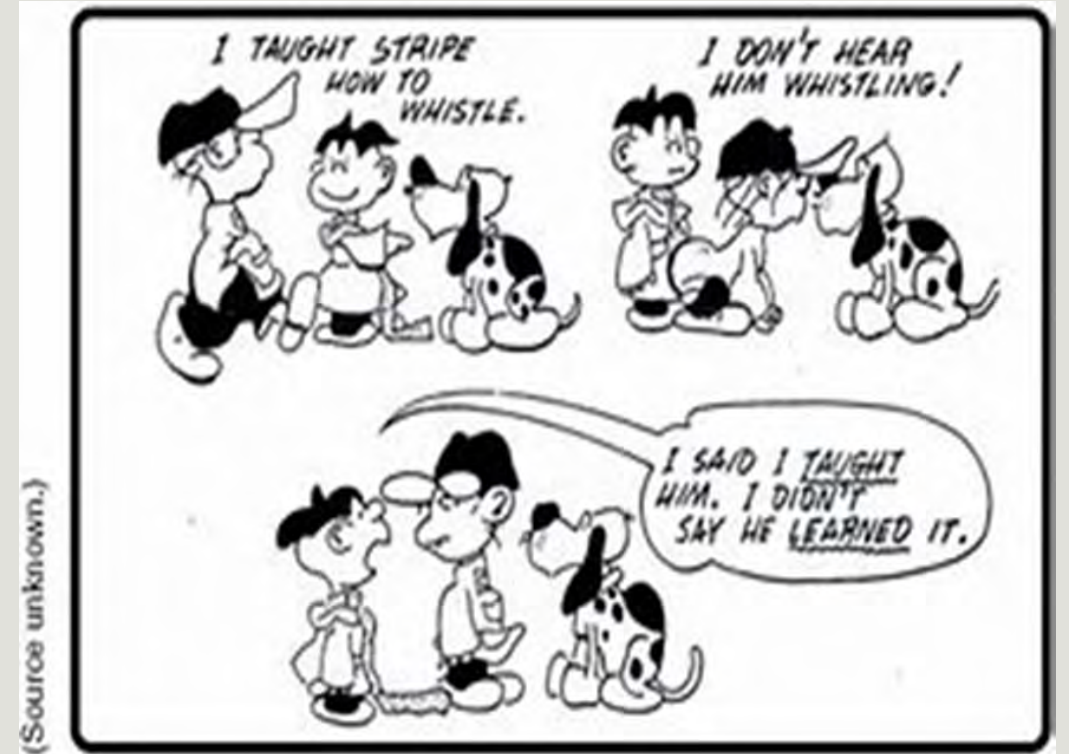
Key Assessment #5

Question for Key Assessment #5

Will working with an individual or a small group provide enough evidence that a candidate is prepared to assess their impact on student learning?

Should candidates have more experiences in whole group assessment?

Should candidates have experience in multiple types of assessment?

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

Presentation of Data and Analysis (coversheet)

What are we learning from data analysis?

What kinds of program changes are we making based on data?

- Courses?
- Textbooks?
- Assessments?
- Field experiences?
- Advising?

Authentic Examples of Data Analysis

What To Do for Key Assessments

Study the Rubric for Evaluating the Use of EPP-Developed Key Assessments, Scoring Guides, and Data.

