TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.45 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: English for Speakers of Other Languages (ESOL) (Grades P-12)
_____ New ____X___ Amend _____ Repeal _____ Adopt by Reference

Would the absence of the proposed rule significantly
harm or endanger the public health, welfare, or safety?   No

Is there a reasonable relationship between the
state's police power and the protection of the
public health, safety, or welfare?   Yes

Is there another, less restrictive method of
regulation available that could adequately protect
the public?   No

Does the proposed rule have the effect of directly
or indirectly increasing the costs of any goods or
services involved and, if so, to what degree?   No

Is the increase in cost, if any, more harmful to the
public than the harm that might result from the
absence of the proposed rule?   No

Are all facets of the rulemaking process designed
solely for the purpose of, and so they have, as
their primary effect, the protection of the public?   No

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Does the proposed rule have an economic impact?   No

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note
prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

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Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code
of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the
Legislative Reference Service.

Signature of certifying officer _____

Date 3/29/12

(DATE FILED)
(STAMP)

Alabama State Department of Education
Office of Teaching and Leading

NOTICE OF INTENDED ACTION

AGENCY NAME: State Department of Education

RULE NO. & TITLE:
290-3-3 is the Teacher Education Chapter of the Alabama Administrative Code.

INTENDED ACTION: Amend

SUBSTANCE OF PROPOSED ACTION: Amend

Amend Rule 290-3-3-.01 to add definitions for instructional support area, levels of Alabama Professional Certificates, and program overlap; revise definitions on levels of educator preparation programs, professional studies, and teaching field; and delete language about converting a "pass" grade.

Amend Rule 290-3-3-.02 to allow for program overlap in accordance with written institutional policies and provide language to allow an individual who completed an educator preparation program at an Alabama institution and wishes to return to complete a program on the same degree level to use coursework from the first program without violating the rule limiting the number of courses that may be taken prior to unconditional admission.

Amend Rule 290-3-3-.04 to use consistent language about State requirements for unconditional admission.

Amend Rule 290-3-3-.42 to require unconditional admission before a person has taken more than five courses in an approved program; to stipulate courses from a prior-level of certification may not be used to meet requirements of a higher-level program; and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.44 to clarify language about State requirements for unconditional admission to an Alternative Class A program.

Amend Rule 290-3-3-.45 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.45.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.46 to require unconditional admission before a person has taken more than five courses in the approved program.

Amend Rule 290-3-3-.47 to require unconditional admission before a person has taken more than five courses in an approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.48 to emphasize a person must be unconditionally admitted before enrolling in courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.49 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.50 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53.01 to emphasize a person must be unconditionally admitted before enrolling in courses in the program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.54 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 9:30 a.m., April 12, 2012, Auditorium Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons wishing to express their views should contact the State Superintendent of Education at (334) 242-9700 no later than April 2, 2012, in order to ensure being scheduled on the agenda. All persons wishing to express their views in writing to the State Superintendent of Education should address all written comments to the State Superintendent of Education, Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE: June 5, 2012

CONTACT PERSON AT AGENCY:

Dr. Jayne Meyer
Alabama State Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101
(334) 242-9560

(Signature of officer authorized to promulgate and adopt rules or his or her deputy)

290-3-3-.45 English for Speakers of Other Languages (ESOL) (Grades P-12).

(1) **Unconditional Admission to an ESOL Program.** Initial certification in English for Speakers of Other Languages (ESOL) is at the Class A level.

(a) Requirements for unconditional admission to the program of studies include at least a valid bachelor's-level professional educator certificate in a teaching field. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold earn at least a valid Class B certificate before applying for Class A certification.

(b) Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class A ESOL program may complete no more than five approved program courses prior to unconditional admission to the program.

(2) **Program Curriculum.**

(a) **Language.** Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support language and literacy development and content area achievement in English Language Learners (ELLs). This domain consists of two parts: language as a system (phonology, morphology, syntax, semantics, and pragmatics) and language acquisition and development.

