CIEP Submission Form

Class AA School Psychology (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	**State Certification Tests:[5]** **Praxis School Psychologist**		State Certification Tests	
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] 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 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 ability to promote student achievement include developing program improvement plans, case studies, and action research projects appropriate to the area of instructional support.

[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 Practices that Permeate All Aspects of Service Delivery: Data-based Decision Making and Accountability.		
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 School psychologists have knowledge of varied methods of:		
1.1.1 Assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.		
1.1.2 Varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.		
1.2 As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to:		
1.2.1 Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.		
1.2.2 Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.		

Standard 2 Direct and Indirect Services.		
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 Student Level Services. School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, and other school professionals) to develop and implement academic and mental health interventions.		
2.1.1 Interventions and instructional support to develop academic skills.		
2.1.1.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.		
2.1.1.2 In collaboration with others, school psychologists demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.		
2.1.2 Interventions and mental health services to develop social and life skills.		
2.1.2.1 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.		

2.1.2.2 In collaboration with others, school psychologists demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.		
2.2 Systems Level Services – Schools. School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.		
2.2.1 School-wide practices to promote learning.		
2.2.1.1 School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.		
2.2.1.2 In collaboration with others, school psychologists demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.		
2.2.2 Preventive and responsive services.		
2.2.2.1 School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.		

2.2.2.2 In collaboration with others, school psychologists demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.		
2.3 Systems Level Services – Family-School Collaboration.		
2.3.1 School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.		
2.3.2 School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.		

Standard 3 Foundations of School Psychologists' Service Delivery.		
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 Diversity in development and learning.		
3.1.1 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.		
3.1.2 School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.		
3.2 Research, program evaluation, legal, ethical, and professional practice. School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.		
3.2.1 **Research and program evaluation.**		
3.2.1.1 School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.		

3.2.1.2 School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.		
3.2.2 **Legal, ethical, and professional practice.**		
3.2.2.1 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.		
3.2.2.2 School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for characteristics needed for effective practice as school psychologists (respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills).		

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.**