

APA-1
11/96

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control 290 Department or Agency State Department of Education
Rule No. 290-3-3 Teacher Education Chapter of the Alabama Administrative Code
Rule Title: 290-3-3 Educator Preparation Chapter of the Alabama Administrative Code

X New Amend X Repeal Adopt by Reference

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety? Yes

Is there a reasonable relationship between the state's police power and the protection of the public health, safety, or welfare? No

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? Yes

Does the proposed rule have an economic impact? No

If the proposed rule does have 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.

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 Thomas R. Bice
Thomas R. Bice
State Superintendent of Education

REC'D & FILED

JUN 12 2015

June 4, 2015
Date

APA-2
11/96

STATE DEPARTMENT OF EDUCATION

NOTICE OF INTENDED ACTION

AGENCY NAME: State Department of Education

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

INTENDED ACTION: Repealing 290-3-3 Teacher Education Chapter of the Alabama Administrative Code and adopting 290-3-3 Educator Preparation Chapter of the Alabama Administrative Code

SUBSTANCE OF PROPOSED ACTION: The Alabama State Board of Education will be asked to repeal the old Teacher Education Chapter of the Alabama Administrative Code and adopt the new Educator Preparation Chapter of the Alabama Administrative Code.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 10:30 a.m., on August 13, 2015, 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 (334-242-9700) no later than August 12, 2015, in order to be 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: August 13, 2015

CONTACT PERSON AT AGENCY:

Dr. Thomas R. Bice
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Thomas R. Bice
State Superintendent of Education

**RULES
OF THE
ALABAMA STATE BOARD OF EDUCATION**

**NEW
CHAPTER 290-3-3
EDUCATOR PREPARATION**

DIVISION OF TEACHING AND LEARNING

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290-3-3-.01 Definitions. Other terms related to the preparation and certification of educators are provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(1) **32/19.** The semester hours required in a teaching field, including at least 32 semester hours of credit in a teaching field with at least 19 semester hours of upper-division credit. Additional information is provided in Rule 290-3-3-.01(53).

(2) **Academic Major.** The specialized area of study in a discipline that meets the institution's requirements for an Arts and Sciences major and is on the individual's official transcript. For the purpose of program approval, the major must require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. All teaching field specific courses required in the Arts and Sciences major (e.g., the biology courses listed for an academic major in biology) must appear on the approved program checklist. This requirement applies to certification for secondary (6-12), middle school (4-8), and P-12. (The intent of this definition is to designate majors outside the department/school/college of education.) The academic major must be open to persons not pursuing certification. Programs in early childhood education, elementary education, health education, career and technical education, physical education, and special education do not require an academic major but do require at least 32 semester hours of credit in the teaching field with at least 19 semester hours of upper-division credit.

(3) **Alabama Educator Certification Assessment Program (AECAP).** The statewide testing program required by the Alabama State Board of Education. Electronic score reports must be submitted directly from the testing service to the Alabama State Department of Education. Applicants must meet the requirements in effect at the time an application is received in the Alabama State Department of Education. Additional information is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(a) Three basic skills assessments from the ACT WorkKeys System (Applied Mathematics, Reading for Information, and Writing). The requirements for the basic skills assessments became effective January 1, 2003, as a precondition for initial certification. Effective September 1, 2013, successful passage of the three basic skills assessments is a precondition for unconditional admission to a Class B program or an Alternative Class A program.

(b) Praxis II subject assessments from Educational Testing Service became effective April 14, 2005, as a precondition for initial certification in any teaching field or area of instructional support.

(c) Effective September 1, 2018, a performance assessment administered by Pearson will be required for initial certification in a teaching field or area of instructional support.

(4) Application for Certification. Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Educator Certification Assessment Program (AECAP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. At a minimum, documentation must include the application form, application fee, and an official transcript verifying a degree at the level for which certification is sought. If the degree has not been conferred at the time of application, in addition to the official transcript, the application must include an official document from the institution's registrar stating all degree requirements have been met. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(5) Approved Program. An educator preparation program at an institution of higher education that has been formally approved by the Alabama State Board of Education. All of the courses in an approved program shall be indicated on an Alabama State Department of Education form called a program checklist. Programs approved based on Alabama standards shall be designated as State-approved. Programs approved by any state other than Alabama shall be designated as state-approved.

(6) Candidates. Pre-service or in-service persons enrolled in higher education for the purpose of earning initial or advanced certification in a teaching field or area of instructional support or for professional development purposes. The term "students" is used in the Educator Preparation and Educator Certification Chapters of the *Alabama Administrative Code* in reference to persons enrolled in P-12 schools.

(7) Certification. Issuance of certificates to persons who have met the requirements of the Alabama State Board of Education.

(8) Clinical Faculty. P-12 school and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experiences and clinical practice.

(9) Clinical Practice. An internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Additional information is provided in the definitions for field experiences and internship in Rule 290-3-3-.01(20) and (28). Alabama uses the word internship in lieu of student teaching.

(10) Cohort. All of the prospective candidates deemed to meet requirements for unconditional admission to a Class B program during one of three time periods: fall semester, spring semester (including a period of time known by a title such as “Jan term”), or summer term (including a period of time known by a title such as “May term”).

(11) Conceptual Framework. An underlying structure developed cooperatively by an EPP and its partners to give conceptual meanings through an articulated rationale to the EPP’s operation, providing direction for programs, courses, teaching, candidate performance, faculty scholarship and service, assessment, and EPP accountability. See EPP definition in Rule 290-3-3-.01(19).

(12) Continuous Improvement of Educator Preparation (CIEP). CIEP is the process that Alabama uses to review teaching field and instructional support programs that are not submitted for review by a national Specialized Professional Association (SPA) or another national, discipline specific accrediting association or organization, such as the National Association of Schools of Music (NASM). A program that is accredited by a SPA or another national, discipline specific accrediting association or organization is not required to respond to Alabama’s program-specific standards.

(13) Cooperating Teacher. Information about the qualifications for P-12 clinical faculty is provided in Rule 290-3-3-.02(6)(f)3.

(14) Council for the Accreditation of Educator Preparation (CAEP). CAEP was created in 2013 to combine two separate, national non-discipline specific accrediting agencies for educator preparation, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).

(15) Courses, Credits, and/or Programs Acceptable to Meet State-Approved Program Requirements. Full information is provided in Rule 290-3-3-.02(6)(a).

(16) Cultural Diversity. The variety of cultural backgrounds of candidates, faculty, and P-12 students and school personnel based on factors such as ethnicity, exceptionalities, gender, language, race, religion, and socioeconomic status.

(17) Dispositions. The commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility. For example, dispositions might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

(18) Educational Experience. See the definition of Professional Educational Work Experience.

(19) Educator Preparation Provider (EPP). A term adopted by CAEP to mean the entity responsible for the preparation of educators. The word “provider” may be used in lieu of educator preparation provider or EPP. See Rule 290-3-3-.01(52).

(20) Field Experiences. Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching that contribute to the understanding and competence of the candidate. Additional information is provided in the definition of clinical practice in Rule 290-3-3-.01(9) and in Rule 290-3-3-.02(6)(a) and (b).

(21) Full-time Faculty. Employees of a higher education institution with full-time assignments in educator preparation as instructors, professors at different ranks, or administrators.

(22) GPA (Grade Point Average). In this chapter, all GPA requirements pertain to calculations on a four-point scale. Appropriate adjustments shall be made for other scales. GPAs may not be rounded. For example, a GPA of 2.74 cannot be rounded to 2.75. The official overall GPA is the GPA posted on the official transcript of the degree-granting institution that was used as the basis for granting the degree.

(23) Highly Qualified Teacher (HQT). When the term highly qualified teacher is used, the definition is based on the current edition of *The Alabama Model for Identifying Highly Qualified Teachers*. The federal No Child Left Behind Act (NCLB) requires that states establish criteria to identify highly qualified teachers. NCLB does not apply to teachers of the following disciplines: driver and traffic safety education, health education, physical education, Reserve Officer Training Corps (ROTC), and career and technical education (CTE) unless CTE courses carry embedded credit or substitute credit for mathematics, science or another core academic subject.

(24) Initial Certificate. The first Alabama certificate in any teaching field or area of instructional support. (Examples: If a person earns a first Alabama Class B Professional Educator Certificate in elementary education, that person would have earned an initial certificate in elementary education. If that person earns a Class A Professional Educator Certificate in elementary education, that person would have earned an advanced certificate in elementary education. If an individual with a Class B Professional Educator Certificate in elementary education earns a Class B Professional Educator Certificate in mathematics, that individual would have earned an initial certificate in mathematics. Similarly, if a person with a Class B Professional Educator Certificate in elementary education earns a Class A Professional Educator Certificate in library media, that person would have earned an initial certificate in library media. The same examples are applicable to a teacher whose initial certificate is issued at the Class A level. Note that this definition pertains to certification, while the National Council for Accreditation of Teacher Education (NCATE)

defined initial and advanced programs for teachers, as well as programs to prepare other school personnel. CAEP continues to draw that distinction.

(25) Instructional Support Area: The concentrated area of graduate study in a State-approved program that leads toward Class A or Class AA certification in instructional leadership, library media, school counseling, school psychometry, sport management, speech-language pathology or school psychology.

(26) Instructional Support Personnel. Professional administrative and support staff of a school or school system: instructional leader (educational administrator, superintendent, principal, supervisor, vocational administrator), library media specialist, school counselor, school psychometrist, sport manager, speech-language pathologist, or school psychologist.

(27) Intern Supervisor. A person assigned by the college or university to supervise interns.

(28) Internship. Experiences in public P-12 schools, regionally accredited private schools, or settings accredited by the National Association for the Education of Young Children to serve children from birth through kindergarten and culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing under the supervision of P-12 personnel and the institution of higher education in which the candidate is enrolled. Additional information is provided in the definitions of clinical practice and field experiences in Rule 290-3-3-.01(9) and (20) and in the rules for specific programs.

(29) Kindergarten. In Alabama schools, the word kindergarten typically refers to programs for five-year olds. As used in this chapter, kindergarten refers to programs for five-year-olds.

(30) Levels of Alabama-Approved Programs. Alabama-approved programs in teaching fields and instructional support areas lead to Professional Educator Certificates. Alabama-approved programs in instructional leadership lead to Professional Leadership Certificates.

(a) Class B: Bachelor's degree level. Additional information is provided in Rule 290-3-3-.04.

(b) Class A: Master's degree-level program of at least 30 semester hours of graduate credit in a teaching field or instructional support area. Additional information is provided in Rule 290-3-3-.42 and Rule 290-3-3-.47.

(c) Class AA: Planned sixth-year program of at least 30 semester hours of graduate credit beyond the master's degree that may result in an education specialist degree in a teaching field or area of instructional support. Additional information is provided in Rule 290-3-3-.52 and Rule 290-3-3-.53.

(31) Levels of Alabama Professional Educator Certificates.

- (a) Class B: Bachelor's degree-level.
- (b) Class A: Master's degree-level.
- (c) Class AA: Sixth-year level or education specialist degree-level.

(32) Levels of Alabama Professional Leadership Certificates.

- (a) Class A: Master's degree-level.
- (b) Class AA: Sixth-year level or education specialist degree-level.

(33) Major Area of Faculty Specialization. The concentrated area of academic study as determined by a statement on the faculty member's official doctoral transcript from a regionally accredited institution that indicates the area. If the area is not identified on the transcript, 30 semester (45 quarter) hours of post-bachelor's, graduate-level coursework from a regionally accredited institution appropriate to the area of primary assignment must be identified. No more than 3 semester hours of dissertation credit may be used to satisfy this requirement, even if the dissertation is directly related to the major area of specialization.

(34) Office. The Office of Teaching and Leading of the Alabama State Department of Education.

(35) P (Pre-school). Any level prior to kindergarten.

(36) Practicum. A unit of instruction that combines formal study and instruction with practical experience in the area of specialization of the candidate. A practicum must be in a public P-12 school, a regionally accredited private school, or a child care facility accredited by the National Association for the Education of Young Children (NAEYC).

(37) Pre-service Education. The academic and professional preparation that a prospective teacher must complete successfully before certification as a teacher.

(38) Professional Education Work Experience. Full-time educational employment in a state or local public school; a church-related/parochial school (grades P-12); an Alabama State Department of Education sponsored initiative (e.g., AMSTI); the Alabama State Department of Education; an educational association; a post-secondary institution that was regionally accredited when the experience was earned; an Alabama nonpublic school; or a nonpublic school outside of Alabama (grades P-12) that was accredited or approved by the State Department of Education where the school was geographically located when the experience was earned. (Refer to comprehensive definition provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.)

(39) Professional Studies. A coordinated and integrated program of courses and experiences that includes foundations, methodology, curriculum, evaluation, reading, technology, direct observation and participation in a variety of school settings, and internship. Professional studies courses are typically common to multiple disciplines or areas.

(40) Program Approval Process. The procedures followed in determining whether proposed preparation programs meet program approval rules adopted by the Alabama State Board of Education. Additional information is provided in Rule 290-3-3-.56(2).

(41) Program Checklist. An official document identifying all courses required to complete a State-approved educator preparation program. Program checklists are submitted by an institution and approved by the Alabama State Board of Education following a review. The official State-approved program checklist will be used as the basis for issuing a certificate. Additional information on program approval is in Rule 290-3-3-.56(2). If institutions modify the format of the State-approved program checklist to facilitate advisement, all requirements on the official program checklist must be included on the modified forms.

(42) Program Overlap. Written institutional policies, applicable across all majors and programs that allow an individual in the process of earning a degree on one level who meets specified institutional criteria to take a limited number of courses at the next higher degree level. Coursework used to meet Class B certification or bachelor's degree requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class B or Class A certification or bachelor's or master's degree requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support. Additional information is provided in Rule 290-3-3-.02(6)(a)5.

(43) Recent P-12 Experiences Requirement. A written policy enforced by an EPP to ensure that faculty who teach professional education courses or supervise interns and who have not been employed in a P-12 setting within the most recent five-year period spend sufficient time in P-12 schools to maintain current knowledge of what is experienced by currently employed P-12 educators.

(44) Regional Accrediting Agency. The six regional accrediting agencies recognized by the U.S. Secretary of Education are:

(a) Middle States Association of Colleges and Schools, Commission on Higher Education for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

(b) New England Association of Schools and Colleges, Commission on Institutions of Higher Education for institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

(c) North Central Association of Colleges and Schools, Higher Learning Commission for institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navajo Nation.

(d) Northwest Commission on Colleges and Universities for institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

(e) Southern Association of Colleges and Schools, Commission on Colleges for institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

(f) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities for institutions of higher education in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands.

(45) Regionally Accredited. Refers to action taken by one of the regional accrediting agencies in Rule 290-3-3-.01(44) and is specific to the status of the institution at the time credit or degrees were earned.

(46) Remedial Courses. Other than remedial, these courses may be called compensatory, developmental, or basic skills. These courses are usually numbered below 100. Remedial courses cannot be used to meet approved program requirements. This requirement became effective for candidates admitted to Class B programs or Alternative Class A programs on or after August 1, 2009. Additional information is provided in Rule 290-3-3-.02(6)(a)4.

(47) Specialized Professional Association (SPA). The national organization that represents teachers, professional education faculty and other school professionals who teach a particular subject or at a particular grade level or who provide a specific instructional support service.

(48) State. Any state or commonwealth, the District of Columbia, or territory of the United States of America.

(49) Student Teaching. Information is provided in the definition of internship in Rule 290-3-3-.01(28).

(50) Students. Children and youth attending P–12 schools, as distinguished from teacher or instructional support personnel candidates.

(51) Teaching Field. The specific discipline or concentrated area of study in a State-approved program that leads toward educator certification; e.g., elementary education, Grades K-6; middle-level English language arts, Grades 4-8; middle-level mathematics, Grades 4-8; secondary English language arts, Grades 6-12; secondary history, Grades 6-12; or choral music, Grades P-12. Additional information about requirements for an academic major is in Rule 290-3-3-.02(2) for Class B programs and in Rule 290-3-3-.44(2)(e) for Alternative Class A programs. Teaching field courses are typically unique to the discipline or area.

(52) Unit. When it was used by NCATE and the State, the institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the professional education unit. With the creation of the Council for the Accreditation of Educator Preparation, “unit” was replaced with Educator Preparation Provider (EPP).

(53) Upper-Division. Coursework designated by an institution of higher education to be at the junior or senior level of undergraduate study.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 2-1-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; emergency amended rule adopted 04-14-05, effective 04-14-05; amended rule adopted 06-09-05, effective 07-14-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-1-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-16.

290-3-3-.01.01 Effective Dates.

(1) Unless noted elsewhere, the effective date of these rules is July 1, 2016, for educator preparation providers (EPPs) and programs to be reviewed after that date.

(2) Changes based on the federal No Child Left Behind Act of 2001 (NCLB) (i.e., general studies requirements for early childhood education, elementary education, and collaborative special education teacher K-6 and 6-12; and the academic major requirement for middle/secondary and P-12 programs) became effective for candidates recommended for certification after June 30, 2005.

(3) Candidates seeking admission to Alternative Class A programs may be able to use verification of a passing score on the prescribed Praxis II subject assessment to meet the teaching field requirements for admission. Additional information is provided in Rule 290-3-3-.44(2)(e)1. This option was adopted by the Alabama State Board of Education on April 9, 2009, and became effective on May 4, 2009.

(4) Effective dates for Alabama Educator Certification Assessment Program requirements are provided in Rule 290-3-3-.01(3)(a)-(c).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.02 College and University Requirements. To offer approved educator preparation programs, institutions shall be accredited by the Southern Association of Colleges and Schools (SACS) at the level of program(s) to be provided. To provide a Class AA program in a secondary or P-12 teaching field an institution shall offer sufficient sixth-year level courses in that discipline to meet the requirements of Rule 290-3-3-.02(6)(a)5. If an institution loses regional accreditation at one or more levels, the educator preparation provider (EPP) must adhere to the teach-out plan negotiated between SACS and the institution. At a minimum, the EPP must notify candidates individually and in writing.

(1) Content and Pedagogical Knowledge. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by program completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

(a) Candidate Knowledge, Skills, and Professional Dispositions. Candidates demonstrate an understanding of the Alabama Core Teaching Standards at the appropriate progression level(s). See Rule 290-3-3-.03.

(b) Provider Responsibilities.

1. Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

2. Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to Alabama standards and, if they choose to do so, standards of Specialized Professional Associations (SPAs), the National Board for Professional Teaching Standards (NBPTS), or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

3. Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous Alabama college- and career-ready standards.

4. Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

(2) Clinical Partnerships and Practice. The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

(a) Partnerships for Clinical Preparation. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations

for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

(b) Clinical Educators. Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

(c) Clinical Experiences. 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 Rule 290-3-3-.02(1)(a) and Rule 290-3-3-.03(1) through (10), that are associated with a positive impact on the learning and development of all P-12 students.