Triple check the scoring guides and data tables are accurately and explicitly aligned to the standards and indicators in the CIEP submission form.
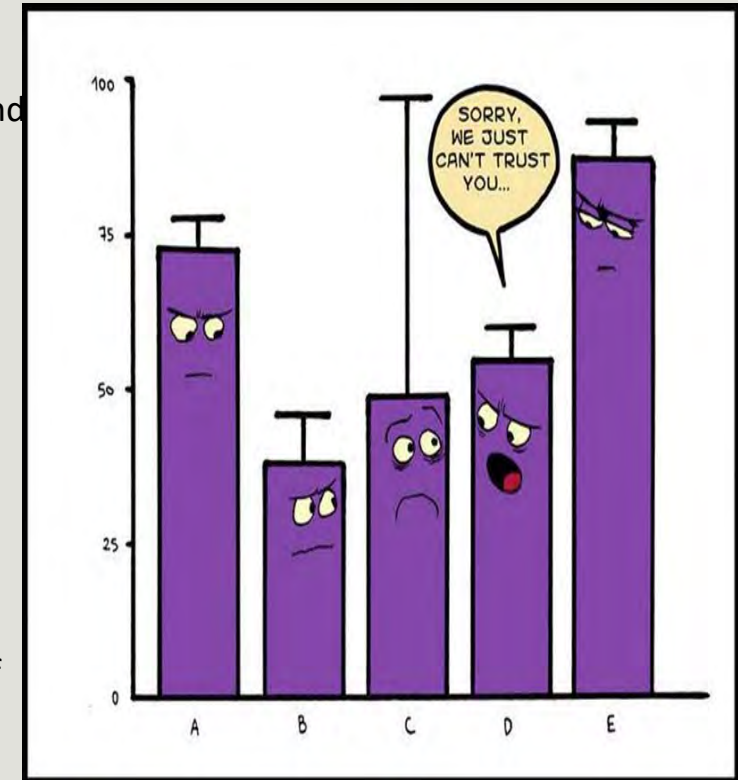
Include instructions and rubrics.

Describe levels of performance in clear, observable terms.

If data are not reported, explain why (ex., new program, new assessment, low "n").

Report five years of data, if possible, if the total "n" is less than 10. Revise admissions and completion chart in Section I of submission form.

SORRY, WE JUST CAN'T TRUST YOU...

What Not To Do For Key Assessments

Repeat all information in the data charts in narrative form.	Use only a simple numerical grading scale without descriptors.	Leave out instructions.	Have a key assessment but not use it as evidence.
Average scores from multiple performances.	Refer candidates to other resources if performance is weak.	Report only overall scores.	Lump data from multiple administrations together.
List names of candidates	Use an assessment common to all programs	Report overall pass rate	Provide rubrics for edTPA

Group Discussion on Assessments

How can we demonstrate candidates are able to plan instruction for the breadth of the teaching field (grade level) and content (areas)?

Do we report all internship observation scores? Or only the summative scores?

Do we report all Praxis attempts or only the final attempt?

What challenges are you facing in working with data?

Still to Come….

What reviewers look for

Examples of conditions and how to respond

CIEP submission form updates

Submission dates

Packaging CIEP

Creating a timeline to keep you on track

Reviewers look at each part separately. <u>Then</u> they determine whether a standard is met, met with conditions, or unmet, taking into consideration:

Are there problems in the curriculum plan, key assessments and data analysis, <u>and</u> 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?

Provide	The program must provide the proposed checklist as evidence courses are required.
Ensure	The program must ensure key assessment rubrics and data tables are explicitly and accurately aligned to the standards and indicators in the submission document.
Report	The program must report ranges or frequencies for all key assessments.
Identify	The program must identify the minimum acceptable score for each key assessment, including Praxis and edTPA.
Report	The program must report aggregated data, not data by individual candidates.
Ensure	The program must ensure all EPP-developed rubric descriptors include clearly described, observable differences among levels of performance.

Examples of Conditions Across Standards

USE THE SUMMARY TEMPLATE OF THE REPORT THAT YOU RECEIVED.

ADD COMMENTS IN RED TO INDICATE HOW EACH CONDITION WAS ADDRESSED.

PROVIDE EVIDENCE OF HOW CURRICULUM, KEY ASSESSMENTS, AND/OR FIELD EXPERIENCES WERE REVISED.

Responding to Approval with Conditions

Sample of Responding to Approval with Conditions

Early Childhood Education

6. Becoming a Professional

Met with Condition

The program must provide evidence of how coursework prior to internship addresses engaging in informed advocacy for young children and the early childhood profession.

Response:

The ECE 200 Intro to Early Childhood Education course description now requires candidates to join the state NAEYC affiliate or campus group and participate in at least one professional activity. Candidates must also track relevant federal or state legislation and write to a legislator about the issue. See revised course description.