1. **Language as a system.** Candidates demonstrate understanding of language as a system. Candidates demonstrate a high level of competence in helping ELLs acquire and use English in listening, speaking, reading, and writing in order to communicate with native speakers of English. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) Phonology (the sound system) and how English phonology differs from other languages.

(II) Morphology (the structure of words) and how English morphology differs from other languages.

(III) Syntax (phrase and sentence structure) and how English syntax differs from other languages.

(IV) Semantics (word/sentence meaning) and how English semantics and vocabulary differ from other languages.

(V) Pragmatics (effect of context on language) and how pragmatics differ from culture to culture.

(VI) How the basic elements of American English, such as phonology and word selection of American English differ from forms of English spoken in other countries.

(ii)   <u>Ability to</u>:

(I)   Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English.

(II)   Apply knowledge of morphology to assist ELLs' development of oral and literacy skills in English.

(III) Apply knowledge of syntax to assist ELLs in developing written and spoken English.

(IV) Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English.

(V) Apply knowledge of pragmatics to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.

(VI) Help ELLs develop social and academic language skills in English.

(VII) Model appropriate oral and written communications.

2. **Language acquisition and development.** Candidates understand and apply theories and research of language acquisition and development to facilitate the acquisition of English, in and out of classroom settings. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) Current theories and research in second language development.

(II) Process and stages of second language development.

(III) Importance of ELLs' home language and language varieties as a foundation for learning English.

(IV) Socio-cultural and political variables that hinder and facilitate the learning of English.

(V) The role of individual learner variables in the learning of English.

(ii) Ability to:

(I) Provide rich exposure to English and multiple opportunities for meaningful interaction.

(II) Provide comprehensible input and scaffolding.

(III) Apply current theories and research in language and literacy development.

(IV) Build on the processes and stages of English language and literacy development.

(V) Build on the ELLs' home language(s) and language varieties as a foundation for learning English.

(VI) Apply knowledge of sociocultural and political variables to facilitate the process of learning English.

(VII) Apply knowledge of the role of individual learner variables in the process of learning English.

(VIII) Help ELLs develop effective language learning strategies.

(b) Culture. Candidates know, understand, and use in their instruction, the major theories and research related to the nature and role of culture, and how cultural groups and individual cultural identities affect language development and academic achievement. This domain consists of two parts: nature and role of culture and cultural groups and identity.

1.   **Nature and role of culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support the cultural identities, language and literacy development, and content-area achievement of ELLs. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i)   Knowledge of:

(I)   The wide range of cultural values and beliefs represented by the ELLs cultures in the context of teaching and learning.

(II)   The effects of racism, stereotyping, and discrimination in the context of teaching ESL.

(III)   The importance of home/school communication with ESOL families and appropriate techniques for fostering communication.

(IV)   The interrelationship between language and culture and the roles of language and ethnicity in a multicultural society.

(ii)   Ability to:

(I)   Maintain a climate of respect for all cultures.

(II)   Help ELLs deal with discrimination.

(III)   Support ELLs and families in valuing their own cultures.

(IV)   Locate resources for communicating with families.

2.   **Cultural groups and identity.** Candidates know, understand, and use knowledge of how cultural identities, both group and individual, affect language learning and school achievement. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i)   Knowledge of:

(I)   How an individual's cultural identify affects their ESL learning and how levels of cultural identify will vary widely among students.

(II)   Cultural conflicts and home-area events that can have an impact on ELLs' learning.

(ii)   Ability to:

(I)   Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction.

(II)   Implement activities and/or cultural events that promote the ELLs' cultures and foster their learning.

(III)   Include ELLs' cultural experience when building background for instruction.

(c) **Instruction.** Candidates know, understand, and use standards-based ESOL and content instruction. This domain consists of three parts: planning, managing and implementing, and implementing.

1. **Planning.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Using ESL and content standards, candidates plan instruction for culturally and linguistically diverse learners in multilevel classrooms. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) State and national English language proficiency (ELP) standards.

(II) Content for Grades 6-12 in the *Alabama Courses of Study* for English language arts, mathematics, science, social studies, and career and technical education.