(3) Candidate Quality, Recruitment, and Selectivity. The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Rule 290-3-3-.02(4).

(a) Plan for Recruitment of Diverse Candidates who Meet Employment Needs. The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of Alabama's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields.

(b) Admission Standards Indicate That Candidates Have High Academic Achievement and Ability. The provider sets admission requirements to meet or exceed Alabama's minimum Class B criterion of 2.75 for each candidate [see Rule 290-3-3-.04(3)(a)2.(iv)] and gathers data to monitor applicants and the selected pool of candidates.

1. The provider ensures that each accepted cohort of Class B program candidates meets or exceeds the minimum grade point average of 3.0.
2. Institutions seeking CAEP accreditation must also provide evidence that they meet additional admission criteria specified by CAEP.

(c) Additional Selectivity Factors. Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

(d) Selectivity during Preparation. The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to Alabama's college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

(e) Selection at Completion.

1. Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
2. Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

(4) Program Impact. The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

(a) Impact on P-12 Student Learning and Development. The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

(b) Indicators of Teaching Effectiveness. The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

(c) Satisfaction of Employers. The provider demonstrates using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

(d) Satisfaction of Completers. The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

(5) Provider Quality Assurance and Continuous Improvement. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

(a) Quality and Strategic Evaluation.

1. The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.

2. The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

(b) Continuous Improvement

1. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

2. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

3. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

(6) General Requirements

(a) Courses, Credits, and/or Programs Acceptable to Meet State-Approved Program Requirements.

1. Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions.

2. Transferred courses and/or credits that meet the definition of professional studies courses in Rule 290-3-3-.02(3) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

3. Courses, credits, and/or degrees accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Office of Teaching and Leading. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to a regionally accredited institution in the United States.

4. Remedial courses cannot not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(46).

5. Coursework used to meet Class B certification requirements and/or bachelor's degree requirements cannot be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class A certification requirements and/or master's degree requirements cannot be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support.

6. A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.

7. Individuals in undergraduate programs may enroll in master's-level courses in an approved Class A or Alternative Class A program in accordance with written institutional policies and State standards for program admission. Additional information is provided in Rule 290-3-3-.02(6)(a)5.

8. Individuals in a master's program may enroll in courses in an approved Class AA program in accordance with written institutional policies and State standards for program admission. Additional information is provided in Rule 290-3-3-.02(6)(a)5.

(b) General Studies. The EPP shall ensure that candidates have completed general studies courses and experiences. General studies shall include courses in humanities (including English language arts), social studies, mathematics, and science.

1. Individuals in Class B programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies.

2. Individuals applying for admission to Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 and/or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies or earned the current passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program (AECAP). Additional information is provided in Rule 290-3-3-.44(2)(d).

(c) Teaching Field. Institutions may elect to meet appropriate Alabama State Board of Education rules for specific teaching fields, CAEP-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies. Completion of a teaching field for most Class B middle/secondary and P-12 teaching field programs shall ensure that the candidate has completed the teaching field course requirements for an academic major in the teaching field. Class B programs in early childhood education, elementary education, health education, career and technical education, physical education, and special education do not require an academic major.

1. Major requirements. The Class B middle-level, secondary, and P-12 teaching fields shall include one of the following options:

(i) A comprehensive teaching field in English language arts, general science, or general social studies that includes both an academic major in an area included in the broad area and coursework in the other areas within the comprehensive field. The academic major must meet the 32/19 requirement. Additional information is provided in the definition for 32/19 in Rule 290-3-3-.01(1). Institutions may develop Arts and Sciences Majors in a comprehensive teaching field as long as enrollment is not restricted to prospective teachers. Institutions that choose this option may count all coursework in the comprehensive major toward the 32/19 requirement. For example, the 32/19 requirement for an English language arts major may include courses in English, grammar, reading, speech, drama, theatre, and journalism.

(ii) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in a single teaching field, such as chemistry or history.

(iii) A single teaching field in an area of health education, career and technical education, physical education, or special education that includes a major with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit.

2. Methods course requirements. Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology).

(d) Criminal History Background Check.

1. Effective no later than the beginning of the fall 2008 semester, any candidate applying for admission to a State-approved educator preparation program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457.

2. The candidate shall be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fees, and procedures is available from the Certification Office.

3. The candidate is responsible for the nonrefundable, nontransferable fee.

4. The candidate shall be issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the EPP documentation of having cleared the criminal history background check prior to admission to a State-approved educator preparation program.

5. A candidate whose suitability determination precludes admission to a State-approved educator preparation program has the right to due process procedures in accordance with the current Educator Certification Chapter of the *Alabama Administrative Code*.

(e) Field Experiences and Internships (Class B, Class A, and Class AA Programs).

1. Field experiences.

(i) All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings. If permitted by written EPP policy, individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.

(ii) The majority of field experiences must occur in P-12 schools.

(iii) At least half of the field experiences shall be in the candidate's teaching field or area of instructional support.

(iv) For early childhood education and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings [early school grades (K-3), child care centers and homes, and Head Start programs.]

2. Internships in Class B and Alternative Class A programs.

(i) The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.

(ii) For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

(iii) For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education or health education and physical education), the internship may be divided between the two teaching fields.

(iv) For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.

(v) For early childhood education and early childhood special education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.

(vi) For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

(vii) A candidate who has met all State requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate's classroom if both of the following requirements are met:

(1) The candidate holds a valid Special Alternative Certificate endorsed for the teaching field appropriate to the candidate's teaching assignment, AND

(2) On-the job internship placements are permitted by EPP written policy. See Rule 290-3-3-.02(6)(f)3. for information about cooperating teacher requirements.

3. Internships in Class A and AA programs. Class A and Class AA programs may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(6)(d), instructional leadership in Rule 290-3-3-.48(3)(d), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).

(f) Faculty Qualifications.

1. Educator preparation provider (EPP) faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.

2. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.

3. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.

4. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Office of Children's Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children.

5. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.

(g) Governance and Accountability for Educator Preparation.

1. The president of the institution shall designate the administrative head of educator preparation (the EPP head).

2. One person shall be authorized by the EPP head to represent the EPP as the certification officer, who certifies to the Alabama State Department of Education that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.

3. Unless specified differently in other sections of this chapter, there shall be at least one specialist in each curriculum area for which a program leading to certification is offered who holds the doctorate with a major area of specialization in the curriculum area to which the faculty member is assigned. At the Class AA level, there shall be at least two specialists for each certification program. Additional information is provided in Rule 290-3-3-.01(33).

4. The unit shall limit its program offerings to ensure that courses are offered at appropriate times and with sufficient frequency to accommodate the levels of the candidates (Class B, Class A, and Class AA).

(h) Educator Preparation Provider (EPP) Accountability.

1. Support for program completers. The EPP shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization in Alabama. The EPP shall provide remediation at no cost to such individuals whose performance indicates the need for additional support within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the EPP. Assistance may be requested by the new employee, the employee's principal, or the employing superintendent. In no case, shall the EPP be required to provide remediation for more than the first two years of employment.

2. New programs. Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

3. Discontinuation of programs.

(i) If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with EPP heads.

(ii) If an institution chooses to discontinue a program or place it on inactive status, the EPP head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status, along with each candidate's anticipated program completion date. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

(iii) An EPP may choose to reactivate an inactive program at any time prior to the date of the next comprehensive review for all other programs, if all standards applicable to the inactive program continue to be met. If the inactive program is not reactivated before the next comprehensive review, it must be addressed as a new program.

4. State and/or federal reports. Institutions that do not provide requested data in a timely manner may have any or all of the institution's program approval rescinded as authorized in Rule 290-3-3-.56(6).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

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290-3-3-.03 Alabama Core Teaching Standards. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the following standards based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

(1) Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

(a) The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(b) The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(c) The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

(e) The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(f) The candidate identifies readiness for learning and understands how development in any one area may affect performance in other areas.

(g) The candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

(i) The candidate is committed to using learners' strengths as a basis for growth and their misconceptions as opportunities for learning.

(j) The candidate takes responsibility for promoting learners' growth and development.

(k) The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

(2) Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

(a) The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) The candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

(c) The candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) The candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(k) The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

(l) The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

(m) The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

(n) The candidate makes learners feel valued and helps them learn to value each other.

(o) The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

(3) Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

(a) The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) The candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

(e) The candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) The candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) The candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) The candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

(l) The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

(n) The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

(o) The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) The candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) The candidate seeks to foster respectful communication among all members of the learning community.

(r) The candidate is a thoughtful and responsive listener and observer.

(4) Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

(a) The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(b) The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(c) The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.

(d) The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

(e) The candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

(f) The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

(g) The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(h) The candidate creates opportunities for students to learn, practice, and master academic language in their content.

(i) The candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in the learner's primary language.

(j) The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.

(k) The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.

(m) The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.

(n) The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) she or he teaches.

(o) The candidate has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.

(p) The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.

(q) The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(r) The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

(s) The candidate is committed to work toward each learner's mastery of disciplinary content and skills.

(5) Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(a) The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

(b) The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

(c) The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

(d) The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

(e) The candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) The candidate develops and implements supports for learner literacy development across content areas.

(i) The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

(j) The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

(l) The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

(n) The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) The candidate understands creative thinking processes and how to engage learners in producing original work.

(p) The candidate knows when and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

(r) The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.

(s) The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

(6) Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

(a) The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

(c) The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) The candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

(j) The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.

(k) The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) The candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

(n) The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) The candidate knows when and how to evaluate and report learner progress against standards.

(p) The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) The candidate possesses knowledge of Alabama's assessment requirements and processes.

(r) The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(s) The candidate takes responsibility for aligning instruction and assessment with learning goals.

(t) The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.

(u) The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.

(v) The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(w) The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

(7) Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

(a) The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) The candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) The candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

(f) The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

(g) The candidate integrates Alabama-wide programs and initiatives into the curriculum and instructional processes.

(h) The candidate communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.

(i) The candidate understands content and content standards and how these are organized in the curriculum.

(j) The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(k) The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(l) The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(m) The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(n) The candidate knows when and how to adjust plans based on assessment information and learner responses.

(o) The candidate knows when and how to access resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(p) The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

(q) The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(r) The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

(s) The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

(8) Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(a) The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

(f) The candidate engages all learners in developing higher order questioning skills and metacognitive processes.

(g) The candidate engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) The candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(i) The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

(j) The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(l) The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(m) The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(n) The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.

(o) The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(p) The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction

(q) The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(r) The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.

(s) The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

(9) Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

(a) The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

(b) The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

(c) The candidate, independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

(e) The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) The candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

(g) The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

(h) The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.

(i) The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

(j) The candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

(k) The candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.

(l) The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(m) The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) The candidate understands the expectations of the profession including the Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

(10) Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(a) The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

(b) The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) The candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) The candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) The candidate, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.

(f) The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) The candidate uses and generates meaningful research on education issues and policies.

(i) The candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

(l) The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) The candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) The candidate knows how to contribute to a common culture that supports high expectations for student learning.

(p) The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

(q) The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(r) The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

(s) The candidate takes responsibility for contributing to and advancing the profession.

(t) The candidate embraces the challenge of continuous improvement and change.

SUPP. NO. 15-3
290-3-3-.03 Author

EDUCATOR PREPARATION

290-3-3-.03 History

Author: Dr. Thomas R. Bice.

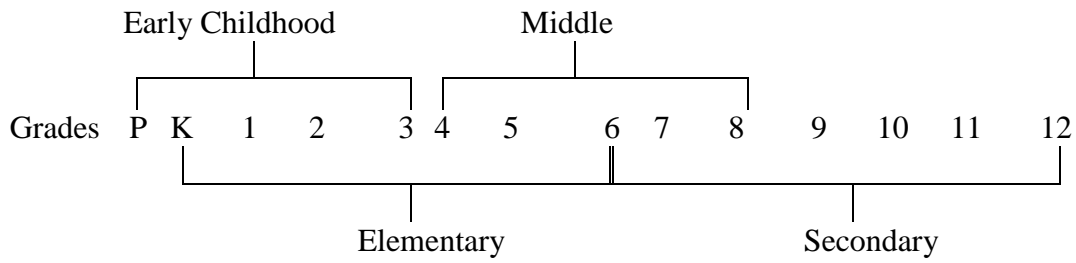
Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-9-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 03-08-07, effective 04-12-07; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.04 Class B (Bachelor’s Degree Level) Programs for Teaching Fields.

(1) **Overview.** Formal preparation of educators occurs at two levels, undergraduate and graduate. Successful completion of an undergraduate program may qualify the candidate for Class B certification. Graduate programs are extensions of basic preparation and are divided into Class A and Class AA programs. Completion of an Alternative Class A program may qualify the candidate for initial certification at the graduate level. Advanced programs differ from basic programs not in general purpose but in the competence they seek to develop. Additional information is provided in Rule 290-3-3-.01(31).

(2) **Relationship of Teacher Preparation Programs and Grade Placement.**



(3) **General Program Requirements.** The provision of Class B programs shall be limited to institutions that meet the standards for accreditation at the bachelor’s degree or higher level by the Southern Association of Colleges and Schools.

(a) **Unconditional Admission to Class B programs.**

1. Admission to the institution does not qualify an individual for admission to an educator preparation program. An applicant must be notified in writing whether his or her application for admission to a specific educator preparation program has been accepted.

2. The college or university shall have clearly defined criteria for admitting candidates to an educator preparation program which include the following:

(i) A criminal history background check. Additional information is provided in Rule 290-3-3-.02(5).

(ii) Effective September 1, 2013, and thereafter, the prescribed score on each of the three components of the Alabama Basic Skills Assessments of the Alabama Educator Certification Assessment Program (AECAP).

(iii) A formal written application for admission to professional studies.

(iv) A minimum grade point average (GPA) of 2.50 overall in accordance with university policy, 2.50 in professional studies courses listed on the approved program checklist for the program, and 2.50 in the teaching field listed on the approved program checklist for the program. Effective July 1, 2017, and thereafter, a minimum grade point average (GPA) of 2.75 overall (and used as the basis for granting the degree) in accordance with university policy, 2.75 in professional studies courses listed on the approved program

checklist for the program, and 2.75 in the teaching field listed on the approved program checklist for the program.

(v) Remedial courses cannot be used to meet approved program requirements or calculated to meet GPA requirements. Additional information is provided in Rule 290-3-3-.01(46).

(vi) Satisfactory interviews designed to provide information on whether the applicant's dispositions and interests are consistent with the requirements for successful teaching.

(vii) Experiences in the schools, designed to assist the candidate in making a wise career choice.

3. Each institution shall establish, publish and enforce a policy that specifies when the candidate must meet criteria to be unconditionally admitted to the program.

(b) Special education course requirement. A survey of special education course is required if not previously completed.

(c) Requirements for Class B certification.

1. An official transcript from a regionally accredited institution documenting an earned bachelor's degree.

2. Satisfactory completion of a State-approved program with a minimum GPA of 2.50 overall, 2.50 in the teaching field, and 2.50 in professional studies courses with no grade below a C in professional studies courses. Effective for candidates unconditionally admitted to a Class B educator preparation program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 2.75 overall (as confirmed on the transcript when the degree was granted), 2.75 in the teaching field, and 2.75 in professional studies courses with no grade below a C in professional studies courses.

3. An internship that complies with Rule 290-3-3-.02(6)(e).

(d) Testing for Class B certification. Applicants unconditionally admitted to a Class B program prior to September 1, 2013, must meet the basic skills assessments requirements of the Alabama Educator Certification Assessment Program (AECAP) as a prerequisite for certification. Applicants for initial certification must meet the Praxis II requirements of the AECAP as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-09-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.05 Early Childhood Education (Grades P-3).

(1) **Rationale.** This rule brings attention to those elements that are distinctive to the early childhood education program. These elements represent the unique nature of early childhood education encompassing the foundations of learning including play, developmentally appropriate practices, and integration within and across disciplines, which create a bridge between informal and formal learning environments. The standards are consistent with the standards for initial licensure programs from the National Association for the Education of Young Children (NAEYC). These standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, and 290-3-3-.04, the early childhood education curriculum shall require a teaching field of at least 32 semester hours with at least 19 semester hours of upper-division credit.

(a) **Promoting Child Development and Learning.** Candidates prepared in early childhood programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Prior to program completion prospective early childhood teachers:

1. Know and understand young children's characteristics and needs, from birth through age 8.
2. Know and understand the multiple influences on early development and learning.
3. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

(b) **Building Family and Community Relationships.** Candidates prepared in early childhood programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. Prior to program completion prospective early childhood teachers:

1. Know about and understand diverse family and community characteristics.
2. Support and engage families and communities through respectful, reciprocal relationships.
3. Involve families and communities in young children's development and learning.

(c) Observing, Documenting, and Assessing to Support Young Children and Families. Candidates prepared in early childhood programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. Prior to program completion prospective early childhood teachers:

1. Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
2. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3. Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
4. Know about assessment partnerships with families and with professional colleagues to build effective learning environments.

(d) Using Developmentally Effective Approaches. Candidates prepared in early childhood programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning. Prior to program completion prospective early childhood teachers:

1. Understand positive relationships and supportive interactions as the foundation of their work with young children.
2. Know and understand effective strategies and tools for early education, including appropriate uses of technology.
3. Use a broad repertoire of developmentally appropriate teaching/learning approaches.
4. Reflect on their own practice to promote positive outcomes for each child.

(e) Using Content Knowledge to Build Meaningful Curriculum. Candidates prepared in early childhood programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. Prior to program completion prospective early childhood teachers:

1. Understand content knowledge and resources in academic disciplines: language and literacy (including evidence-based specialized instruction that is multi-sensory in nature); the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity and physical education; health and safety; and social studies.
2. Know and use central concepts, inquiry tools, and structures of content areas or academic disciplines.
3. Use their own knowledge, appropriate learning standards (including Alabama College and Career Ready Standards applicable to K-3), and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

(f) Becoming a Professional. Candidates prepared in early childhood programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. Prior to program completion prospective early childhood teachers:

1. Identify and involve themselves with the early childhood profession.
2. Know about and uphold ethical standards and other early childhood professional guidelines.
3. Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
4. Engage in informed advocacy for young children and the early childhood profession.

(g) Unique Field Experience and Internship Placement Requirements.

1. Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, child care centers and homes, and Head Start programs.)
2. The internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5 -8.

(3) Faculty. The faculty must include at least three full-time persons with doctorates and with professional educational work experience in early childhood education (Grades P-3). At least one faculty member shall have a major specialization in early childhood education and one in reading.

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290-3-3-.05 Author

EDUCATOR PREPARATION

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290-3-3-.06 Elementary Education (Grades K-6).

(1) **Rationale.** This document brings attention to those elements that are distinctive to the elementary education program. These elements represent the essential elementary curriculum, instructional knowledge and abilities, and professionalism for the preparation of teacher candidates for Grades K-6. The standards are consistent with the standards of the Association for Childhood Education International (ACEI). These standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, and 290-3-3-.04, the elementary education curriculum shall require a teaching field of at least 32 semester hours with at least 19 semester hours of upper-division credit.