CIEP Submission Form Updates (in 2019)

The CIEP submission templates have been updated.

Section II Key Assessments has been revised to list only the tests required for the teaching field or area of instructional support.

Section IV Field Experiences documentation focuses on assignments, not assessments.

Field experiences should focus on addressing the standards, not the indicators.

A box has been added to the field experience section to explain how placements ensure diversity and sequence.

Section VI: Discussion of *How Data Analysis Across Key Assessments Informs Continuous Improvement* has been eliminated.

Visual Art submission form and team report templates have consistent numbering.

Submission date is Tuesday, June 2, 2020.

◦ Paper <u>and</u> 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 <u>main</u> 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.

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)
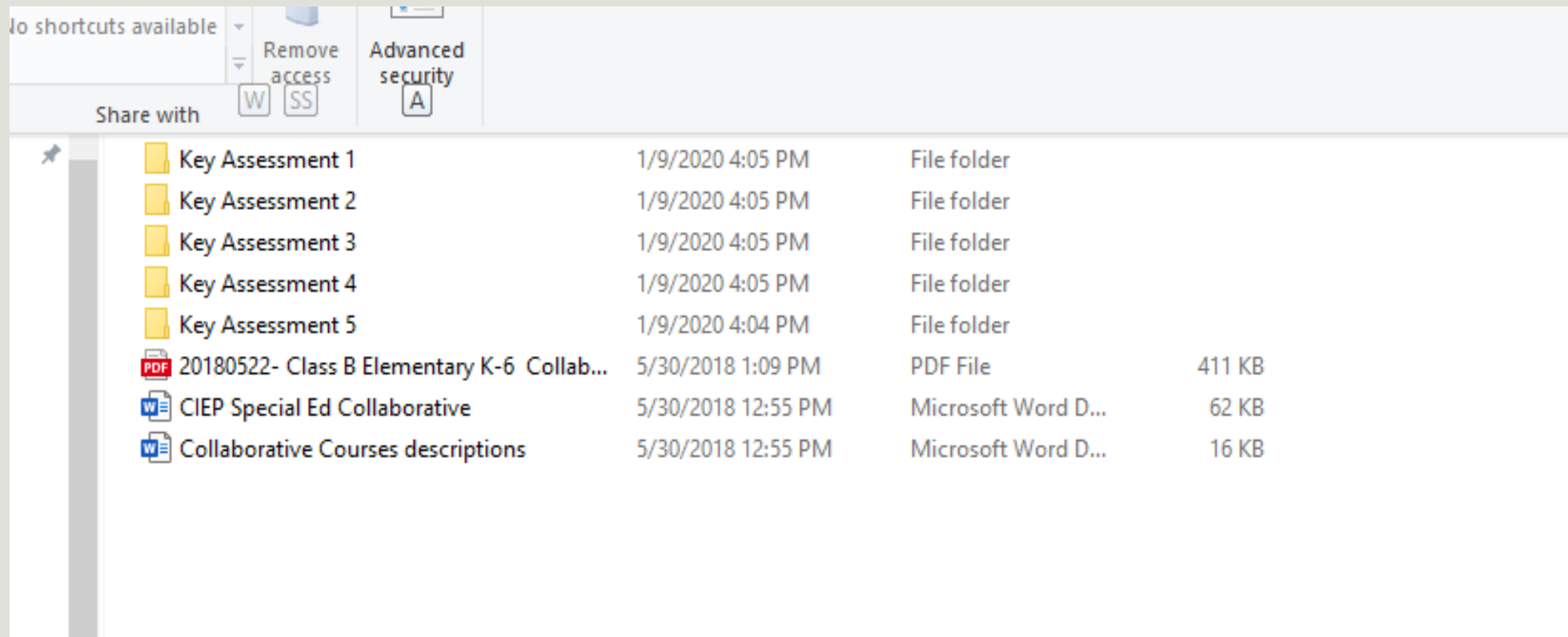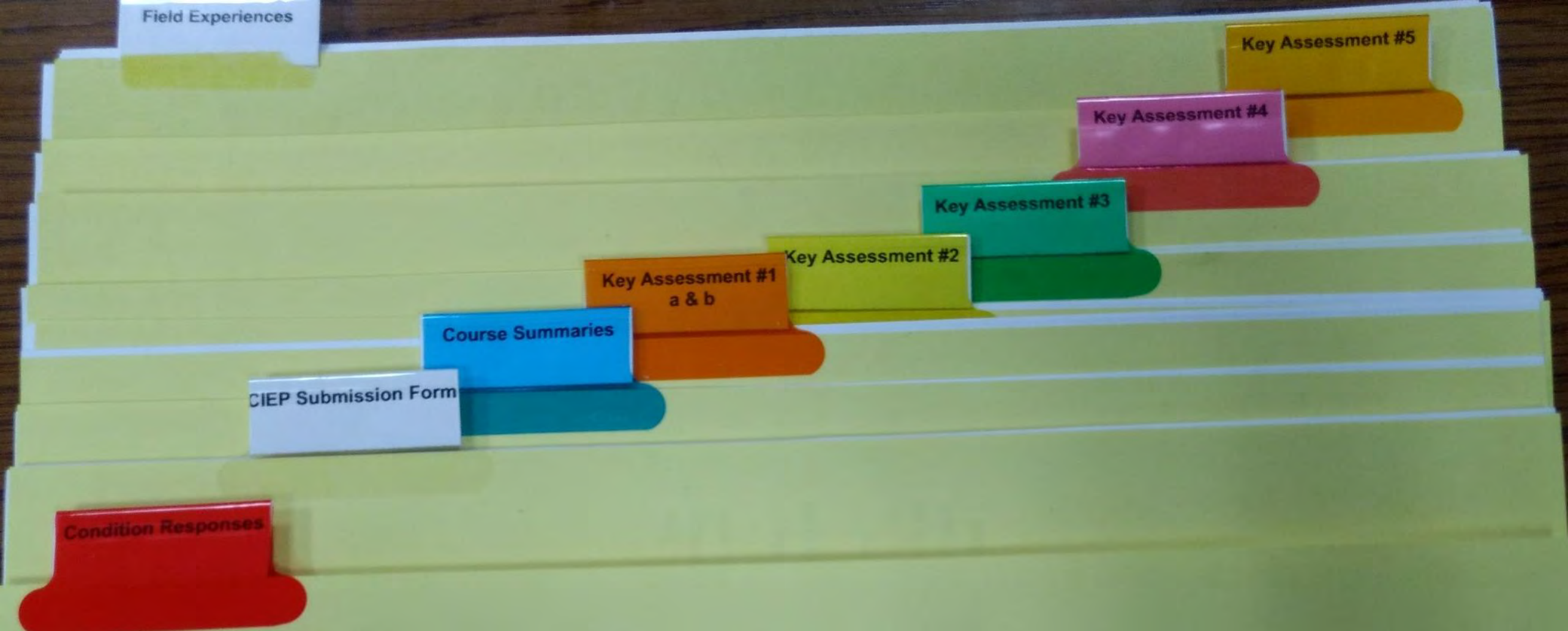
Key Assessment #1 (repeat for #2, #3, ….)