(III) Best practices for helping ELLs to meet ELP and State content standards in both self-contained ESL classrooms and mainstream content classrooms.

(IV) Strategies for sheltered instruction and accommodations for ELLs with varied schooling backgrounds.

(ii) Ability to:

(I) Plan standards-based ESL and content instruction based on the *Alabama Courses of Study* for English language arts, mathematics, science, and social studies in collaboration with colleagues.

(II) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.

(III) Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge.

(IV) Plan for particular needs of students with limited formal schooling.

2. **Managing and implementing.** Candidates know, manage, and implement a variety of research-based teaching strategies, techniques, and resources for meeting ESOL standards by developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs in meeting the content standards as they simultaneously learn language and content. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) How to organize learning around standards-based subject matter and language learning objectives.

(II) How to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area materials.

(III) Activities and materials that integrate listening, speaking, reading, and writing.

(ii) Ability to:

(I) Develop ELLs' listening and speaking skills for a variety of academic and social purposes.

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(II)   Provide standards-based instruction that builds upon ELLs' oral English to support them in learning to read and write.

(III)   Provide accommodations for ELLs in standards-based reading instruction.

(IV)   Provide accommodations for ELLs in standards-based writing instruction.

(V)   Develop students' writing though a range of activities, from sentence formation to expository writing.

(VI) Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

3.   **Resources and technology.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate the ability to:

(i)   Select materials and other resources that are appropriate to students' developing language and content-area abilities, including the appropriate use of first language.

(ii)   Employ a variety of materials for language learning, including books, visual aids, props, and realia.

(iii)   Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices).

(iv)   Use software and Internet resources effectively in ESL and content instruction.

(d)   **Assessment.** Candidates understand issues of standards-based assessment measures with ELLs and how these issues are specific to the population. This domain consists of two parts: formative assessment and summative assessment.

1.   **Formative assessment.** Formative assessment focuses on the process of learning. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i)   Knowledge of a variety of standards-based and performance-based classroom assessment tools to inform language and content instruction for the ELL's language proficiency level.

(ii)   Ability to:

(I)   Use a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL's language proficiency level.

(II)   Assess ELL's language skills and communicative competence using multiple sources of information.

2.   **Summative assessment.** Summative assessment focuses on the product of learning. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i)   Knowledge of:

(I)   A variety of standards-based language proficiency instruments their uses for identification, placement, and demonstration of language growth of ELLs.

(II)   Issues of assessment.

(ii)   Ability to use a variety of standards-based language proficiency instruments for identification, placement, and demonstration of language growth of ELLs.

3.   **Formative and summative assessment.** Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i)   Knowledge of:

(I)   The purposes of assessment as they related to ESOL learners and how to use results appropriately.

(II)   The key indicators of good assessment instruments.

(III)   A variety of assessment procedures for ESOL students.

(IV)   The advantages and limitations of assessment, including accommodations for ELLs.

(V)   The impact of English language proficiency on the consideration for referral for special education services, including gifted programming.

(VI)   State requirements for identification, reclassification, and exit of ELLs from language support programs.

(VII) Norm-referenced and criterion-referenced assessments that are appropriate for ELLs.

(VIII)   Assessment measures used for a variety of purposes in serving ELLs.

(IX)   How to determine ELLs' language skills and communicative competence using multiple sources of information.

(X)   Performance-based assessment tools and tasks that measure ELLs' progress toward state standards.

(XI)   A variety of instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.

(ii)   Ability to:

(I)   Make accommodations for ELLs in formative and summative assessments.

(II)   Prepare ELLs to use self- and peer-assessment techniques when appropriate.

(III)   Select appropriate assessments for ELLs.

(IV)   Use assessment results appropriately.

(V)   Determine ELLs' language proficiency skills using multiple sources of information.

(VI)   Use authentic performance-based assessment tools and tasks that measure ELLs' progress toward state standards.

(VII) Use a variety of rubrics to assess ESOL students' language development in classroom settings.