(a) **Development, Learning, and Motivation.** 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.

(b) **Curriculum.**

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. Candidates know how to facilitate evidence-based specialized instruction that is multisensory in nature.

2. **Science.** Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

3. **Mathematics.** Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

4. **Social studies.** Candidates know, understand, and use the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

5. **The arts.** Candidates know, understand, and use—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

6. **Health education.** Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

7. **Physical education.** Candidates know, understand, and use -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(c) **Instruction.** Candidates demonstrate the ability to teach according to the Alabama College and Career Ready Standards for K-6.

1. **Integrating and applying knowledge for instruction.** Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

2. **Adaptation to students from diverse populations.** Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations.

3. **Development of critical thinking and problem solving.** Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

4. **Active engagement in learning.** Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

5. **Communication to foster collaboration.** Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

(d) **Assessment for Instruction.** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

(e) **Professionalism.**

1. Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

2. Collaboration with families, colleagues, and community agencies. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

(3) Faculty. The faculty must include at least three full-time persons with doctorates and with professional educational work experience in Grades K-6. At least one faculty member shall have a major specialization in elementary education and one in reading.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.07 Middle-Level Teaching Fields (Grades 4-8).

(1) **Options.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03 and 290-3-3-.04, an institution has two options for the preparation of middle-level teachers:

(a) **A comprehensive teaching field** in English language arts, general science, or general social studies that includes both:

1. An academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

2. At least one course in each of the specified areas included in the comprehensive teaching field. Coursework in other areas of the comprehensive teaching field may also be included. Additional information on the comprehensive teaching fields is provided in Rules 290-3-3-.10(2), 290-3-3-.15(2), and 290-3-3-.20(1).

(b) **A single teaching field** with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.11., .12., .13., .16-.18., .21., and .22. Career and technical education programs are not options for middle-level certification.

(2) **Teaching Field Specific Methods Course.** Each teaching field shall be supported by a methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods, social studies methods, etc.). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). Additional information is provided in Rule 290-3-3-.02(6)(c)2.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07 repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.08 Secondary Teaching Fields (Grades 6-12).

(1) **Options.** In addition to meeting the standards in Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, and 290-3-3-.04, there are three options for the preparation of secondary teachers:

(a) **A comprehensive teaching field** in English language arts, general science, or general social studies that includes both:

1. An academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. See Rule 290-3-3-.01(2).

2. At least one course in each of the specified areas included in the comprehensive teaching field. Coursework in other areas of the comprehensive teaching field may also be included. Additional information is provided in Rules 290-3-3-.10(2), 290-3-3-.15(2), and 290-3-3-.20(1).

(b) **A single teaching field** with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.11, .13, .16-.18, .21, and .22.

(c) **A single teaching field** in health education or an area of career and technical education that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. Additional information about specific teaching fields is provided in Rules 290-3-3-.12 and .24-.29. Additional information is provided in Rule 290-3-3-.02(6)(c)1.(ii).

(d) **A teaching field** that combines health education (6-12) and physical education (P-12), includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit, but does not require a major in Arts and Sciences. Additional information is provided in Rule 290-3-3-.12.01.

(2) **Teaching Field Specific Methods Course.** Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). Additional information is provided in Rule 290-3-3-.02(6)(c)2.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

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290-3-3-.09

EDUCATOR PREPARATION

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290-3-3-.09 Reserved.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14.(1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07 repealed and adopted new 08-03-09; effective 10-01-09; repealed _____.

290-3-3-.10 English Language Arts.

(1) **Rationale.** The main goal of these standards is to promote quality educator preparation programs that will promote the development of literacy among all grade 6-12 students in Alabama. The standards are consistent with the National Council of Teachers of English Standards for the Initial Preparation of Secondary English Language Arts Teachers and the *Alabama Course of Study: English Language Arts*. The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism, and may include coursework in other areas within English language arts.

(a) Content Knowledge.

1. Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

(i) Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

(ii) Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

2. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

(i) Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

(ii) Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society.

(iii) Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

(b) Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

1. Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies, including those advocated by the Alabama Reading Initiative.

4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

5. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

(c) Content Pedagogy: Planning Composition Instruction in English Language Arts. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

1. Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

3. Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

4. Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

(d) Learners and Learning: Implementing English Language Arts Instruction. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

1. Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.

3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts.

(e) Professional Knowledge and Skills.

1. 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.

(i) 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.

(ii) 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.

2. Candidates are prepared to interact knowledgeably with students, 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.

(i) 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.

(ii) 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.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective, 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.11 Languages Other Than English.

(1) **Rationale.** The main goals of these standards are to ensure that candidates develop communicative language competence and an awareness of the cultural practices, perspectives, and products of the target culture; use Alabama and national standards to design instruction and assessments based on language acquisition theories; and take advantage of professional development opportunities such as involvement in professional organizations, travel and study opportunities, and the advocacy for learning of languages other than English. The standards were developed using the American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers and the current *Alabama Course of Study: Languages Other Than English*. These standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit in a single language other than English. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Language Proficiency: Interpersonal, Interpretive, and Presentational.** Candidates possess a high level of proficiency in the target language they will teach. They demonstrate the ability to:

1. Speak in the interpersonal mode of communication at a minimum level of “Advanced Low” or “Intermediate High” (for Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.
2. Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.
3. Present oral and written information to audiences of listeners or readers, using language at a minimum level of “Advanced Low” or “Intermediate High” according to the target language being taught.

(b) **Cultures, Linguistics, Literature, and Concepts from Other Disciplines.** Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They:

1. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
2. Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.
3. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

(c) Language Acquisition Theories and Knowledge of Students and Their Needs. Candidates:

1. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.
2. Demonstrate an understanding of child development to create a supportive learning environment for each student.

(d) Integration of Standards in Planning and Instruction. Candidates:

1. Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* and Alabama standards and use them as the basis for instructional planning.
2. Integrate the goal areas of the *Standards for Foreign Language Learning in the 21st Century* and Alabama standards in their classroom practice.
3. Use the *Standards for Foreign Language Learning in the 21st Century* and Alabama standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

(e) Assessment of Languages and Cultures – Impact on Student Learning. Candidates:

1. Design and use ongoing performance assessments using a variety of assessment models for all learners, including diverse students.
2. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.
3. Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

(f) Professional Development, Advocacy, and Ethics. Candidates:

1. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.
2. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.
3. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.12 Health Education.

(1) **Rationale.** A health education teacher is an effective communicator, a responsible citizen, a self-directed lifelong learner, and a critical thinker who implements the goals and objectives of the *Alabama Course of Study: Health Education*. These standards are aligned with the standards for the preparation of teachers of health education from SHAPE America (Society of Health and Physical Education), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The standards build upon the Alabama Core Teaching Standards. An option to combine health education and physical education is provided in Rule 290-3-3-.12.01.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences.

(a) **Content Knowledge.** Candidates demonstrate the knowledge and skills of a health literate educator.

1. Candidates describe the theoretical foundations of health behavior and principles of learning.
2. Candidates describe the National Health Education Standards.
3. Candidates describe practices that promote health or safety.
4. Candidates describe behaviors that might compromise health or safety.
5. Candidates describe disease etiology and prevention practices.
6. Candidates demonstrate the health literacy skills of an informed consumer of health products and services.

(b) **Needs Assessment.** Candidates assess needs to determine priorities for school health education.

1. Candidates access a variety of reliable data sources related to health.
2. Candidates collect health-related data.
3. Candidates infer needs for health education from data obtained.

(c) **Planning.** Candidates plan effective comprehensive school health education curricula and programs.

1. Candidates design strategies for involving key individuals and organizations in program planning for School Health Education.
2. Candidates design a logical scope and sequence of learning experiences that accommodate all students.
3. Candidates create appropriate and measurable learner objectives that align with assessments and scoring guides.

4. Candidates select developmentally appropriate strategies to meet learning objectives.
5. Candidates align health education curricula with needs assessment data and the National Health Education Standards.
6. Candidates analyze the feasibility of implementing selected strategies.

(d) Implementation. Candidates implement health education instruction.

1. Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.
2. Candidates utilize technology and resources that provide instruction in challenging, clear, and compelling ways and engage diverse learners.
3. Candidates exhibit competence in classroom management.
4. Candidates reflect on their implementation practices, adjusting objectives, instructional strategies, and assessments as necessary to enhance student learning.

(e) Assessment. Candidates assess student learning.

1. Candidates develop assessment plans.
2. Candidates analyze available assessment instruments.
3. Candidates develop instruments to assess student learning.
4. Candidates implement plans to assess student learning.
5. Candidates utilize assessment results to guide future instruction.

(f) Administration and Coordination. Candidates plan and coordinate a school health education program.

1. Candidates develop a plan for a comprehensive school health education (CSHE) within a coordinated school health program (CSHP).
2. Candidates explain how a health education program fits the culture of a school and contributes to the school's mission.
3. Candidates design a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

(g) Being a Resource. Candidates serve as a resource person in health education.

1. Candidates use health information resources.
2. Candidates respond to requests for health information.
3. Candidates select educational resource materials for dissemination.
4. Candidates describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.

(h) Communication and Advocacy. Candidates communicate and advocate for health and school health education.

1. Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.

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290-3-3-.12(2)(h)2.

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2. Candidates apply a variety of communication methods and techniques.
3. Candidates advocate for school health education.
4. Candidates demonstrate professionalism.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09, effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.12.01 Health Education (6-12) and Physical Education (P-12).

(1) **Rationale.** A teacher of health education and physical education is an effective communicator, a responsible citizen, a self-directed lifelong learner, and a critical thinker. A goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality health education and physical education program that develops skillful movers who value lifelong health and well-being. These standards are aligned with the standards for the preparation of teachers of health education and physical education from SHAPE America (Society of Health and Physical Education), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). These standards are aligned with the *Alabama Courses of Study for Health Education and Physical Education* and build upon the Alabama Core Teaching Standards. NOTE that options are provided for separate programs in health education (Rule 290-3-3-.12) and physical education (Rule 290-3-3-.33).

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i), (iii) and (iv), 290-3-3-.03, 290-3-3-.04, 290-3-3-.08, and 290-3-3-.30, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences.

(3) **Health Education.**

(a) **Content Knowledge.** Candidates demonstrate the knowledge and skills of a health literate educator.

1. Candidates describe the theoretical foundations of health behavior and principles of learning.
2. Candidates describe the National Health Education Standards.
3. Candidates describe practices that promote health or safety.
4. Candidates describe behaviors that might compromise health or safety.
5. Candidates describe disease etiology and prevention practices.
6. Candidates demonstrate the health literacy skills of an informed consumer of health products and services.

(b) **Needs Assessment.** Candidates assess needs to determine priorities for school health education.

1. Candidates access a variety of reliable data sources related to health.
2. Candidates collect health-related data.
3. Candidates infer needs for health education from data obtained.

(c) Planning. Candidates plan effective comprehensive school health education curricula and programs.

1. Candidates design strategies for involving key individuals and organizations in program planning for School Health Education.

2. Candidates design a logical scope and sequence of learning experiences that accommodate all students.

3. Candidates create appropriate and measurable learner objectives that align with assessments and scoring guides.

4. Candidates select developmentally appropriate strategies to meet learning objectives.

5. Candidates align health education curricula with needs assessment data and the National Health Education Standards.

6. Candidates analyze the feasibility of implementing selected strategies.

(d) Implementation. Candidates implement health education instruction.

1. Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.

2. Candidates utilize technology and resources that provide instruction in challenging, clear, and compelling ways and engage diverse learners.

3. Candidates exhibit competence in classroom management.

4. Candidates reflect on their implementation practices, adjusting objectives, instructional strategies, and assessments as necessary to enhance student learning.

(e) Assessment. Candidates assess student learning.

1. Candidates develop assessment plans.

2. Candidates analyze available assessment instruments.

3. Candidates develop instruments to assess student learning.

4. Candidates implement plans to assess student learning.

5. Candidates utilize assessment results to guide future instruction.

(f) Administration and Coordination. Candidates plan and coordinate a school health education program.

1. Candidates develop a plan for a comprehensive school health education (CSHE) within a coordinated school health program (CSHP).

2. Candidates explain how a health education program fits the culture of a school and contributes to the school's mission.

3. Candidates design a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

(g) Being a Resource. Candidates serve as a resource person in health education.

1. Candidates use health information resources.

2. Candidates respond to requests for health information.

3. Candidates select educational resource materials for dissemination.
4. Candidates describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.

(h) Communication and Advocacy. Candidates communicate and advocate for health and school health education.

1. Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.
2. Candidates apply a variety of communication methods and techniques.
3. Candidates advocate for school health education.
4. Candidates demonstrate professionalism.

(4) Physical Education.

(a) Scientific and Theoretical Knowledge. Candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Prior to program completion, prospective physical education teachers:

1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
5. Analyze and correct critical elements of motor skills and performance concepts.

(b) Skill-Based and Fitness-Based Competence. Candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the National Association for Sport and Physical Education (NASPE) P – 12 Standards. Prior to program completion, prospective physical education teachers:

1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2. Achieve and maintain a health-enhancing level of fitness throughout the program.
3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

(c) Planning and Implementation. Candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Prior to program completion, prospective physical education teachers:

1. Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.
2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.
3. Design and implement content that is aligned with lesson objectives.
4. Plan for and manage resources to provide active, fair, and equitable learning experiences.
5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

(d) Instructional Delivery and Management. Candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Prior to program completion, prospective physical education teachers:

1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
3. Provide effective instructional feedback for skill acquisition, student learning and motivation.
4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
5. Use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

(e) Impact on Student Learning. Candidates utilize assessments and reflection to foster student learning and inform decisions about instruction. Prior to program completion, prospective physical education teachers:

1. Select or create appropriate assessments that will measure student achievement of goals and objectives.
2. Use appropriate assessments to evaluate student learning before, during, and after instruction.

3. Utilize the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

(f) Professionalism. Candidates demonstrate dispositions essential to becoming effective professionals. Prior to program completion, prospective physical education teachers:

1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
2. Participate in activities that enhance collaboration and lead to professional growth and development.
3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
4. Communicate in ways that convey respect and sensitivity.

(5) Internship. The internship must be divided as equally as possible across three areas: elementary physical education, secondary physical education, and secondary health education.

(6) Faculty. The faculty must include at least two full-time persons with doctorates, one in health education and one in physical education.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New _____; effective 07-01-2016.

290-3-3-.13 Mathematics.

(1) **Rationale.** All secondary mathematics teachers should be prepared with depth and breadth in the following mathematical domains: Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics. All teachers certified in secondary mathematics should know, understand, teach, and be able to communicate their mathematical knowledge with the breadth of understanding reflecting competencies for each of these domains. These standards are consistent with the standards of the National Council of Teachers of Mathematics (NCTM). The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Content Knowledge.** Candidates demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains.

1. **Number and Quantity.** Candidates know the following topics related to number and quantity with the content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:

(i) Structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers.

(ii) Fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic).

(iii) Quantitative reasoning and relationships that include ratio, rate, and proportion and use of units in problem situations.

(iv) Vector and matrix operations, modeling, and applications.

(v) Historical development perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures.

2. **Algebra.** Candidates know the following topics related to algebra:

(i) Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations.

(ii) Function classes including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.

(iii) Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.

(iv) Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model.

(v) Linear algebra including vectors, matrices, and transformations.

(vi) Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations.

(vii) Historical development and perspective of algebra including contributions of significant figures and diverse cultures.

3. Geometry and Trigonometry. Candidates know the following topics related to geometry and trigonometry:

(i) Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.

(ii) Transformations including dilations, translations, rotations, reflections; glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.

(iii) Congruence, similarity and scaling, and their development and expression in terms of transformations.

(iv) Right triangles and trigonometry.

(v) Application of periodic phenomena and trigonometric identities.

(vi) Identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres).

(vii) Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.

(viii) Geometric constructions, axiomatic reasoning, and proof.

(ix) Analytic and coordinate geometry including algebraic proofs, (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

(x) Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.

4. Statistics and Probability. Candidates know the following topics related to statistics and probability:

(i) Statistical variability and its sources and role of randomness in statistical inference.

(ii) Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.

(iii) Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and comparisons of distributions.

(iv) Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.

(v) Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

(vi) Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.

5. Calculus. Candidates know the following topics related to calculus:

(i) Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.

(ii) Parametric, polar, and vector functions.

(iii) Sequences and series.

(iv) Multivariate functions.

(v) Applications of function, geometry, and trigonometry concepts to solve problems involving calculus.

(vi) Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.

6. Discrete Mathematics. Candidates know the following topics related to discrete mathematics:

(i) Discrete structures including sets, relations, functions, graphs, trees, and networks.

(ii) Enumeration including permutations, combinations, iteration, recursion, and finite differences.

(iii) Propositional and predicate logic.

(iv) Applications of discrete structures such as modeling and solving linear programming problems and designing data structures.

(v) Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.

(b) Mathematics Practices. Candidates solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. Candidates:

1. Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of

strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

2. Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

3. Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

4. Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

5. Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

6. Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communication, connecting, and representing.

(c) 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. Candidates:

1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

(d) 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. Candidates:

1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

4. Demonstrate equitable and ethical treatment of and high expectations for all students.

5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

(e) Impact on Student Learning. Candidates provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. They support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. Candidates:

1. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.

2. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

(f) Professional Knowledge and Skills. Candidates are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. Candidates:

1. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.

2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

3. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-2-.14 General Rules for All Science Teaching Fields.

(1) **Rationale.** The main goal of these standards is to promote quality educator preparation programs that will lead to the development of scientific literacy among all Grade 6-12 students in Alabama. The standards include process and application skills which are embedded within the three domains of science. The standards correlate the *Alabama Course of Study: Science*, the National Science Education Standards from the National Research Council, and the teacher preparation standards of the National Science Teachers Association. The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, programs to prepare the prospective science teacher for certification in general science, biology, chemistry, or physics shall meet the rules for the specific teaching field (Rules 290-3-3-.15 -.18).

(a) **Content Knowledge.** Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of certification. Candidates:

1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of certification and supporting fields as recommended by the National Science Teachers Association.

2. Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 6-12 students.

(b) **Content Pedagogy.** Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students. Candidates:

1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

(c) **Learning Environments.** Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and

appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate whether the learning goals are met. Candidates:

1. Use a variety of strategies that demonstrate the candidate’s knowledge and understanding of how to select the appropriate teaching and learning activities -- including laboratory or field settings and applicable instruments and/or technology -- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

2. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their certification area.

(d) Safety. Effective teachers of science can, in a 6-12 classroom, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms to be used in the 6-12 science classroom as appropriate to their area of certification. Candidates:

1. Design and conduct activities in a 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

2. Design and demonstrate activities in a 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms.

(e) Impact on Student Learning. Effective teachers of science provide evidence to show that 6-12 students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach. Candidates:

1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

2. Provide data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

(f) Professional Knowledge and Skills. Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community. Candidates:

1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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290-3-3-.15 General Science.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, and 290-3-3-.14, the general science program shall require an academic major (in general science, biology, chemistry, physics, or another science discipline) that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in biology, chemistry, Earth and space science, and physics, and may include coursework in other areas of science.

