CIEP Submission Form

Early Childhood Special Education (P-3)
(for Educator Preparation Chapter adopted 8-12-2021)

Institution Name:
Date Submitted:

Program Level: *Select one of the options below.*
☐Class B
☐Alternative Class A

Submitting for: *Choose one of the options below.*
☐Initial review of a proposed program
☐Continuing review of a currently approved program
☐Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

I. **Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The "n"s reported here are used to determine if "n"s reported in data tables are consistent.

II. **Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.

III. **Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.

IV. **Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I   Background Information

1. **Include the proposed checklist as a separate document.**

2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
   Programs should report at least three years of data. If the "n" over three years is less than 10, the program should report five years of data.

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]** **Praxis Early Childhood Education**		State Certification Tests	
1 b	**Praxis Special Education**			
1 c	**edTPA**			
2	**Content Knowledge[6]**			
3	**Planning Instruction[7]**			
4	**Internship**			
5	**Effect on Student Learning[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] 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.

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

[7] Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.

[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.

6[9]			
7			
8			

[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.

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.)*
Standard 1 Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:		
1.1 **All candidates will:**		
1.1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities.		
1.1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		
1.2 **Candidates in early childhood special education (Grades P-3) will also:**		
1.2.1 Support and facilitate families' and caregivers' roles in providing developmentally appropriate learning experiences addressing all areas of development.		
1.2.2 Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; adaptive (self-help) skills, and gross and fine motor skills.		

Standard 2 Learning Environments.		
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:		
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.)*
2.1 **All candidates will:**		
2.1.1 Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.		
2.1.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.		
2.1.3 Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.		
2.2 **Candidates in early childhood special education (Grades P-3) will also:**		
2.2.1 Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities.		
2.2.2 Implement basic health, nutrition, and safety management procedures for all children.		
2.2.3 Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.		

2.2.4 Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.		

Standard 3 Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:		
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 **All candidates will:**		
3.1.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. ["General curricula" means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. "Specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]		
3.1.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.		
3.1.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.		
3.2 **Candidates in early childhood special education (Grades P-3) will also** determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.		

Standard 4 Assessment.		
Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:		
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 **All candidates will:**		
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.		

Standard 5 Instructional Planning and Strategies.

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:

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 **All candidates will:**		
5.1.1 Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)		
5.1.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.		
5.1.3 Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.		
5.1.4 Use strategies to enhance language development and communications skills of individuals with exceptionalities.		
5.1.5 Develop and implement a variety of education programs, including individualized education programs (IEPs), individualized family service plans (IFSPs), and/or transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.		

5.1.6 Teach to mastery and promote generalization of learning.		
5.1.7 Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.		

Standard 6 Professional Learning and Ethical Practice.
Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:

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 **All candidates will:**		
6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.		
6.1.2 Understand how foundational knowledge and current issues influence professional practice.		
6.1.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.		
6.1.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.		
6.1.5 Advance the profession by engaging in activities such as advocacy and mentoring.		
6.1.6 Provide guidance and direction to paraeducators, tutors, and volunteers.		
6.2 **Candidates in early childhood special education (Grades P-3) will also** understand and apply Alabama standards for pre-school education.		

Standard 7 Collaboration.		
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:		
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.)*
7.1 **All candidates will:**		
7.1.1 Use theory and elements of effective collaboration.		
7.1.2 Serve as a collaborative resource to colleagues.		
7.1.3 Use collaboration and effective communication to coordinate with families and other professionals to assess, plan, and implement effective programs, including individualized education programs (IEPs), individualized family service plans (IFSPs), and/or transition plans and services that promote progress toward measurable outcomes for individuals with exceptionalities and their families across a wide range of settings.		

SECTION IV   Summary of Field Experiences Prior to Internship

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.**