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)*

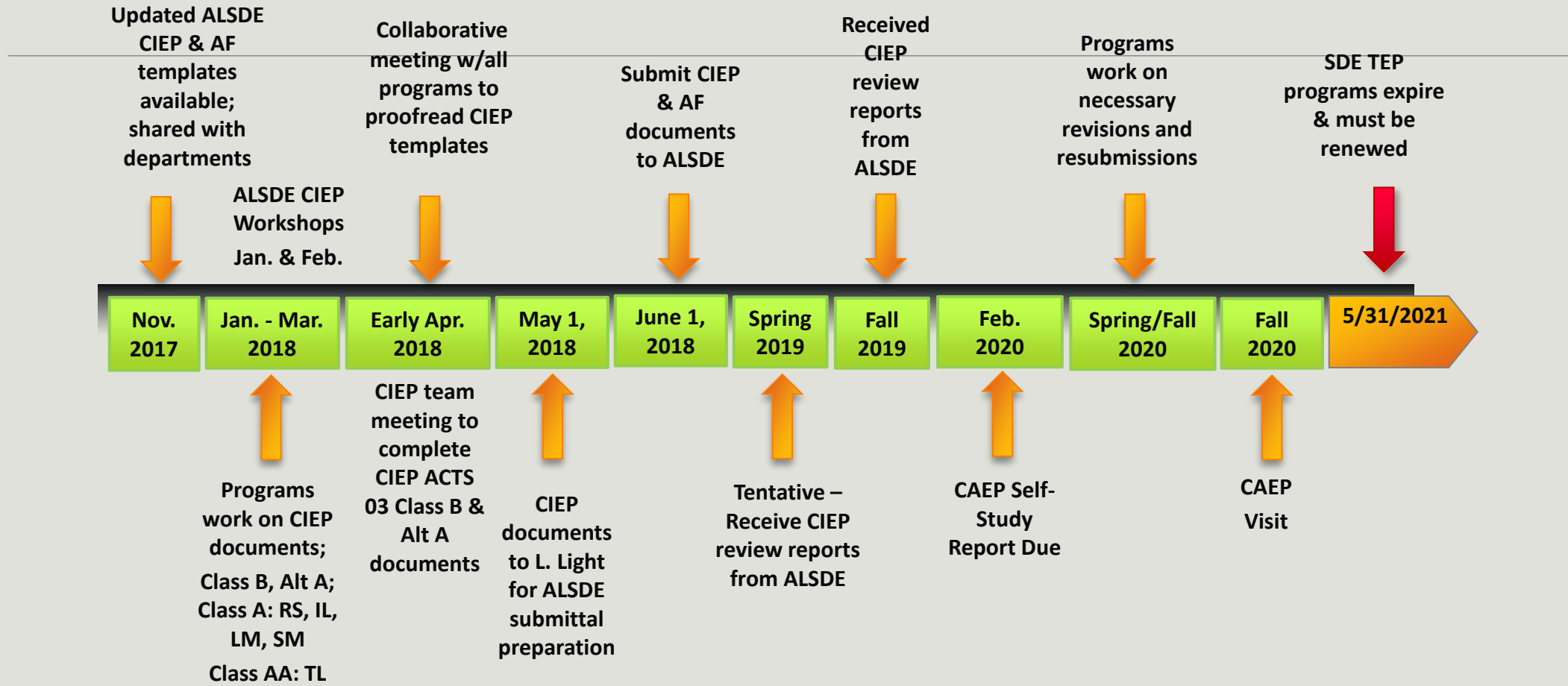**Field experiences assignments**

Screen shot of good electronic file

Folder Submission

JSU SCHOOL of EDUCATION
Timeline for ALSDE Comprehensive Program Review Process

Updated ALSDE CIEP & AF templates available; shared with departments

Collaborative meeting w/all programs to proofread CIEP templates

Submit CIEP & AF documents to ALSDE

Received CIEP review reports from ALSDE

Programs work on necessary revisions and resubmissions

SDE TEP programs expire & must be renewed

ALSDE CIEP Workshops Jan. & Feb.

| Nov. 2017 | Jan. - Mar. 2018 | Early Apr. 2018 | May 1, 2018 | June 1, 2018 | Spring 2019 | Fall 2019 | Feb. 2020 | Spring/Fall 2020 | Fall 2020 | 5/31/2021 |

Programs work on CIEP documents;
Class B, Alt A;
Class A: RS, IL, LM, SM
Class AA: TL

CIEP team meeting to complete CIEP ACTS 03 Class B & Alt A documents

CIEP documents to L. Light for ALSDE submittal preparation

Tentative – Receive CIEP review reports from ALSDE

CAEP Self-Study Report Due

CAEP Visit

Add notes here.

Note: FCS, SC, MU approved to submit SPA accreditation documents in lieu of CIEP.

Hospitality & Hero Awards

Faulkner University

Jacksonville State University

Spring Hill College

Stillman College

Samford University

University of North Alabama

University of South Alabama

WHO'S AWESOME?
You're awesome!