(a) **Competency Requirements for All Science Teachers.** Candidates in general science demonstrate knowledge of:

1. Multiple ways to organize perceptions of the world and how systems organize the study and knowledge of science.
2. Nature of scientific evidence and the use of models for explanation.
3. Measurement as a way of knowing and organizing observations of constancy and change.
4. Development of natural systems and factors that result in change over time or equilibrium.
5. Interrelationships of form, function, and behaviors in living and nonliving systems.

(b) **Core Concepts in Biology.** Candidates in general science demonstrate knowledge of:

1. Life processes in living systems including organization of matter and energy.
2. Similarities and differences among animals, plants, fungi, microorganisms, and viruses.
3. Principles and practices of biological classification.
4. Theory and principles of biological changes over time.
5. Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.
6. Population dynamics and the impact of population on its environment.
7. General concepts of genetics and heredity.
8. Organizations and functions of cells and multi-cellular systems.
9. Behavior of organisms and their relationships to social systems.
10. Regulation of biological systems including homeostatic mechanisms.
11. Fundamental processes of modeling and investigating in the biological sciences.
12. Applications of biology in environmental quality and in personal and community health.

(c) Core Concepts in Chemistry. Candidates in general science demonstrate knowledge of:

1. Fundamental structures of atoms and molecules.
2. Basic principles of ionic, covalent, and metallic bonding.
3. Physical and chemical properties and classification of elements including periodicity.
4. Chemical kinetics and thermodynamics.
5. Principles of electrochemistry.
6. Mole concept, stoichiometry, and laws of composition.
7. Transition elements and coordination compounds.
8. Acids and bases, oxidation-reduction chemistry, and solutions.
9. Fundamental biochemistry.
10. Functional and polyfunctional group chemistry.
11. Environmental and atmospheric chemistry.
12. Fundamental processes of investigating in chemistry.
13. Applications of chemistry in personal and community health and environmental quality.

(d) Core Competencies in Earth and Space Sciences. Candidates in general science demonstrate knowledge of:

1. Characteristics of land, atmosphere, and ocean systems on Earth.
2. Properties, measurement, and classification of Earth materials.
3. Changes in the Earth including land formation and erosion.
4. Geochemical cycles including biotic and abiotic systems.
5. Energy flow and transformation in Earth systems.
6. Hydrological features of the Earth.
7. Patterns and changes in the atmosphere, weather, and climate.
8. Origin, change over time, and planetary behaviors of Earth.
9. Origin, change over time, and properties of the universe.
10. Fundamental processes of investigation in the Earth and spaces sciences.
11. Sources and limits of natural resources.
12. Application of Earth and space sciences to environmental quality and to personal and community health and welfare.

(e) Core Concepts in Physics. Candidates in general science demonstrate knowledge of:

1. Energy, work, and power.
2. Motion, major forces, and momentum.
3. Newtonian principles and laws with engineering applications.
4. Conservation of mass, momentum, energy, and charge.
5. Physical properties of matter.
6. Kinetic-molecular motion and atomic models.
7. Radioactivity, nuclear reactors, fission, and fusion.

8. Wave theory, sound, light, the electromagnetic spectrum, and optics.
9. Electricity and magnetism.
10. Fundamental processes of investigating in physics.
11. Applications of physics in environmental quality and to personal and community health.

(f) Advanced Competencies for Biology OR Chemistry OR Physics.

1. Advanced Competencies for **Biology**. Knowledge of:
 - (i) Bioenergetics including major biochemical pathways.
 - (ii) Biochemical interactions of organisms and their environments.
 - (iii) Molecular genetics and heredity and mechanisms of genetic modification.
 - (iv) Molecular basis for evolutionary theory and classification.
 - (v) Causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases.
 - (vi) Issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming.
 - (vii) Historical development and perspectives in biology including contributions of significant figures and underrepresented groups, and the development theories in biology.
 - (viii) How to design, conduct, and report research in biology.
 - (ix) Applications of biology and biotechnology in society, business, industry, and health fields. **OR**
2. Advanced Competencies for **Chemistry**. Knowledge of:
 - (i) Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter.
 - (ii) Superconductors and correlation principles of metallurgy.
 - (iii) Advanced concepts of chemical kinetics, and thermodynamics.
 - (iv) Lewis adducts and coordination compounds.
 - (v) Solutions, colloids, and colligative properties.
 - (vi) Major biological compounds and natural products.
 - (vii) Solvent system concepts including non-aqueous solvents.
 - (viii) Chemical reactivity and molecular structure including electronic and steric effects.
 - (ix) Organic synthesis and organic reaction mechanisms.
 - (x) Energy flow through chemical systems.
 - (xi) Issues related to chemistry including ground water pollution, disposal of plastics, and development of alternative fuels.
 - (xii) Historical development and perspectives in chemistry including contributions of significant figures and underrepresented groups, and the development of theories in chemistry.
 - (xiii) How to design, conduct, and report research in chemistry.
 - (xiv) Applications of chemistry and chemical technology in society, business, industry, and health fields. **OR**

3. Advanced Competencies for **Physics**. Knowledge of:
 - (i) Thermodynamics and energy-matter relationships.
 - (ii) Nuclear physics including matter-energy duality and reactivity.
 - (iii) Angular rotation and momentum, centripetal forces, and vector analysis.
 - (iv) Quantum mechanics, space-time relationships, and special relativity.
 - (v) Models of nuclear and subatomic structures and behavior.
 - (vi) Light behavior, including wave-particle duality and models.
 - (vii) Electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance.
 - (viii) Issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development.
 - (ix) Historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and development of theories in physics.
 - (x) How to design, conduct, and report research in physics.
 - (xi) Applications of physics and engineering in society, business, industry, and health field.

- (g) **Supporting Competencies for General Science.**
 1. Mathematics at least to the pre-calculus level.
 2. Probability and statistics.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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290-3-3-.16 Biology.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, and 290-3-3-.14, the biology program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Competency Requirements for All Science Teachers.** Candidates in biology demonstrate knowledge of:

1. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science.
2. Nature of scientific evidence and the use of models for explanation.
3. Measurement as a way of knowing and organizing observations of constancy and change.
4. Development of natural systems and factors that result in change over time or equilibrium.
5. Interrelationships of form, function, and behaviors in living and nonliving systems.

(b) **Core Competencies in Biology.** Candidates in biology demonstrate knowledge of:

1. Life processes in living systems including organization of matter and energy.
2. Similarities and differences among animals, plants, fungi, microorganisms, and viruses.
3. Principles and practices of biological classification.
4. Theory and principles of biological change over time.
5. Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.
6. Population dynamics and the impact of population on its environment.
7. General concepts of genetics and heredity.
8. Organization and functions of cells and multi-cellular systems.
9. Behavior of organisms and their relationships to social systems.
10. Regulation of biological systems including homeostatic mechanisms.
11. Fundamental processes of modeling and investigating in the biological sciences.
12. Applications of biology in environmental quality and in personal and community health.

(c) **Advanced Competencies in Biology.** Candidates in biology demonstrate knowledge of:

1. Bioenergetics including major biochemical pathways.
2. Biochemical interactions of organisms and their environments.

3. Molecular genetics and heredity and mechanisms of genetic modification.
4. Molecular basis for evolutionary theory and classification.
5. Causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases.
6. Issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming.
7. Historical development and perspectives in biology including contributions of significant figures and underrepresented groups, and the development theories in biology.
8. How to design, conduct, and report research in biology.
9. Applications of biology and biotechnology in society, business, industry, and health fields.

(d) Supporting Competencies for Biology. Candidates in biology demonstrate knowledge of:

1. Chemistry:
 - (i) General chemistry.
 - (ii) Biochemistry.
 - (iii) Basic chemistry laboratory techniques.
2. Physics:
 - (i) Light.
 - (ii) Sound.
 - (iii) Optics.
 - (iv) Electricity.
 - (v) Energy and order.
 - (vi) Magnetism.
 - (vii) Thermodynamics.
3. Earth and Space Sciences:
 - (i) Energy and geochemical cycles.
 - (ii) Climate.
 - (iii) Oceans.
 - (iv) Weather.
 - (v) Natural resources.
 - (vi) Changes in the Earth.
4. Mathematics:
 - (i) Probability.
 - (ii) Statistics.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.17 Chemistry.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, and 290-3-3-.14, the chemistry program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) Competency Requirements for All Science Teachers. Candidates in chemistry demonstrate knowledge of:

1. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science.
2. Nature of scientific evidence and the use of models for explanation.
3. Measurement as a way of knowing and organizing observations of constancy and change.
4. Development of natural systems and factors that result in change over time or equilibrium.
5. Interrelationships of form, function, and behaviors in living and nonliving systems.

(b) Core Competencies in Chemistry. Candidates in chemistry demonstrate knowledge of:

1. Fundamental structures of atoms and molecules.
2. Basic principles of ionic, covalent, and metallic bonding.
3. Physical and chemical properties and classification of elements including periodicity.
4. Chemical kinetics and thermodynamics.
5. Principles of electrochemistry.
6. Mole concept, stoichiometry, and laws of composition.
7. Transition elements and coordination compounds.
8. Acids and bases, oxidation-reduction chemistry, and solutions.
9. Fundamental biochemistry.
10. Functional and polyfunctional group chemistry.
11. Environmental and atmospheric chemistry.
12. Fundamental processes of investigating in chemistry.
13. Applications of chemistry in personal and community health and environmental quality.

(c) Advanced Competencies in Chemistry. Candidates in chemistry demonstrate knowledge of:

1. Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter.
2. Superconductors and correlation principles of metallurgy.

3. Advanced concepts of chemical kinetics, and thermodynamics.
4. Lewis adducts and coordination compounds.
5. Solutions, colloids, and colligative properties.
6. Major biological compounds and natural products.
7. Solvent system concepts including non-aqueous solvents.
8. Chemical reactivity and molecular structure including electronic and steric effects.
9. Organic synthesis and organic reaction mechanisms.
10. Energy flow through chemical systems.
11. Issues related to chemistry including ground water pollution, disposal of plastics, and development of alternative fuels.
12. Historical development and perspectives in chemistry including contributions of significant figures and underrepresented groups, and the development of theories in chemistry.
13. How to design, conduct, and report research in chemistry.
14. Applications of chemistry and chemical technology in society, business, industry, and health fields.

(d) Supporting Competencies for Chemistry. Candidates in chemistry demonstrate knowledge of:

1. Biology:
 - (i) Molecular biology.
 - (ii) Bioenergetics.
 - (iii) Ecology.
2. Earth Science:
 - (i) Geochemistry.
 - (ii) Cycles of matter.
 - (iii) Energetics of Earth systems.
3. Physics:
 - (i) Energy.
 - (ii) Stellar change over time.
 - (iii) Properties and function of waves.
 - (iv) Properties and functions of motions.
 - (v) Properties and function of forces.
 - (vi) Electricity.
 - (vii) Magnetism.
4. Mathematics and Statistical Concepts:
 - (i) Statistics.
 - (ii) Use of differential equations.
 - (iii) Calculus.

SUPP. NO. 15-3
290-3-3-.17 Author

EDUCATOR PREPARATION

290-3-3-.17 History

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.18 Physics.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.07 or .08, and 290-3-3-.14, the physics program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Competency Requirements for All Science Teachers.** Candidates in physics demonstrate knowledge of:

1. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science.
2. Nature of scientific evidence and the use of models for explanation.
3. Measurement as a way of knowing and organizing observations of constancy and change.
4. Development of natural systems and factors that result in change over time or equilibrium.
5. Interrelationships of form, function, and behaviors in living and nonliving systems.

(b) **Core Competencies in Physics.** Candidates in physics demonstrate knowledge of:

1. Energy, work, and power.
2. Motion, major forces, and momentum.
3. Newtonian physics with engineering applications.
4. Conservation mass, momentum, energy, and charge.
5. Physical properties of matter.
6. Kinetic-molecular motion and atomic models.
7. Radioactivity, nuclear reactors, fission, and fusion.
8. Wave theory, sound, light, the electromagnetic spectrum and optics.
9. Electricity and magnetism.
10. Fundamental processes of investigating in physics.
11. Application of physics in environmental quality and to personal and community health.

(c) **Advanced Competencies in Physics.** Candidates in physics demonstrate knowledge of:

1. Thermodynamics and energy-matter relationships.
2. Nuclear physics including matter-energy duality and reactivity.
3. Angular rotation and momentum, centripetal forces, and vector analysis.
4. Quantum mechanics, space-time relationships, and special relativity.
5. Models of nuclear and subatomic structures and behavior.
6. Light behavior, including wave-particle duality and models.

7. Electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance.
8. Issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development.
9. Historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and development of theories in physics.
10. How to design, conduct, and report research in physics.
11. Applications of physics and engineering in society, business, industry, and health field.

(d) Supporting Competencies for Physics. Candidates in physics demonstrate knowledge of:

1. Biology:
 - (i) Organization of life.
 - (ii) Bioenergetics.
 - (iii) Biomechanics.
 - (iv) Cycles of matter.
2. Chemistry:
 - (i) Organization of matter and energy.
 - (ii) Electrochemistry.
 - (iii) Thermodynamics.
 - (iv) Bonding.
3. Earth Sciences and/or Astronomy:
 - (i) Structure of the universe.
 - (ii) Energy.
 - (iii) Interactions of matter.
4. Mathematical and Statistical Concepts and Skills:
 - (i) Statistics.
 - (ii) Use of differential equations
 - (iii) Calculus.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.19 General Rules for All Social Studies Teaching Fields.

(1) **Rationale.** These standards reflect the goal of the *Alabama Course of Study: Social Studies* to develop responsible citizens and the mission statement of the National Council for the Social Studies which states that the primary purpose of the social studies is to promote civic competence. Civic competence is defined as the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, and active. These standards seek to ensure that teacher candidates possess the knowledge and abilities that enable them to design authentic units of instruction using a variety of methods and modes of inquiry for investigating persistent societal issues. The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and 290-2-2-.07 or .08, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Programs to prepare the prospective social studies teacher for certification in general social studies, geography, or history shall meet the rules for the specific teaching field certification (Rules 290-3-3-.20 - .22).

(a) **Interdisciplinary approach.** Prior to program completion, prospective teachers of any teaching field in social studies shall demonstrate:

1. Knowledge of:

(i) Culture as an integrated whole that governs the functions and interaction of language, literature, arts, traditions, beliefs, values, and behavior patterns and how differing cultural assumptions may contribute to or pose obstacles to cross-cultural understanding.

(ii) How past and present technological and scientific developments have impacted the physical world and human society, as well as how societal attitudes have influenced scientific and technological endeavors.

(iii) The causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues.

2. Ability to:

(i) Guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective.

(ii) Enable students to become literate, analytical thinkers capable of making informed decisions about the world and its people while participating responsibly in society at local, state, national, and international levels.

(b) Pedagogy for social studies. Prior to program completion, prospective teachers of any teaching field in social studies shall demonstrate ability to:

1. Analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals.
2. Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction.
3. Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.20 General Social Studies.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, 290-2-2-.07 or .08, and 290-3-3-.19, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in economics, geography, history, and political science, and may include coursework in other areas of the social studies.

(a) Economics. Prospective teachers of general social studies will demonstrate the knowledge and skills to prepare their students to:

1. Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.
2. Explain the law of supply and demand in a market economy.
3. Understand the international market system.
4. Identify economic problems, including unemployment, inflation, and national debt.
5. Understand concepts of money, personal finance, and opportunity costs.
6. Understand roles of consumers and producers in the market economy of the United States.
7. Apply financial literacy principles, including money management skills.
8. Explain costs and benefits of government intervention on the world economy.

(b) Geography. Prospective teachers of general social studies will demonstrate the knowledge and skills to prepare their students to:

1. Describe the world in spatial terms using maps and other geographic representations, tools, and technologies.
2. Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history.
3. Determine how regions are used to organize and analyze areas of Earth's surface.
4. Compare geographic patterns in the environment that result from processes of Earth's physical systems.
5. Explain how cultural features, traits, and diffusion help define regions.

(c) History. Prospective teachers of general social studies will demonstrate the knowledge and skills to prepare their students to:

1. Construct a personal connection to historical events at home and abroad.
2. Think critically and chronologically regarding major events occurring in the United States and throughout the world.
3. Critique a variety of historical documents.
4. Engage in historical analysis and interpretation.

5. Conduct historical research.
6. Evaluate intricate connections among the past, present, and future.
7. Engage in decision making using historical knowledge and analysis.

(d) Civics and Government (Political Science). Prospective teachers of general social studies will demonstrate the knowledge and skills to prepare their students to:

1. Define government and understand its historical foundations.
2. Explain interrelationships of local, state, and federal governments.
3. Understand basic values and principles of the American republic.
4. Comprehend the relationship of the United States to the rest of the world.
5. Identify rights and responsibilities of citizenship, including the practice of responsible citizenship.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.21 Geography.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, 290-2-2-.07 or .08, and 290-3-3-.19, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of geography demonstrate:

(a) Geography knowledge.

1. The physical and human characteristics of places.
2. The concept of regions as a means to interpret Earth's complexity.
3. How culture and experience influence people's perceptions of places and regions.
4. The physical processes that shape Earth's surface.
5. The characteristics and spatial distribution of ecosystems on Earth's surface.
6. The characteristics, distribution, and migration of human populations on Earth's surface.
7. The characteristics, distribution, and complexity of Earth's cultural mosaics.
8. The patterns and networks of economic interdependence on Earth's surface.
9. How human actions modify the physical environment.
10. How physical systems affect human systems.

(b) Geography skills.

1. Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. Use mental maps to organize information about people, places, and environments in a spatial context.
3. Analyze the spatial information about people, places, and environments on Earth's surface.
4. Describe the processes, patterns, and functions of human settlement.
5. Examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
6. Examine the changes that occur in the meaning, use, distribution, and importance of resources.
7. Interpret the past and present and to plan for the future.

(c) Pedagogy for geography. Prospective teachers of geography will prepare their student to:

1. Ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.

2. Describe the world in spatial terms using maps and other geographic representations, tools, and technologies.
3. Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history.
4. Determine how regions are used to organize and analyze areas of Earth's surface.
5. Compare geographic patterns in the environment that result from processes of Earth's physical systems.
6. Explain how cultural features, traits, and diffusion help define regions.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90, effective 02-01-91; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.22 History.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, 290-2-2-.07 or .08, and 290-3-3-.19, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of history shall demonstrate:

(a) **Knowledge of:**

1. How historians study history.
2. The history and values of diverse civilizations throughout the world, including those of the West, and in comparisons of patterns of continuity and change in different parts of the world.
3. The historical content in United States history as a way to ask large and searching questions that compare patterns of continuity and change in the history and values of the many people who have contributed to the development of the continent of North America.
4. Historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

(b) **Ability to:**

1. Utilize chronological thinking to distinguish between past, present, and future time.
2. Place historical narratives in the proper chronological framework.
3. Interpret data presented in time lines.
4. Compare alternative models for periodization.
5. Reconstruct the literal meaning of a historical passage.
6. Identify the central questions addressed in a historical narrative.
7. Draw upon data in historical maps, charts, and graphic organizers.
8. Draw upon visual, literary, and/or musical sources.
9. Use of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past.
10. Use historical research capabilities to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations.
11. Identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision.