(e) **Professionalism.** Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELLs and their families and work collaboratively to improve the learning environment. This domain consists of two parts: research and advocacy and collaboration and professional development.

1. **Research and history.** Candidates demonstrate knowledge of research in the field of ESL teaching and apply this knowledge to improve teaching and learning. Candidates serve as advocates for ELLs and provide professional support for colleagues, families, and the communities. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) Language teaching methods in their historical context.

(II) Development of federal and state laws and policies related to the teaching of ELLs.

(III) Language and education resources for students and families in their schools and communities.

(IV) Professional resource personnel in their educational communities.

(ii) Ability to:

(I) Plan and implement instruction that meets federal and state laws and policies related to the teaching of ELLs.

(II) Utilize language and education resources for students and families in their schools and communities.

(III) Read and conduct classroom research.

2. **Professional development, partnerships, and advocacy.** Candidates keep abreast of developments in the field of ESL and are prepared to serve as a resource to all staff to improve learning for ELLs. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) Professional goals and opportunities to grow in the field of ESL.

(II) Coaching and mentoring strategies.

(III) How to provide ELLs' access to all available academic resources, including instructional technology.

(ii) Ability to:

(I) Plan for working collaboratively with other teachers and staff in meeting the needs of ELLs.

(II) Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.

(III) Serve as a professional resource in their educational community.

(3)   Requirements for Certification for Teachers of ESOL. Readiness to serve as a teacher of English for speakers of other languages shall include:

(a)   An official transcript from a regionally accredited institution documenting an earned master's degree.

(b)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved teacher education program.

(c)   Competence to teach English for speakers of other languages as demonstrated in an internship of at least 300 clock hours that complies with Rule 290-3-3-.02(6)(a) and (d) and 290-3-3-.42(5)(c).

(d)   A passing score on a comprehensive assessment documenting mastery of the curriculum of the English for speakers of other languages, which may include, but may not be limited to, an oral examination.

(e)   ~~A bachelor's level professional educator certificate in a teaching field.~~ A valid Class B Professional Educator Certificate in a teaching field unless the individual completes an Alternative Class A program in ESOL.

(4)   Testing for Certification of Teachers of ESOL. Applicants for initial certification in English for speakers of other languages through the completion of a Class A program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification.   Additional information is in Rule 290-3-3-.42(6).

290-3-3-.45.01 Reading Specialist (Grades P-12).

(1) Rationale. The reading specialist is an advocate for school-wide literacy. The reading specialist has a depth of knowledge about the reading process and working with adult learners as partners. She or he serves as the catalyst for developing effective reading practices in a school or school system by equipping colleagues to use best practices, materials, and strategies to promote improvement in reading comprehension and the love and value of reading among all students. Alabama standards for the preparation of reading specialists are aligned with standards from the International Reading Association and State initiatives for reading.

(2) Unconditional Admission to a Reading Specialist Program.

(a) Requirements for unconditional admission to the Class A reading specialist program shall include one of the following:

1. A valid bachelor's-level professional educator certificate in early childhood education, elementary education, or collaborative special education teacher (K-6 or 6-12) and two full years of full-time, successful classroom teaching experience; or

2. A valid bachelor's-level professional educator certificate in any area of education, two full years of full-time, successful classroom teaching experience, and completion of two reading courses, including an introduction to reading course.

(b) If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold earn at least Class B certification before applying for Class A certification.

(c) Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class A reading specialist program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) Program Curriculum.

(a) Foundational knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction. Prior to program completion, prospective reading specialists shall demonstrate:

1. **Research and history.**

(i) Knowledge of:

(I) Past and present reading researchers and their contributions to the knowledge base.

(II) Effective reading instruction as established by reading research, including:

I. How scientifically-based research in reading is conducted.

II. Instructional practices that improve reading achievement.

(III)   How to differentiate between standards for qualitative and quantitative research.

(IV) Research that supports early, appropriate intervention for struggling readers.

(ii)   Ability to interpret, communicate, and apply research findings to improve reading instruction and the reading program.

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