12. Prepare their students to:
- (i) Construct a personal connection to historical events at home and abroad.
 - (ii) Think critically and chronologically regarding major events occurring in the United States and throughout the world.
 - (iii) Critique a variety of historical documents.
 - (iv) Engage in historical analysis and interpretation.
 - (v) Conduct historical research.
 - (vi) Evaluate intricate connections among the past, present, and future.
 - (vii) Engage in decision making using historical knowledge and analysis.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90, effective 02-01-91; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016

290-3-3-.23 General Rules for All Career and Technical Education Teaching Fields.

(1) **Rationale.** The main goal of these standards is to promote quality preparation for Career and Technical Education teachers of Agriscience Education, Business and Marketing Education, Family and Consumer Sciences Education, and Technical Education by identifying standards applicable to all four of those teaching fields.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, and Rule 290-3-3-.08, programs to prepare the prospective career and technical education teacher shall meet the target career and technical rules (Rules 290-3-3-.24 - .29) and require a teaching field with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences. Prior to program completion, the prospective teacher of career and technical education shall demonstrate:

(a) **Content Knowledge and Skills.**

1. Candidates have a depth and breadth of knowledge and skills appropriate to the specific teaching field, as further detailed in the rules for each program leading to a Class B Professional Educator Certificate in Career and Technical Education.
2. Candidates operate a computer and effectively use the Internet and software, including word processing and spreadsheet programs, for instructional and management purposes.

(b) **Educating for the Work Place.** Candidates are prepared to develop the talents and skills of students in grades 6-12 in classroom settings that are rigorous, progressive, and certified to industry standards.

1. Candidates develop curricula based on career clusters and pathways.
2. Candidates adapt curricula to industry needs in local areas.
3. Candidates work with students to develop skills in preparing job applications and resumes and interviewing.
4. Candidates incorporate skills in reading and mathematical literacy into the career and technical curricula and in the lessons they teach to students.
5. Candidates incorporate the teaching of soft skills into instruction, including traits such as reliability, working well with others, and maintaining a positive attitude.
6. Candidates are able to manage time effectively to provide both direct instruction and hands-on learning.
7. Candidates develop an appropriate syllabus based on the *Alabama Course of Study: Career and Technical Education*.

(c) Assessment. Candidates use multiple forms of assessment in making educational decisions and guiding students to make wise decisions in career planning.

1. Candidates research information about current assessments aligned to industry-recognized standards and leading to credentials/certifications of Career Readiness Indicators (CRIs) appropriate to the particular teaching field, such as Servsafe for family and consumer sciences programs and Microsoft Office for business/marketing programs.

2. Candidates break complex tasks into component parts when designing performance assessments and rubrics.

3. Candidates are able to document student learning in folders or portfolios.

4. Candidates are able to use career planning assessments, such as KUDER, to identify students' interests and aptitudes and are able to use the results appropriately.

5. Candidates research and conduct safety assessments, as appropriate to the particular teaching field, to ensure each student has passed the appropriate safety tests for general and particular equipment.

(d) Learning Environments. Candidates create and manage safe learning environments for all students.

1. Candidates require students to use appropriate personal protective equipment at all times.

2. Candidates provide appropriate modifications and accommodations, especially those related to safety, to implement individualized educational programs (IEPs) for students with special needs.

(e) Career and Technical Programs. Candidates are aware of the unique aspects of career and technical programs, including program review, working effectively with local business and industry, and managing budgets effectively.

1. Candidates are familiar with the requirements of the Alabama State Department of Education (ALSDE) for Business and Industry Certification (BIC) review.

2. Candidates demonstrate the skills to develop and maintain an active advisory committee.

3. Candidates can work with annual budgets for programs and are aware of state and federal funding sources.

4. Candidates understand federal and state mandates governing instructional programs in career and technical education.

5. Candidates work with school counselors and career coaches to implement four-year plans and the selection of appropriate academic courses.

6. Candidates become affiliated with the appropriate career and technical student organizations for their teaching fields, such as Future Farmers of America (FFA) or Future Business Leaders of America (FBLA).

7. Candidates advise and facilitate the activities of student organizations related to career and technical education.

(f) Professionalism and Ethical Practice.

1. Candidates are aware of the continuing education unit (CEU) requirements for renewing their Alabama Professional Educator Certificates.
2. Candidates are aware of and adhere to ethical considerations for offering services to the public through classroom activities and career and technical student organizations.
3. Candidates are aware of state and national professional organizations.
4. Candidates are aware of and participate in district, state, and national conferences as much as possible.

(3) Faculty. Career and technical education is a broad and complex area that requires a specialist in each teaching field.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

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290-3-3-.24 Agriscience Education.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e) 1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, 290-3-3-.08, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences.

(2) **Curriculum.** Prior to program completion, the prospective teacher of agriscience education shall demonstrate:

(a) **Content Knowledge and Skills.**

1. Soils.

(i) Candidates differentiate between soil types and soil profiles.

(ii) Candidates interpret a soil analysis and make recommendations for soil improvements.

2. Horticulture.

(i) Candidates identify, propagate, and select plants for the landscape.

(ii) Candidates create a landscape plan for a residential area.

(iii) Candidates manage the growth of plants in a greenhouse environment.

3. Agricultural Marketing.

(i) Candidates interpret supply and demand data for an agricultural product.

(ii) Candidates design an agribusiness entrepreneurial management plan, including management and marketing strategies.

(iii) Candidates utilize technology to develop and present an agribusiness entrepreneurial management plan.

4. Power Equipment.

(i) Candidates operate, troubleshoot, and maintain agricultural power equipment.

(ii) Candidates are aware of how Global Positioning Systems (GPS) and Geographical Information Systems (GIS) are utilized in the agricultural industry.

5. Environmental Science.

(i) Candidates make decisions regarding woodland areas based on management goals, including wildlife management.

(ii) Candidates interpret water samples to make fertilization and aeration management decisions.

(iii) Candidates identify, select, and manage aquatic species.

6. Animal and Dairy Science.

(i) Candidates identify breeds of domestic animals, differentiating according to anatomy and physiology.

(ii) Candidates make basic health and nutrition management decisions for domestic animals.

7. Agricultural Mechanics.
 - (i) Candidates construct a wooden agricultural project according to specifications and codes.
 - (ii) Candidates perform metal fabrication processes.
 - (iii) Candidates design agricultural structures, including electrical, plumbing, masonry, and framing.

- (b) Learning Environments.** Candidates utilize safety devices and procedures with equipment, materials and hazardous substances.

- (c) Professionalism and Ethical Practice.**
 1. Candidates practice stewardship as it applies to the environment and natural resources.
 2. Candidates lead students in debating issues regarding animal rights and animal welfare.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.25 Business and Marketing Education.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e) 1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, 290-3-3-.08, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences.

(a) Content Knowledge and Skills. Prior to program completion:

1. Candidates know and apply components of the accounting cycle (e.g., analysis of source documents, procedures for journalizing and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries) as well as uses of computerized accounting packages and other financial software applications.

2. Candidates know and apply principles and procedures for personal and business financial management while completing projects that require decision making skills (e.g. budgeting, saving, personal income tax, investing, retirement planning, and personal banking).

3. Candidates know and apply key marketing principles and concepts including, but not limited to customer service, research, selling, promotion, and distribution in both domestic and international markets.

4. Candidates know and apply cultural differences in language, values, social behavior, and business protocol that affect marketing strategies and concepts, customer service, sales, and promotion.

5. Candidates can describe changes in business and economic trends.

6. Candidates can identify and analyze various management principles and types of business ownership.

7. Candidates apply formal/informal communications skills and techniques as used in the corporate culture. Examples include: listening skills, nonverbal communication, oral communication skills, business document composition and production, telephone skills and etiquette, electronic communication skills and etiquette, presentation development and delivery, etc.

8. Candidates can interpret the role of leadership, teamwork, and effective communication in the workplace.

9. Candidates develop a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.

10. Candidates understand and apply knowledge of the purpose, characteristics, and classifications of business, labor, and consumer laws.

11. Candidates can explain consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance (personal and commercial), tax forms, and retirement planning.

12. Candidates utilize concepts pertaining to human resource management, interpersonal skills, and career development.

13. Candidates are able to understand ethics in society and identify ethical business practices.

14. Candidates demonstrate the ability to teach entrepreneurial concepts.
15. Candidates know and apply the standard features and operation of typical business, information processing, and productivity software.
16. Candidates demonstrate an understanding of computer-based multimedia tools.
17. Candidates are familiar with current computer platforms and the operating systems commonly used.
18. Candidates understand the principles of computer networks.
19. Candidates demonstrate functional knowledge of internal computer organization and architecture, and a computer programming language.
20. Candidates demonstrate proper use of typical business, information processing, and productivity software to solve application problems.
21. Candidates understand current computer platforms and operating systems.
22. Candidates can explain the internal computer operation.
23. Candidates understand emerging technologies.
24. Candidates demonstrate the use of technology to access information, solve problems, collect data, manage information, and make decisions.
25. Candidates can evaluate, select, and use various digital devices, software, and related technology to support the instructional and learning process.

(b) Professionalism and Ethical Practice. Candidates maintain current knowledge in trends about career opportunities in the field of business and technology and adhere to the Alabama Educator Code of Ethics.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____; effective 07-01-2016.

290-3-3-.26 Family and Consumer Sciences Education.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e) 1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, 290-3-3-.08, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences.

(a) Family Studies and Community Services.

1. Candidates are familiar with family structures, family stages, family functions and factors affecting family relationships.
2. Candidates evaluate conditions affecting individuals and families with a variety of disadvantaging conditions and services available to address their needs and conditions.
3. Candidates are aware of how to interpret and transcribe data and communicate with clients using counseling and mental health practices.

(b) Human Development Through the Life Span.

1. Candidates interpret theories of human growth and development within the context of individuals throughout the life span.
2. Candidates understand that variations in growth and development of individuals may require special resources and responses.
3. Candidates are aware of developmental tasks and processes of individuals throughout the life span.
4. Candidates contrast the stages of physical, intellectual, social, and cognitive development across the life span.
5. Candidates analyze conditions that influence human growth and development.
6. Candidates utilize effective communication patterns and strategies including effective conflict prevention and resolution.

(c) Consumer Economics, Resource Management and Consumer Services.

1. Candidates interpret consumer rights and responsibilities in relationship to legal and ethical considerations in the market place and have the skills to advocate for issues related to consumerism.
2. Candidates are aware of consumer resources provided by private and government agencies in the areas of assistance, information and published materials, services, and products available to individuals, families, and clients.
3. Candidates provide financial planning information, including a long-term financial plan, to individuals, families, and clients so they are good stewards/consumers of their financial and human resources.
4. Candidates demonstrate the planning and management processes used in making financial plans and decisions.

5. Candidates apply management theory related to work simplification, time management and organization of activities in the home and workplace.
6. Candidates demonstrate skills needed for product development, testing, and presentation.
7. Candidates evaluate the effects of technology on individual and family resources.
8. Candidates analyze resource consumption for conservation and waste management practices that impact consumer behavior.

(d) Food Science, Dietetics, and Nutrition.

1. Candidates analyze factors that influence nutritional needs and wellness practices of individuals, families, and clients across the life span.
2. Candidates compare the functions and sources of nutrients.
3. Candidates utilize nutritional guidelines such as the Recommend Daily Allowances, Dietary Guidelines for Americans, and the United States Department of Agriculture (USDA) Daily Food Guide in planning nutritional foods for individuals, families, and clients.
4. Candidates evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
5. Candidates utilize food management strategies in preparing meals and food products.
6. Candidates apply cooking and food science principles in preparing meals and food products and in food preservation.
7. Candidates demonstrate food safety and sanitation practices in preparing meals and food products.
8. Candidates apply risk management procedures to food safety, food testing, and sanitation.
9. Candidates evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
10. Candidates apply basic concepts of nutrition and nutritional therapy in a variety of settings.
11. Candidates are familiar with the use of current technology in food product development and marketing.
12. Candidates are aware of factors that influence an athlete's health, fitness, and sports performance.
13. Candidates are aware of event planning from a variety of perspectives including that of planners, hosts, participants, vendors, hotels/facilities, and related hospitality entities.
14. Candidates demonstrate a variety of creative food styling and presentation techniques.

(e) Textiles and Apparel.

1. Candidates demonstrate wardrobe management by planning, selecting, and purchasing clothing and accessories and constructing clothing using the elements of art and design principles; and the care of clothing.
2. Candidates demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
3. Candidates demonstrate the use of the art principles and design elements in the merchandising of textiles products and apparel.
4. Candidates evaluate fiber and textile products, materials and finishes and their effect on performance and appearance.
5. Candidates demonstrate fashion, apparel, and textile design skills.

(f) Housing, Interiors and Furnishings.

1. Candidates determine the functions and types of housing available and design concepts related to available resources and options for individuals, families, and clients.
2. Candidates evaluate the use of housing and interior furnishings and products in meeting specific design needs of clients.
3. Candidates demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
4. Candidates analyze influences on architecture and furniture design and development.
5. Candidates evaluate client's needs, goals, and resources in creating design plans for housing, interiors and furnishings.
6. Candidates are aware of the key operations and services provided by a real estate agency.

(g) Education, Early Childhood Education and Services.

1. Candidates use developmentally appropriate practices to plan education programs and services for infants, toddlers, and Pre-K aged children.
2. Candidates demonstrate the integration of curriculum and instruction to meet learner's developmental needs and interests at all levels of education.
3. Candidates demonstrate safe and healthy environments for learning.
4. Candidates plan professional development activities for adults.
5. Candidates are aware of techniques used in consulting with clients.

(h) Food Production Services.

1. Candidates demonstrate food safety and sanitation procedures used in the food industry.
2. Candidates demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
3. Candidates demonstrate menu planning and techniques based on standardized recipes to meet customer needs.

4. Candidates demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

5. Candidates demonstrate implementation of food service management and leadership functions.

(i) Hospitality, Tourism and Recreation.

1. Candidates demonstrate procedures applied to safety, security, and environmental issues related to the hospitality, tourism and recreation industries.

2. Candidates demonstrate practices and skills involved in lodging occupations.

3. Candidates demonstrate practices and skills for travel related services.

4. Candidates demonstrate management of recreation, leisure, and other programs and events.

(j) Family and Consumer Sciences Education. Candidates are aware of the historical, social, and economic foundations of family and consumer sciences education.

(k) Business Practices.

1. Candidates are familiar with business practices associated with careers in the field of family and consumer sciences.

2. Candidates demonstrate skills used to produce products and provide services in family and consumer sciences related careers.

3. Candidates use different types of media including E-Commerce to market products or provide services to consumers and clients.

4. Candidates apply concepts of quality service to assure customer and client satisfaction.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-16.

290-3-3-.27 Reserved.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed _____.

290-3-3-.28 Technical Education.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e) 1. and 2.(i)-(iii), 290-3-3-.03, 290-3-3-.04, 290-3-3-.08, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences.

(a) **Content Knowledge and Skills.** Candidates demonstrate occupational competency in a technical-related setting.

(b) **Educating for the Workplace.** Candidates construct learning experiences that integrate instruction with work-based learning.

(c) **Learning Environments.**

1. Candidates demonstrate occupational safety and health procedures applicable to the technical area, including attention to workplace hazards, material safety data sheets, and safety codes.

2. Candidates inspect and maintain tools and equipment related to their occupational setting to promote safe use.

(d) **Career and Technical Programs.** Candidates are familiar with national accrediting bodies appropriate to the technical area, such as the National Automotive Technical Education Foundation (NATF) and the Graphic Arts Education and Research Foundation (GAERF).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.29 Reserved.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed _____.

290-3-3-.30 Pre-School Through Grade 12 Teaching Fields.

(1) **Options.** P-12 programs include languages other than English; visual arts; dance; music (choral or instrumental); physical education; theatre; gifted (Class A, see Rule 290-3-3-.43) and some areas of special education. EPPs may provide collaborative special education programs for teachers of Grades K-6 and/or 6-12; or EPPs may provide combined programs that meet all rules applicable to the separate programs. In addition to meeting the standards in Rules 290-3-3.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, and 290-3-3-.04, an institution has three options for the preparation of P-12 teachers:

(a) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single-teaching field option is provided in Rules 290-3-3-.31, 290-3-3-.31.01, 290-3-3-.31.02, 290-3-3-.32, and 290-3-3-.33.01.

(b) A single teaching field in physical education or special education programs that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. Additional information is provided in Rules 290-3-3-.33 and .34.

(c) A teaching field that combines health education (6-12) and physical education (P-12), includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit, and does not require a major in Arts and Sciences. Additional information is provided in Rule 290-3-3-.12.01.

(2) **Teaching Field Specific Methods Course.** Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). A program for health education and physical education must require two separate methods courses, one for health education and one for physical education. Additional information is provided in Rule 290-3-3-.02(6)(c)2.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.31 Visual Arts.

(1) **Rationale.** Standards for teacher candidates in visual art must address studio production, art history, art criticism and aesthetics, relative salient knowledge and abilities. These standards respond to the requirements in the aforementioned areas, as well as in art education. Further, these standards are informed by and aligned with the standards of the National Association of Schools of Art and Design (NASAD) and the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Art Competencies.** The following basic competencies are essential to all visual arts teachers:

1. **Studio Art Competencies.** The prospective teacher of visual arts must be:

(i) Familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights that can be developed through studio arts and design experience, including a variety of two- and three- dimensional media and processes.

(ii) Familiar with traditional processes as well as newer technological developments in environmental and functional design fields.

(iii) Able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.

2. **Art History and Analysis.** The prospective teacher of visual arts must have an understanding of:

(i) The major styles and periods of art history, analytical methods, and theories of criticism.

(ii) The development of past and contemporary art forms in Western and non-Western cultures.

(iii) Contending philosophies of art.

(iv) The fundamental and integral relationships of all these components to the making of art.

3. **Technical Processes.** The prospective teacher of visual arts should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.

(b) Teaching Competencies. The prospective teacher of visual arts must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education. Prior to program completion, prospective teachers of visual arts shall demonstrate specific competencies including:

1. An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
2. An understanding of the philosophical and social foundation underlying visual arts in education and ability to express a rationale for personal attitudes and beliefs.
3. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
4. Knowledge of current methods and materials available in all fields and levels of visual arts education, including consideration of safety issues related to the use of art materials and art processes.
5. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
6. Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.
7. An understanding of evaluation techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
8. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.31.01 Dance.

(1) **Rationale.** The main goal of these standards is to provide the criteria for dance teacher candidates in preparing them to implement a quality dance education program. Such a program develops skillful and artistic movers who master dance content and engage in seeing, knowing, moving, communicating, and responding to dance and the arts through a variety of experiences, including multi-subject, multicultural learning opportunities. These standards are consistent with the teacher preparation standards of the National Association of Schools of Dance (NASD), the standards of the National Dance Education Organization (NDEO), and the dance standards found in the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Common Body of Knowledge and Skills in Dance.**

1. **Performance.** Candidates develop skill in at least one major area of performance to the highest possible level of technical skill and conceptual understanding appropriate to the particular area of concentration and its expressive possibilities.

2. **Choreography.** Candidates develop basic knowledge and skills in choreography and demonstrate their choreographic potential in traditional and/or experimental approaches.

3. **Theoretical and Historical Studies.** Candidates:

(i) Develop an understanding of the common elements and vocabulary of dance and of the interaction of these elements, and are able to employ this knowledge in analysis.

(ii) Analyze dance perceptively and evaluate dance critically.

(iii) Place dance in historical, cultural, and stylistic contexts.

(iv) Form and defend individual critiques.

(v) Have fundamental knowledge of the body and of kinesiology as applicable to work in dance.

4. **Knowledge and Skills.** Candidates demonstrate:

(i) Basic knowledge of dance pedagogy.

(ii) Competence in repertory, dance notation, history of dance, dance technologies, philosophy of dance, music, anatomy and kinesiology, dance ethnology, production design, and multi-disciplinary forms.

(iii) Entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

(iv) Competence through the development of a body of work for evaluation in the major area of study.

(v) Ability to form and defend analyses and critiques of dance and communicate dance ideas, concepts, and requirements to professional and lay persons related to practice of the major field of study.

(b) Dance Education. Dance educators understand, apply, and communicate the craft of dance composition.

1. Studio. The prospective dance teacher demonstrates proficiency in technique, improvisation, composition, repertory, and performance. Candidates:

- (i) Attain an intermediate or advance level in at least two forms of technique.
- (ii) Develop a physical and conceptual understanding of movement and its expressive possibilities, including issues associated with student health and safety.
- (iii) Demonstrate an appreciation and understanding of dance forms and styles from diverse cultures

2. Theoretical and Historical Studies. The prospective dance teacher demonstrates knowledge of dance history, repertory, and ethnology; movement analysis; dance and movement sciences; and music and production. Candidates:

- (i) Analyze dance perceptively and evaluate it critically.
- (ii) Develop working vocabularies (physical, verbal, written) based on an understanding and interpretation of the common elements of dance and are able to employ this knowledge in analysis.
- (iii) Place dance in historical, cultural, and stylistic contexts, and perceive dance as an evolving arts discipline.
- (iv) Form, articulate, and defend individual critiques, critical analyses, and evaluations about dance.
- (v) Demonstrate fundamental knowledge of the body, and understanding of the fundamentals of developmental kinesiology sufficient to correlate student learning and development with age and physical motor skills.

(c) Teaching Competencies. Candidates demonstrate:

- 1. Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilizations.
- 2. Effective classroom, studio, and rehearsal management strategies.
- 3. Understanding of child growth and development and an understanding of principles of learning as they relate to dance.
- 4. Ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
- 5. Knowledge of current methods, materials, and repertories available in various fields and levels of dance education appropriate to the teaching specialization.

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6. Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.

7. Basic understanding of the principles and methods of developmental curricula and the short- and long-term units that comprise them.

8. Understanding of evaluative techniques and ability to apply them in assessing both the progress of students in dance and the objectives and procedures of the curriculum.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 06-10-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.31.02 Languages Other Than English.

(1) Program Curriculum.

(a) In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. And 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit in a single language other than English. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(b) P-12 programs for languages other than English must meet the standards for secondary programs for languages other than English in Rule 290-3-3-.11(2)(a) through (f).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: Adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.32 Music (Choral and Instrumental).

(1) **Rationale.** Candidates must be able to work on musical problems by combining their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology. Prospective teachers must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work. Future teachers are expected to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. The standards build upon the National Association of Schools of Music standards and Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Both choral and instrumental music programs must respond to (a) through (e) below. Only choral programs must respond to (e)1. below. Only instrumental programs must respond to (e)2. below.

(a) **Common Body of Knowledge.**

1. **Performance.** Prior to program completion, candidates must acquire:

(i) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

(ii) An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.

(iii) The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.

(iv) Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.

(v) Keyboard competency.

(vi) Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature and continuous throughout the program.

2. **Musicianship Skills and Analysis.** Prior to program completion, candidates must acquire:

(i) An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

(ii) Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.

(iii) The ability to place music in historical, cultural, and stylistic contexts.

3. Composition/Improvisation. Prior to program completion, candidates must acquire a rudimentary capacity to create original or derivative music.

4. History and Repertory. Prior to program completion, candidates must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

5. Synthesis. Prior to program completion, candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

(b) Music Competencies for all Music Teachers.

1. Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

2. Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

3. Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the candidate's teaching specialization are also essential.

4. Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

(c) Knowledge, Skills and Experiences for all Music Teachers. Prior to program completion, prospective music teachers must have:

1. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.

2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

3. Experiences in solo vocal or instrumental performance.

4. Experiences in ensembles that are varied both in size and nature.

5. The ability to lead performance-based instruction in a variety of settings.
6. Laboratory experiences in teaching beginning students in a variety of specializations.

(d) Teaching Competencies for all Music Teachers. Prior to program completion, candidates must acquire:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.
3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

(e) Teaching Competencies Unique to Choral or Instrumental Music.

1. Vocal/Choral Music. Prior to program completion, candidates must acquire:
 - (i) Vocal and pedagogical skill sufficient to teach effective use of the voice.
 - (ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music.
 - (iii) Experiences in solo vocal performance and in ensembles that are varied both in size and nature.
 - (iv) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.
2. Instrumental Music. Prior to program completion, candidates must acquire:
 - (i) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
 - (ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
 - (iii) Experiences in solo instrumental performance and in ensembles of varied size and nature.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.33 Physical Education.

(1) **Rationale.** The main goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality physical education program that develops skillful movers who value lifelong health and well-being. These standards are aligned with the standards for the preparation of teachers of physical education from SHAPE America (Society of Health and Physical Education), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). These standards are aligned with the *Alabama Course of Study: Physical Education*. The standards build upon the Alabama Core Teaching Standards. An option to combine health education and physical education is provided in Rule 290-3-3-.12.01.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences.

(a) **Scientific and Theoretical Knowledge.** Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Prior to program completion, prospective physical education teachers:

1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
5. Analyze and correct critical elements of motor skills and performance concepts.

(b) **Skill-Based and Fitness-Based Competence.** Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the National Association for Sport and Physical Education (NASPE) P – 12 Standards. Prior to program completion, prospective physical education teachers:

1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2. Achieve and maintain a health-enhancing level of fitness throughout the program.

3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

(c) Planning and Implementation. Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Prior to program completion, prospective physical education teachers:

1. Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.
2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.
3. Design and implement content that is aligned with lesson objectives.
4. Plan for and manage resources to provide active, fair, and equitable learning experiences.
5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

(d) Instructional Delivery and Management. Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Prior to program completion, prospective physical education teachers:

1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
3. Provide effective instructional feedback for skill acquisition, student learning and motivation.
4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
5. Use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

(e) Impact on Student Learning. Physical education teacher candidates utilize assessments and reflection to foster student learning and inform decisions about instruction. Prior to program completion, prospective physical education teachers:

1. Select or create appropriate assessments that will measure student achievement of goals and objectives.
2. Use appropriate assessments to evaluate student learning before, during, and after instruction.
3. Utilize the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

(f) Professionalism. Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. Prior to program completion, prospective physical education teachers:

1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
2. Participate in activities that enhance collaboration and lead to professional growth and development.
3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
4. Communicate in ways that convey respect and sensitivity.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.33.01 Theatre.

(1) **Rationale.** The main goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality theatre program that develops skillful participants. These standards are consistent with the standards of the National Association of Schools of Theatre (NAST). The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semesters hours of credit with at least 19 semesters hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of theatre shall demonstrate:

(a) **Common Body of Knowledge and Skills.**

1. **Production.** Candidates must acquire:

(i) Technical skills requisite for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing) and those skills must be progressively developed to the highest level appropriate to the particular area of concentration.

(ii) An overview understanding of the major aspects, techniques, and directions of the area of concentration.

(iii) Fundamental, comprehensive understanding of the various elements and basic interrelated processes of creation, interpretation, performance, and production.

(iv) Fundamental, conceptual understanding of the expressive possibilities of theatre.

(v) Knowledge and skills sufficient to work in both collaborative and individual roles in matters of theatre interpretation.

(vi) Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular performance and production experiences.

2. **Repertory.** Candidates must acquire:

(i) Familiarity with theatre literature of various historical periods, cultural sources, and modes of presentation.

(ii) Experience with specific repertories and comparative standards of production quality through performance, academic study, and attendance at productions.

3. **Theoretical and historical studies.** Candidates must acquire:

(i) The ability to analyze plays perceptively and to evaluate them critically.

(ii) An understanding of the common elements and vocabulary of theatre and of the interaction of these elements, and be able to employ this knowledge in analysis, including analyses of their productions.

(iii) The ability to place works of theatre in historical and stylistic contexts and have some understanding of the cultural milieu in which they were created.

- (iv) The ability to develop and defend informed judgments about theatre.
- 4. Technology. Candidates must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.
- 5. Synthesis. Candidates should be able to work independently on a variety of professional problems by combining, as appropriate to the issue, their capabilities in performance, repertory, theory, history, and technology, as well as other fields they have studied.
- 6. Results.
 - (i) Candidates must demonstrate achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
 - (ii) Candidates must demonstrate their competence by developing a body of work for evaluation in the major area of study.
 - (iii) Candidates must have the ability to communicate ideas, concepts, and requirements to theatre professionals and laypersons. Such communication may involve oral, written, visual, and musical media.

(b) Theatre Education. The following basic competencies are essential to all prospective theatre teachers:

- 1. The production foundation:
 - (i) The candidate must be familiar with the basic expressive, technical, procedural, and organizational skills, and conceptual insights essential for theatrical performance. Instruction should include traditional processes as well as new developments.
 - (ii) The candidate should have the understanding to make pupils emphatically aware of the all-important process of artistic creation from conceptualized image to finished work.
 - (iii) The candidate must be a competent director, able to create expressive performances with various types of groups and in general classroom situations. Laboratory experiences to give the prospective teacher opportunities to apply rehearsal techniques and procedures are essential.
- 2. Aesthetics, theatre history, literature, theory, and criticism. The prospective theatre teacher should have an understanding of contending philosophies of theatre, the development of past and contemporary theatre forms, major styles and periods of theatre history and dramatic literature, theories of criticism, and an understanding of the fundamental and integral relationships of all these to the theatre performance.
- 3. Teaching competencies. The candidate is expected to understand the total contemporary educational program – including relationships among the arts – in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Essential competencies are:
 - (i) An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education.

(ii) An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs.

(iii) An ability to assess aptitudes, experimental backgrounds, skills, and interest of individuals and groups of students, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively.

(iv) A knowledge of current methods and materials available in all fields and levels of theatre education.

(v) An understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.

(vi) An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum.

(vii) An awareness of the need for continuing study, self-evaluation, and professional growth.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 06-10-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.34 Special Education.

(1) **Rationale.** These rules are designed to ensure quality educator preparation programs that lead to improved outcomes for students with exceptionalities. The rules have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC) and build upon the Alabama Core Teaching Standards. In addition to including standards applicable to all areas of special education, except gifted (see Rule 290-3-3-.43) and speech-language pathology (see Rule 290-3-3-.51.02), this rule includes standards unique to collaborative special education (K-6 and/or 6-12), early childhood special education (P-3), deaf and hard of hearing (P-12), and visual impairment (P-12).

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1.-2., 290-3-3-.03 and 290-3-3-.04, programs to prepare the prospective special education teacher shall require a teaching field with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. A major in Arts and Sciences is not required.

(a) **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. All candidates will:

(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.

(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2. In addition to meeting Rule 290-3-3-.34(2)(a)1.(i)-(ii), candidates in early childhood special education (P-3) will also:

(i) Support and facilitate families' and caregivers' roles in providing developmentally appropriate learning experiences addressing all areas of development.

(ii) Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; and gross and fine motor skills.

3. In addition to meeting Rule 290-3-3-.34(2)(a)1.(i)-(ii), candidates in deaf and hard of hearing (P-12) will also have and apply knowledge of:

(i) Cognitive and language development of individuals who are deaf or hard of hearing.

(ii) Effects of the relationship among onset of hearing loss, age of identification, and provision of services on the development of individuals who are deaf or hard of hearing.

(iii) Influence of experience and educational placement on all developmental domains.

(iv) Influence of cultural identity and language on all developmental domains.

- (v) Components of linguistic and non-linguistic communication.
- (vi) Importance of early intervention on language development.
- (vii) Effects of sensory input on the development of language and learning.
- (viii) Spoken and visual communication models.
- (ix) Current theories of the development of spoken language and signed languages.

4. In addition to meeting Rule 290-3-3-.34(2)(a)1.(i)-(ii), candidates in visual impairment (P-12) will also:

- (i) Have and apply knowledge of:
 - (I) The human visual system.
 - (II) Development of secondary senses when vision is impaired.
 - (III) Effects of visual impairment on development.
 - (IV) Impact of visual impairment on learning and experience.
 - (V) Psychosocial aspects of visual impairment and learning methods.
 - (VI) Effects of visual impairment on receptive and expressive literacy and communication.
- (ii) Select and develop teaching strategies addressing age, visual impairment and visual prognosis.
- (iii) Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem.
- (iv) Select, adapt, and use instructional strategies to address the impact of additional exceptionalities.

(b) 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:

- 1. All candidates will:
 - (i) 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.
 - (ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
 - (iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

2. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in early childhood special education (P-3) will also:

- (i) Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities.
- (ii) Implement basic health, nutrition, and safety management procedures for all children.
- (iii) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(iv) 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.

3. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (K-6) will also:

(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(ii) 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.

4. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (6-12) will also:

(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(ii) 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.

5. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in deaf and hard of hearing (P-12) will also:

(i) Have and apply knowledge of the influence of family communication and culture on all developmental domains.

(ii) Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.

(iii) Provide access to incidental language experiences.

(iv) Prepare individuals who are deaf or hard of hearing to use interpreters, as appropriate.

(v) Manage assistive technology for individuals who are deaf or hard of hearing.

(vi) Design a classroom environment that maximizes opportunities for visual learning and meets developmental and learning needs.

6. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in visual impairment (P-12) will also:

(i) Have and apply knowledge of:

(I) Braille.

(II) Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities.

(III) The importance of role models with visual impairments.

(ii) Design multi-sensory learning environments that encourage active participation in group and individual activities.

(iii) Provide access to incidental learning experience.

(iv) Facilitate orientation and mobility.

(c) **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:

1. All candidates will:

(i) 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.]

(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

2. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in early childhood special education (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.

3. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in collaborative special education teacher (6-12) will also provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.

4. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in deaf and hard of hearing (P-12) will also:

(i) Plan and implement transitions across service continua.

(ii) Integrate language instruction into academic areas.

5. In addition to meeting Rule (34)(2)(c)1.(i)-(iii), candidates in visual impairment (P-12) will also:

(i) Have and apply knowledge of the relationship among assessment; development of an individualized education program; and placement as they affect vision-related services.

(ii) Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments.

(iii) Obtain and organize specialized materials to implement instructional goals.

(d) **Assessment.** Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:

1. All candidates will:

(i) Select and use technically sound formal and informal assessments that minimize bias.

(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

2. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in collaborative special education (6-12) will also select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

3. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in deaf and hard of hearing (P-12) will also:

(i) Have and apply knowledge of specialized terminology used in assessing individuals who are deaf or hard of hearing.

(ii) Administer assessment tools using the individual's preferred mode and language of communication.

(iii) Develop specialized assessment procedures that allow for alternative forms of expression.

(iv) Collect and analyze spoken, signed, or written communication examples.

4. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in visual impairment (P-12) will also:

(i) Have and apply knowledge of:

(I) Specialized terminology used in assessing individuals with visual impairments.

(II) Alternative assessment techniques for individuals with visual impairments.

(III) Basic terminology related to the function of the human visual system.

(ii) Administer and interpret vision-related assessments.

(iii) Use functional evaluations related to the expanded core curriculum.

(iv) Interpret and apply background information and family history related to the individual's visual status.

(e) 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:

1. All candidates will:

(i) 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.)

(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.

(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

(vi) Teach to mastery and promote generalization of learning.

(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

2. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in collaborative special education (6-12) will also:

(i) Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.

(ii) Teach and promote self-determination and self-advocacy skills.

3. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in deaf and hard of hearing (P-12) will also:

(i) Have and apply knowledge of visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.

(ii) Apply strategies to facilitate cognitive and communicative development.

(iii) Implement strategies for stimulating and using residual hearing.

(iv) Facilitate independent communication in all contexts.

(v) Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.

(vi) Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.

(vii) Develop successful inclusion experiences in which students are actively participating in activities in inclusive classrooms and receive educational benefits.

(viii) Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.

(ix) Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.

(x) Apply first and second language teaching strategies to the instruction of individuals who are deaf or hard of hearing.

(xi) Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

4. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in visual impairment (P-12) will also:

- (i) Have and apply knowledge of:
 - (I) Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.
 - (II) Strategies for teaching tactual perceptual skills.
 - (III) Strategies for teaching adapted physical and recreational skills.
 - (IV) Strategies for teaching social, daily living, and functional life skills.
 - (V) Strategies for teaching career-vocational skills and providing vocational counseling.
 - (VI) Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills.
 - (VII) Strategies for responding and understanding the implications of non-verbal communication as a substructure of language.
 - (VIII) Strategies for teaching listening and compensatory auditory skills.
- (ii) Teach communication through technology and adaptations specific to visual impairments.
 - (iii) Select and adapt materials in Braille, accessible print, and other formats.
 - (iv) Teach the use of the braillewriter, slate and stylus, and computer technology to produce Braille materials.
 - (v) Teach the use of the abacus, talking calculator, tactile graphic, and adapted science equipment.
 - (vi) Prepare individuals for sighted guide and pre-cane orientation and mobility instruction.

(f) 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:

- 1. All candidates will:
 - (i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.
 - (ii) Understand how foundational knowledge and current issues influence professional practice.
 - (iii) 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.
 - (iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.
 - (v) Advance the profession by engaging in activities such as advocacy and mentoring.
 - (vi) Provide guidance and direction to paraeducators, tutors, and volunteers.

2. In addition to meeting Rule 290-3-3-.34(2)(f)1.(i)-(vi), candidates in early childhood special education (P-3) will also understand and apply Alabama standards for pre-school education.

3. In addition to meeting Rule 290-3-3-.34(2)(f)1.(i)-(vi), candidates in deaf and hard of hearing (P-12) will also:

- (i) Have and apply knowledge of:
 - (I) Model programs for individuals who are deaf or hard of hearing.
 - (II) Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
 - (III) Professional resources relevant to the field of education for individuals who are deaf or hard of hearing.
 - (IV) Professional organizations in the field of deaf education.
 - (V) Incidence and prevalence data about individuals who are deaf or hard of hearing.
 - (VI) Sociocultural, historical, and political forces unique to deaf education.
 - (VII) Etiologies of hearing loss that can result in additional learning and related challenges.
- (ii) Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.
- (iii) Increase proficiency and sustain a commitment to maintaining instructional language competence.
- (iv) Explain historical foundations and research evidence upon which educational practice is based.
- (v) Develop and enrich cultural competence relative to the Deaf community.

4. In addition to meeting Rule 290-3-3-.34(2)(f)1.(i)-(vi), candidates in visual impairment (P-12) will also:

- (i) Have and apply knowledge of:
 - (I) Access rights to specialized equipment and materials for individuals with visual impairments.
 - (II) Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools.
 - (III) Incidence and prevalence for individuals with visual impairments.
- (ii) Select, adapt, and use instructional strategies to address the impact on additional exceptionalities.
- (iii) Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options.
- (iv) Participate in the activities of professional organizations in the field of visual impairment.

(g) 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:

1. All candidates will:
 - (i) Use theory and elements of effective collaboration.
 - (ii) Serve as a collaborative resource to colleagues.
 - (iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
2. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in collaborative special education (6-12) will also cooperate with other agencies to address post-school outcomes.
3. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in deaf and hard of hearing (P-12) will also:
 - (i) Have and apply knowledge of services, organizations, and networks that support individuals who are deaf or hard of hearing.
 - (ii) Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.
4. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in visual impairment (P-12) will also:
 - (i) Have and apply knowledge of:
 - (I) Strategies for assisting families and other team members in transition planning.
 - (II) Services, networks, publications for and organizations of individuals with visual impairments.
 - (ii) Structure and supervise the activities of para-educators and others who work with individuals with visual impairments.
 - (iii) Plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.

(3) Unique Field Experience and Internship Placement Requirements for Candidates in Early Childhood Special Education.

1. Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, child care centers and homes, and Head Start programs.)
2. The internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5 -8.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

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Author: Dr. Thomas R. Bice.

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History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed _____.

290-3-3-.38 Reserved.

Author: Dr. Thomas R. Bice.

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History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed _____.

290-3-3-.39 Reserved.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed _____.

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290-3-3-.41 Reserved.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed _____.

290-3-3-.42 Class A (Master's Degree Level) Programs for Teaching Fields.

(1) **Purpose of Class A Programs for Teaching Fields.** Class A educator preparation programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the Class A program shall be to help the teacher develop higher levels of competence than is possible in the Class B program. Additional information specific to Alternative Class A programs is provided in Rule 290-3-3-.44.

(2) **Institutional and Program Requirements.**

(a) The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(c) Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3) **Unconditional Admission to Class A Programs for Teaching Fields.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.** Requirements for unconditional admission shall include:

(a) A criminal history background check. Additional information is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(b) A valid bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, English for speakers of other languages (ESOL), and reading specialist.

1. Unconditional admission to a Class A special education program or a Class A ESOL program requires at least a valid bachelor's-level certificate in any teaching field.

2. Unconditional admission to a Class A reading specialist program requires two full years of full-time classroom teaching experience.

3. It shall be the responsibility of the educator preparation provider to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the individual does not hold a valid Class B Professional Educator Certificate.

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

5. Program Options. At the Class A level, the teacher may complete either of two types of programs, each of which requires at least 30 semester hours of graduate credit not used for prior level certification or degree in any teaching field or area of instructional support. In addition, both traditional and Alternative Class A programs require extensive clinical experiences.

(i) Traditional educator preparation program.

(I) At least one-third of the program shall consist of teaching field courses.

(II) English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(ii) Alternative Class A program. Full information is provided in Rule 290-3-3-.44.

(4) Standards Applicable to Traditional Class A Educator Preparation Programs for Onsite Reviews Conducted Fall Semester 2017 and Thereafter. The following standards are based on the Council for Accreditation of Educator Preparation's Standards for Advanced Programs and are applicable to all teaching fields.

(a) Content and Pedagogical Knowledge. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career-ready standards.

1. Candidate knowledge, skills, and professional dispositions. Candidates demonstrate an understanding of the Alabama Core Teaching Standards at the appropriate progression level(s). (See Rule 290-3-3-.03.)

2. Provider responsibilities.

(i) Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure P-12 students' progress and their own professional practice.

(ii) Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Alabama, and, if they choose to do so, Specialized Professional Associations (SPAs), the National Board for Professional Teaching Standards (NBPTS), or other discipline-specific, national accrediting bodies.

(iii) Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

(iv) Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

(b) Clinical Partnerships and Practice. The provider ensures that effective partnerships and high-quality clinical practices are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

1. Partnerships for clinical preparation. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

2. Clinical educators. Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance-evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

3. Clinical experiences. 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 Rule 290-3-3-.42(4)(a)1., that are associated with a positive impact on the learning and development of all P-12 students.

(c) Candidate Quality, Recruitment, and Selectivity. The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting Rule 290-3-3-.42(4)(a).

1. Plan for recruitment of diverse candidates who meet employment needs. The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of Alabama's P-12 students. The provider demonstrates efforts to know and address Alabama needs for hard-to-staff schools and shortage fields.

2. Admission standards indicate that candidates have high academic achievement and ability. The provider sets admission requirements, including CAEP

minimum criteria or Alabama's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates.

3. Additional selectivity factors. Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

4. Selection at completion.

(i) Before the provider recommends any completing candidate for certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

(ii) Before the provider recommends any completing candidate for certification, it documents that the candidate understands the expectations of the profession, including the Alabama Educator Code of Ethics, professional standards of practice, and relevant laws and policies.

(d) Program Impact. The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

1. Impact on P-12 student learning and development. The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures required by Alabama for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

2. Indicators of teaching effectiveness. The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

3. Satisfaction of employers. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

4. Satisfaction of completers. The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

(e) Provider Quality Assurance and Continuous Development. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and

evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

1. Quality and strategic evaluation.

(i) The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all Alabama standards and CAEP standards, if the latter are applicable.

(ii) The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

2. Continuous improvement.

(i) The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

(ii) Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

(iii) The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

(5) Requirements for Class A Certification for Teachers. Readiness to serve on the Class A level as a teacher shall include:

(a) At least a valid Class B Professional Educator Certificate. Additional information is provided in Rule 290-3-3-.42(3)(b).

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

(c) A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this

requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d) 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 educator preparation program. For candidates who meet requirements for unconditional admission to a traditional Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program. Rule 290-3-3-.44(4)(b) provides information about the GPA requirement for completion of an Alternative Class A program.

(e) Successful completion of an internship in the Alternative Class A program, English for speakers of other languages, reading specialist, and speech-language pathology programs. In all disciplines except Alternative Class A programs, internship experiences may be integrated throughout the program. Internships must comply with Rule 290-3-3-.02(6)(e)2.

(f) Successful completion of a practicum for initial certification in a special education teaching field.

(g) A valid Class B Professional Educator Certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A teaching fields, , ESOL, reading specialist, and special education programs. English for speakers of other languages, reading specialist, and special education programs require a valid Class B Professional Educator Certificate in any teaching field.

(6) Testing for Class A Certification for Teachers. Applicants for initial Class A certification in a teaching field must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(7) Special Alternative Certificate. A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in some teaching fields through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; amended 10-14-04, effective 11-18-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 6-14-12, effective 7-19-2012; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.43 Gifted.

(1) **Unconditional Admission to a Gifted Program.** The program must meet the requirements in Rule 290-3-3-.42. Initial certification in Gifted is at the Class A level. Requirements for unconditional admission to the program 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 at least a valid Class B certificate before applying for Class A certification.

(2) **Program Curriculum.** These rules have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC) and build upon the Alabama Core Teaching Standards.

(a) **Learner Development and Individual Learning Differences.** Candidates understand the variations in learning and development in cognitive and affective areas between and among gifted individuals and apply this understanding to provide meaningful and challenging learning experiences for gifted individuals. Candidates:

1. Understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with exceptionalities.
2. Use understanding of development and individual differences to respond to the needs of gifted individuals.

(b) **Learning Environments.** Candidates create safe, inclusive, and culturally responsive learning environments so that gifted individuals become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidates:

1. Create safe, inclusive, culturally responsive learning environments that engage gifted individuals in meaningful and rigorous learning activities and social interactions.
2. Use communication and motivational and instructional intervention to facilitate understanding of subject matter and to teach gifted individuals how to adapt to different environments and develop ethical leadership skills.
3. Adjust their communication to an individual's language proficiency and cultural and linguistic differences.
4. Demonstrate understanding of the multiple environments that are part of the continuum of services for gifted individuals, including the advantages and disadvantages of various settings.

(c) Curricular Content Knowledge. Candidates use knowledge of general and specialized curricula to advance learning for gifted individuals. Candidates:

1. Understand the role of central concepts, structures of the discipline, and tools of inquiry of the content they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

2. Design appropriate learning and performance modifications for gifted individuals that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

3. Use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge gifted individuals.

4. Understand that gifted individuals demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

(d) Assessment. Candidates use multiple methods of assessment and data sources in making educational decisions about identification of gifted individuals and student learning. Candidates:

1. Understand that some groups of gifted individuals have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias.

2. Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for gifted individuals.

3. Collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.

4. Use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.

5. Understand the various child-find processes and strategies to elicit gifted behaviors in the strength areas and minimize bias.

6. Engage gifted individuals in assessing the quality of their own learning and performance and in setting future goals and objectives.

(e) Instructional Planning and Strategies. Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted individuals. Candidates:

1. Know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of gifted individuals.

2. Apply appropriate technologies to support instructional assessment, planning, and delivery for gifted individuals.

3. Collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.

4. Emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for gifted individuals.

5. Use instructional strategies that enhance the affective development of gifted individuals.

6. Develop and implement state documents and regulations, (i.e., Gifted Education Plans [GEP] and Scope and Sequence).

(f) Professional Learning and Ethical Practice. Candidates use foundational knowledge of the field and professional ethical principles and programming standards of the Council for Exceptional Children and the National Association for Gifted Children to inform gifted education practice, to engage in lifelong learning, and to advance the profession. Candidates:

1. Use professional ethical principles and specialized program standards to guide their practice.

2. Understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of gifted individuals in school and society.

3. Model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of gifted individuals in the delivery of gifted education services.

4. Are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.

5. Advance the profession by engaging in activities such as advocacy and mentoring.

6. Are familiar with and use state documents and regulations (i.e., Second Grade Child Find Procedures, Help Document, and advanced curriculum guides).

(g) Collaboration. Candidates collaborate with families, other educators, related-service providers, gifted individuals, and personnel from community agencies in culturally responsive ways to address the needs of gifted individuals across a range of learning experiences. Candidates:

1. Apply elements of effective collaboration.

2. Serve as a collaborative resource with colleagues.

3. Use collaboration to promote the well-being of gifted individuals across a wide range of settings and collaborators.

(3) Requirements for Certification for Teachers of Gifted Students.

Readiness to serve as a teacher of gifted students shall include:

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

(b) Meet Rule 290-3-3-.42(5)(c).

(c) 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 educator preparation program. Effective for candidates unconditionally admitted to a Class A Gifted program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) Competence to teach gifted students as demonstrated in a practicum.

(e) A valid Class B Professional Educator Certificate in a teaching field.

(4) Testing for Certification of Teachers of Gifted Students. Applicants for initial certification in Gifted through the completion of a Class A program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is in Rule 290-3-3-.42(6).

Author: Dr. Thomas R. Bice.

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290-3-3-.44 Alternative Class A Programs for Teaching Fields.

(1) **Purposes of Alternative Class A Programs.** The purposes of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skill above the level required for completion of a Class B program. Additional information is provided in Rule 290-3-3-.03.

(2) **Unconditional Admission to Alternative Class A Programs.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.** Requirements for unconditional admission shall include:

(a) **A criminal history background check.** Additional information is provided in Rule 290-3-3-.02(6)(d).

(b) **Testing requirement.** Effective September 1, 2013, and thereafter, the prescribed score on each of the three components of the Alabama Basic Skills Assessments of the Alabama Educator Certification Assessment Program (AECAP).

(c) **Degree requirements.** A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum grade point average (GPA) overall of 2.50. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. Effective July 1, 2017, and thereafter, a person who is eligible for unconditional admission to an Alternative Class A program shall have earned a bachelor's degree with a minimum grade point average (GPA) overall of 2.75 or a master's or higher degree with a GPA of at least 3.0. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses.

1. Courses that were taken as part of the degree used to meet the admission requirement in Rule 290-3-3-.44(2)(c) for a bachelor's or higher degree with a minimum grade point average of 2.5 (2.75 if admitted based on a bachelor's degree or 3.0 if admitted based on a master's degree July 1, 2017, and thereafter) cannot be used again to meet Alternative Class A program requirements.

2. The person must meet one of the following options:

(i) Earned a bachelor's degree from a regionally accredited college or university.

(ii) Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and has attained a passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program (AECAP). This option is permitted only when both of the following conditions are met:

(I) At the discretion of the administrative head of the EPP and in accordance with institutional policy.

(II) If there is a prescribed Praxis II subject assessment of the AECAP.

3. Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate from the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis II subject assessment of the AECAP. This option is permitted only when both of the following conditions are met:

(i) At the discretion of the administrative head of the EPP and in accordance with institutional policy.

(ii) If there is a prescribed Praxis II subject assessment of the AECAP.

(d) General studies. Individuals applying for admission to an Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies or earned the current passing score on the prescribed Praxis II subject assessment of the AECAP.

(e) Teaching field. Prior to unconditional admission, a person who wishes to earn certification in a teaching field listed below shall have completed one of the options in Rule 290-3-3-.44(2)(e)1. through 5.

1. For any teaching field, in lieu of Rule 290-2-3-3-.44(2)(e)2. through 5., verification of a current passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program.

2. Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education Teacher K-6 or 6-12. Additional information is provided in Rule 290-3-3-.44(2)(d).

3. Single Teaching Field for Middle Level or Secondary: An academic major in the teaching field, or if an academic major is not on the official transcript, 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

4. Comprehensive Middle Level or Secondary Teaching Fields:

(i) English Language Arts: An academic major in an area included in English language arts—e.g., English, speech, drama/theatre, and print or broadcast journalism—and at least one course in each of the other listed areas of English language arts. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to English language arts, including at least 19 semester hours of upper-division credit. At a minimum, coursework must include courses in literature, grammar, reading skills, writing, speech, theatre, and print or broadcast journalism.

(ii) **General Science:** An academic major in an area included in the sciences—e.g., biology, chemistry, Earth or space science, and physics—and at least one course in each of the other listed areas of general science. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to general science including at least 19 semester hours of upper-division credit and at least one course in each of following areas: biology, chemistry, Earth or space science, and physics.

(iii) **General Social Studies:** An academic major in an area included in the social studies—e.g., economics, geography, history, and political science—and at least one course in each of the other areas listed in the social studies. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to the social studies with at least 19 semester hours of upper-division credit and at least one course in each of the following areas: economics, geography, history, and political science.

(iv) **Career and Technical Education:** At least 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

5. **P-12 Programs:** An academic major in the teaching field or, if an academic major is not on the official transcript, 32 semester hours of credit appropriate to the teaching field including at least 19 semester hours of upper-division credit.

(3) Curriculum of Alternative Class A Programs. A program in a given teaching field shall be designed to develop appropriate Class B teaching competencies. In addition, a program shall:

(a) Include a **teaching field** of at least one-third of the total number of graduate hours in the program. English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b) Meet the **Alabama Core Teaching Standards** in Rule 290-3-3-.03.

(c) Include a **methods course** specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology).

(d) Extensive **field experiences**. The field experiences must comply with Rule 290-3-3-.02(6)(e)1.

(e) An **internship**.

1. The internship shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher.

2. The internship must comply with Rule 290-3-3-.02(6)(e)2. regarding dividing the internship.

3. Entry and exit criteria shall be clearly identified for the internship.

(f) A **survey of special education course** is required unless that course was previously completed. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(4) Requirements for Alternative Class A Certification. Readiness to serve as a teacher 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 educator preparation program. For candidates who meet requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.

(c) Competence to teach students as demonstrated in an internship as described in Rule 290-3-3-.02(6)(e)2.

(5) Testing for Alternative Class A Certification. Applicants unconditionally admitted to an Alternative Class A program prior to September 1, 2013, must meet the basic skills assessments requirements of the Alabama Educator Certification Assessment Program (AECAP) as a prerequisite for certification. Applicants for initial certification through the completion of an Alternative Class A program must meet the Praxis II requirements of the AECAP as a precondition for certification. Additional information is provided in Rule 290-3-3-.42(6).

(6) Special Alternative Certificate.

(a) A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a State-approved Alternative Class A program at

an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06.

(b) Special provisions for holders of Special Alternative Certificates.

1. A teacher who is employed based on holding a valid Special Alternative Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten level may, at the discretion of the unit, complete a three semester hour practicum at the preschool and/or kindergarten level to meet the divided internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three semester hour practicum in Grades 1, 2, and/or 3 to meet the divided internship requirements applicable to early childhood education (or early childhood special education) programs.

2. A teacher who is employed based on holding a valid Special Alternative Certificate for elementary education (or collaborative special education K-6) and is teaching at the lower elementary level (grades K, 1, 2, and/or 3) may, at the discretion of the unit, complete a three semester hour practicum at the upper elementary level (grades 4, 5, and/or 6) to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for elementary education (or collaborative special education K-6) and is teaching at the upper elementary level may, at the discretion of the unit, complete a three semester hour practicum at the lower elementary level to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program.

3. A teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three semester hour practicum at the secondary level (6-12) to meet the divided internship requirements applicable to the P-12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three semester hour practicum at the elementary level to meet the divided internship requirements applicable to the P-12 program.

4. A teacher who is employed based on holding a valid Special Alternative Certificate for collaborative special education teacher (K-6) or (6-12) and who is enrolled in a collaborative special education program for both K-6 and 6-12 but whose employment is limited to the grade span for which certification is held may, at the discretion of the unit, complete a three semester hour practicum at the level for which certification is not held to meet the divided internship requirements applicable to both programs.

SUPP. NO. 15-3
290-3-3-.44 Author

EDUCATOR PREPARATION

290-3-3-.44 History

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16; 16-23-1; 16-23-2 (1975).

History: New 02-13-86; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 04-09-09, effective 5-14-09; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

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

(1) **Unconditional Admission to an ESOL Program.** The program must meet the requirements in Rule 290-3-3-.42. Initial certification in English for Speakers of Other Languages (ESOL) is at the Class A level. Requirements for unconditional admission to the program include at least a valid bachelor's-level professional educator certificate in a teaching field. (Additional information specific to Alternative Class A programs is provided in Rule 290-3-3-.44.) 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 at least a valid Class B certificate before applying for Class A certification.

(2) **Program Curriculum.** The following standards reflect the standards of Teachers of English to Speakers of Other Languages (TESOL) International Association.

(a) **Language.** Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

1. Language as a system. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

2. Language acquisition and development. Candidates understand and apply theories and research of language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

(b) **Culture.** Candidates know, understand, and use major concepts, principles, theories and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

1. Culture as it affects student learning. Candidates know, understand and use major theories and research related to the nature and role of culture in their instruction.

2. Nature and role of culture. Candidates design instruction that demonstrates understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

(c) **Planning, Implementing, and Managing Instruction.** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESOL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choosing and adapting classroom resources appropriate for their ELLs.

1. Planning for standards-based ESOL and content instruction.

(i) Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

(ii) Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

2. Using resources and technology effectively in ESOL and content instruction.

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESOL and content teaching.

(d) Assessment. Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

1. Issues of assessment for English language learners. Candidates demonstrate understanding of various assessment issues as they affect ELL's, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

2. Language proficiency assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

3. Classroom-based assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

(e) Professionalism. Candidates keep current with new instructional techniques, research results, advances in the ESOL field, and educational policy issues and demonstrate knowledge of the history of ESOL teaching. They use such information to reflect on and improve their instructional and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

1. ESOL research and history. Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESOL teaching and apply this knowledge to inform teaching and learning.

2. Professional development, partnerships, and advocacy. Candidates take advantage of professional growth opportunities and demonstrate ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

(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) Meet Rule 290-3-3-.42(5)(c).

(c) 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 educator preparation program. Effective for candidates unconditionally admitted to a Class A ESOL program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) 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)(e)2.(i) and (iv) and 290-3-3-.42(5)(d).

(e) 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 Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is in Rule 290-3-3-.42(6).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

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) and two full years of full-time classroom teaching experience; or
2. A valid bachelor's-level professional educator certificate in any area of education, two full years of full-time classroom teaching experience, and a passing score on the Praxis II Teaching Reading test validated for use in Alabama.

(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 at least Class B certification before applying for Class A certification.

(3) **Program Curriculum.**

(a) **Foundational Knowledge.** Candidates understand the theoretical and evidence-based foundation of reading and writing processes and instruction. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
3. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

4. Understand the components and expectations of the Alabama Reading Initiative related to effective early reading instructional practices, effective reading instruction for all students, intervention instruction for struggling readers, and strategies for motivating accomplished readers.

(b) Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

(c) Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Understand types of assessments and their purposes, strengths, and limitations.
2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3. Use assessment information to plan and evaluate instruction.
4. Communicate assessment results and implications to a variety of audiences.

(d) Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in society. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
3. Develop and implement strategies to advocate for equity.

(e) Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

2. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
3. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
4. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

(f) Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Use foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
2. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
4. Understand and influence local, state, or national policy decisions.

(4) Requirements for Certification as a Reading Specialist. Readiness to serve as reading specialist shall include:

- (a) An official transcript from a regionally accredited institution documenting an earned master's degree.
- (b) Meet Rule 290-3-3-.42(5)(c).
- (c) 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 educator preparation program. Effective for candidates unconditionally admitted to a Class A reading specialist program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.
- (d) Competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours that complies with Rule 290-3-3-.42(5)(d).
- (e) A valid Class B Professional Educator Certificate in a teaching field.

(5) Testing for Certification as a Reading Specialist. Applicants for initial certification as a reading specialist through the completion of a Class A program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.

(6) Faculty Qualifications for a Reading Specialist Program. The faculty specialist for the reading specialist program shall possess an earned doctorate in reading. Additional information is provided in Rule 290-3-3-.01(33). The faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading; shall understand the Alabama Reading Initiative (ARI); shall teach courses required in the program; and shall advise candidates seeking certification through program completion.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-09-99 effective 01-13-00; amended 03-14-02 effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.46 Reserved.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 01-09-97, effective 07-01-97; emergency rule to amend and adopt filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed _____.

290-3-3-.47 Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel Other Than Instructional Leadership.

(1) **Purpose of Class A Programs for Areas of Instructional Support.** The purpose of a Class A program shall be to prepare educators to serve effectively in instructional support positions. Information specific to instructional leadership programs is provided in Rule 290-3-3-.48.

(2) **Institutional and Program Requirements.**

(a) The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(c) Completion of a Class A program for an area of instructional support requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3) **Unconditional Admission to Class A Programs for Areas of Instructional Support Personnel Other than Instructional Leadership.**

(a) Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.**

(b) A criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

(c) Experience. Effective July 1, 2017, two full years of full-time, acceptable professional educational work experience.

(d) Admission to programs in library media, school counseling, school psychometry, and sport management:

1. A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level certificate in another area of instructional support. OR

2. 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 at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(4) Program Curriculum.

(a) Completion of a Class A program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(b) A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(5) Requirements for Certification for Class A Instructional Support Personnel Other than Instructional Leaders. Readiness to serve in an instructional support capacity 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, including an internship, with a minimum GPA of 3.0 for all courses in the Alabama State Board of Education approved program for instructional support personnel. For candidates unconditionally admitted to a Class A instructional support program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for the Alabama State Board of Education approved instructional support program.

(c) At least a valid Class B Professional Educator Certificate in a teaching field, or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support, or a valid Class A Professional Leadership Certificate.

(6) Testing for Class A Certification for Instructional Support Personnel.

Applicants for initial Class A certification in an instructional support area must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(7) Special Alternative Certificate.

A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in library media, school counseling, or instructional leadership through a State-approved Class A program at an Alabama institution. Additional Information is provided in the Educator Certification Chapter of the *Alabama Administrative Code*. A Special Alternative Certificate is not issued for school psychometry or sport management.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.48 Instructional Leadership.

(1) **Unconditional Admission to an Instructional Leadership Program.** In addition to a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or instructional support area, the applicant shall:

(a) Have a minimum of three full years of full-time, satisfactory professional educational work experience in a P-12 setting, which must include P-12 teaching experience if admitted prior to August 2010 or have a minimum of three full years (or six full semesters) of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience if admitted on or after August 1, 2010.

(b) Submit an admission portfolio before an interview. The portfolio must contain the following:

1. Three letters of recommendation to include the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.
2. Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available.
3. Evidence of ability to improve student achievement.
4. Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership.
5. Summary of candidate's reasons for pursuing instructional leadership certification.
6. Summary of what the candidate expects from the preparation program.

(c) Pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty.

(d) Individuals must be unconditionally admitted to the Class A instructional leadership program before enrolling in any instructional leadership courses in the program.

(2) **Curriculum of an Instructional Leadership Program.** The curriculum for instructional leaders builds on candidate knowledge and abilities acquired through preparation for and employment as a teacher. The standards are based on standards developed by the Interstate School Leader Licensure Consortium (ISLLC).

(a) **Vision and Mission.** An instructional leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members

of the school community. Prospective instructional leaders are prepared to perform the following functions:

1. Collaboratively develop, implement, and promote a shared vision and mission for quality teaching and learning.
2. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
3. Create and implement plans to achieve goals.
4. Promote continuous and sustainable improvement.
5. Monitor and evaluate progress and revise plans.
6. Act in ways that consistently reflect the school's/school system's vision, mission, and values.

(b) Instructional Capacity. An instructional leader promotes the success and well-being of every student by enhancing instructional capacity. Prospective instructional leaders are prepared to perform the following functions:

1. Recruit and hire effective teachers and other professional staff.
2. Develop individual and collective capacity of staff.
3. Ensure on-going and differentiated professional learning.
4. Support staff with human, financial, and technological resources.
5. Employ research-anchored and valid systems of performance management.
6. Buffer learning and teaching from disruptive forces.
7. Provide emotional support to staff, teachers and other professional staff.

(c) Instruction. An instructional leader promotes the success and well-being of every student by promoting instruction that maximizes student learning. Prospective instructional leaders are prepared to perform the following functions:

1. Maintain a culture of high expectations and challenge.
2. Ensure a focus on authenticity and relevance in instruction.
3. Ensure that instruction is anchored on best understanding of child development.
4. Ensure strengths-based approaches to learning and teaching.
5. Ensure the use of effective pedagogy to close learning gaps.
6. Provide ongoing, salient, informative, and actionable feedback to teachers and other professional staff.
7. Ensure the use of pedagogy that treats students as individuals and promotes self-esteem.
8. Ensure the presence of culturally congruent pedagogy and assessment.
9. Monitor instruction and instructional time.
10. Employ technology in the service of teaching and learning.

(d) Curriculum and Assessment. An instructional leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs. Prospective instructional leaders are prepared to perform the following functions:

1. Ensure program rigor.
2. Ensure culturally relevant curricula and assessments.
3. Maximize opportunity to learn.
4. Ensure authentic learning and assessment experiences.
5. Emphasize assessment systems congruent with understandings of child development and standards of measurement.
6. Ensure the use of learning experiences that enhance the enjoyment of learning.

(e) Community of Care for Students. An instructional leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care. Prospective instructional leaders are prepared to perform the following functions:

1. Ensure the formation of a culture defined by trust.
2. Ensure that each student is known, valued, and respected.
3. Ensure that students are enmeshed in a safe, secure, emotionally protective, and healthy environment.
4. Ensure that each student has an abundance of academic and social support.
5. Ensure that each student is an active member of the school.

(f) Professional Culture for Teachers and Staff. An instructional leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff. Prospective instructional leaders are prepared to perform the following functions:

1. Develop productive relationships and trust.
2. Nurture commitment to shared goals.
3. Provide for collaborative work.
4. Facilitate shared ownership.
5. Develop collaborative leadership skills.
6. Promote a climate of collective efficacy.
7. Foster and support the growth of trust.
8. Nurture a culture of shared accountability.

(g) Communities of Engagement for Families. An instructional leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders. Prospective instructional leaders are prepared to perform the following functions:

1. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.

2. Nurture a sense of approachability and sustain positive relationships with families and caregivers.
3. Build and sustain productive relationships with community partners in the government, non-profit, and private sectors.
4. Advocate for policies and resources for the community.
5. Understand and engage with community needs, priorities, and resources.
6. Communicate regularly and openly with families and stakeholders in the wider community.

(h) Operations and Management. An instructional leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or school system to promote student social and academic learning. Prospective instructional leaders are prepared to perform the following functions:

1. Develop and demonstrate well-honed interpersonal skills.
2. Manage student behavior with a focus on learning.
3. Ensure effective leadership throughout the school or school system.
4. Craft and connect management operations, policies, and resources to the vision and values of the school.
5. Monitor and evaluate all aspects of school or school system operations for effect and impact.
6. Ensure the implementation of data systems that provide actionable information.
7. Use technology at the school or school system level to improve operations.
8. Manage organizational politics with an eye on school and school system values and mission.
9. Enable others to understand and support relevant laws and policies.
10. Act as a steward of public funds.
11. Develop and manage relationships with other schools, the school system office and/the school board.

(i) Ethical Principles and Professional Norms. An instructional leader promotes the success and well-being of every student by adhering to ethical principles and professional norms. Prospective instructional leaders are prepared to perform the following functions:

1. Nurture the development of schools that place children at the heart of education.
2. Act in an open and transparent manner.
3. Maintain a sense of self-awareness and attend to his or her own learning.
4. Work to create productive relationships with students, staff, parents, and members of the extended school community.
5. Maintain a sense of visibility and be approachable to all stakeholders.
6. Act as a moral compass for the school or school system.
7. Safeguard the values of democracy, equity, justice, community, and diversity.

(j) Equity and Cultural Responsiveness. An instructional leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school. Prospective instructional leaders are prepared to perform the following functions:

1. Ensure equity or access to social capital and institutional support.
2. Foster schools as affirming and inclusive places.
3. Advocate for children, families, and caregivers.
4. Attack issues of student marginalization; deficit-based schooling; and limiting assumptions about gender, race, class, and special status.
5. Promote the ability of students to participate in multiple cultural environments.
6. Promote understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources.

(k) Continuous School Improvement. An instructional leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement. Prospective instructional leaders are prepared to perform the following functions:

1. Assess, analyze, and anticipate emerging trends to shape school or school system decision making.
2. Initiate and manage system-wide change.
3. Enable others to engage productively with change experiences.
4. Navigate change in the midst of ambiguity and competing demands and interests.
5. Promote a culture of data-based inquiry and continuous learning.
6. Maintain a systems perspective and promote coherence across all dimensions of the school or school system.
7. Promote a culture of collective direction, shared engagement, and mutual accountability.

(3) Requirements for Certification in Instructional Leadership. Readiness to serve as an instructional leader shall include:

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

(b) Meet Rule 290-3-3-.47(4)(b).

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program in instructional leadership. Effective for candidates unconditionally admitted to a Class A instructional leadership program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) A valid Alabama Class B Professional Educator Certificate in a teaching field or a valid Alabama Class A Professional Educator Certificate in a teaching field or instructional support area.

(e) An internship that allows candidates to benefit from purposeful hands-on experiences designed to prepare them to lead the essential work of school improvement and higher student achievement.

1. Components: Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:

(i) Collaboration between the university and LEAs that anchors internship activities in real-world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.

(ii) An explicit set of school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of an instructional leader, as identified in Alabama standards and research and incorporated in the preparation programs' design.

(iii) A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real-life problems at each level.

(iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.

(v) Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing P-12 instructional leaders (principals and central office staff), and LEA personnel.

(vi) Ongoing supervision provided by program faculty who have the expertise and time to provide frequent formative feedback on interns' performance that lets them know how they need to improve.

(vii) Directing instructional leaders (principals and central office staff) model the desired leadership behaviors and know how to guide interns through required activities that bring their performance to established standards.

(viii) Rigorous evaluations of interns' performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures.

2. Design. Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating schools during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is

uninterrupted service in an active school with students present for the equivalent of ten full days. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended for certification.

(4) Testing for Certification in Instructional Leadership. Applicants for initial certification in instructional leadership through the completion of a Class A program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.47(5).

(5) Faculty. An institution shall meet the following criteria.

(a) At least two faculty members who are full-time to the instructional leadership program shall hold earned doctorates in instructional leadership (educational administration) or related fields.

(b) A minimum of two full-time faculty members in instructional leadership (educational administration) shall each have a minimum of three years of experience as a practicing assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or any three years combination thereof.

(c) Instructional leadership faculty with recent experience in instructional leadership shall supervise interns. The institution shall have and follow a written policy pertaining to teaching load credit for supervising candidates in field experiences and residencies.

(d) In order to ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the two required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position. The request to do so must be supported with evidence that each of the two individuals to be employed part-time meets the doctoral degree and experience requirements indicated in Rule 290-3-3-.48(5)(a) and (b).

(6) Special Option Effective July 1, 2014. A person who holds a Class A Professional Educator Certificate and meets the program admission requirements in Rule 290-3-3-.48(1)(a) and (b) may be able to complete a reduced-hour program to be recommended for a Class A Instructional Leadership Certificate. Although the number of semester hours of required credit for instructional leadership courses may vary by EPP, depending on the courses needed to document compliance with program approval standards, at least 18 semester hours of credit for instructional leadership courses are required for this option. EPPs may choose to require additional courses or set a higher GPA requirement. Every instructional leadership course required for the reduced-hour option must include either field or clinical experiences.

(7) Special Alternative Certificate. A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in instructional leadership through a State-approved Class A program at an Alabama institution. Additional Information is provided in the Educator Certification Chapter of the *Alabama Administrative Code*.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 09-08-05, effective 10-13-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.49 Library Media.

(1) **Rationale.** Programs for library media specialists develop leadership, collaboration, and technology skills to design and manage up-to-date, comprehensive, and integrated library media centers. The library media specialist possesses the knowledge and skills to enable the learning community to become effective users of ideas and information. These standards are aligned the standards of the American Library Association/American Association of School Librarians (ALA/AASL), the *Alabama Course of Study: Technology Education*, and the *Alabama School Library Media Handbook for the 21st Century Learner*.

(2) **Unconditional Admission to a Library Media Program.** The study of library media begins at the Class A level. Requirements for unconditional admission shall include:

(a) A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level professional educator certificate in another area of instructional support. 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 at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective January 1, 2017, two full years of full-time, acceptable educational work experience.

(3) **Program Curriculum.**

(a) **Teaching for Learning.** Candidates are effective educators who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. Prospective library media specialists demonstrate:

1. Knowledge of learners and learning.

(i) Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.

(ii) Candidates assess learner needs and design instruction that reflects educational best practice.

(iii) Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.

(iv) Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

2. Effective and knowledgeable teacher.

(i) Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.

(ii) Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators.

(iii) Candidates can document and communicate the impact of collaborative instruction on student achievement.

3. Instructional partner.

(i) Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators.

(ii) Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

4. Integration of twenty-first century skills and learning standards.

(i) Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community.

(ii) Candidates demonstrate how to collaborate with other teachers to plan and implement instruction according to the AASL *Standards for the 21st-Century Learner* and Alabama student curriculum standards.

(iii) Candidates employ strategies to integrate multiple literacies with content curriculum.

(iv) Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

(b) Literacy and Reading. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers, including:

1. Literature. Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2. Reading promotion. Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

3. Respect for diversity. Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that supports the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

4. Literacy strategies. Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

(c) Information and Knowledge. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge in order to improve practice, including:

1. Efficient and ethical information-seeking behavior.

(i) Candidates identify and provide support for diverse student information needs.

(ii) Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

(iii) Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

2. Access to information.

(i) Candidates support flexible, open access for library services.

(ii) Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

(iii) Candidates facilitate access to information in print, non-print, and digital formats.

(iv) Candidates model and communicate the legal and ethical codes of the profession.

3. Information technology.

(i) Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

(ii) Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

4. Research and knowledge creation.

(i) Candidates use evidence-based, action research to collect data.

(ii) Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

(d) Advocacy and Leadership

. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement through:

1. Networking with the library community.

(i) Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

(ii) Candidates participate and collaborate as members of a social and intellectual network of learners.

2. Professional development.

(i) Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

(ii) Candidates plan for ongoing professional growth.

3. Leadership.

(i) Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

(ii) Candidates utilize evidence-based practice and information from education and library research to communicate ways in which the library program can enhance school improvement efforts.

4. Advocacy.

(i) Candidates identify stakeholders within and outside the school community who impact the school library program.

(ii) Candidates develop a plan to advocate for school library and information programs, resources, and services.

(e) Program Management and Administration. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration via:

1. Collections.

(i) Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.

(ii) Candidates organize school library collections according to current library cataloging and classification principles and standards.

2. Professional ethics.
 - (i) Candidates practice the Alabama Educator Code of Ethics and the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.
 - (ii) Candidates educate the school community on the ethical use of information and ideas.
3. Personnel, funding, and facilities.
 - (i) Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources.
 - (ii) Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users.
 - (iii) Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.
4. Strategic planning and assessment.
 - (i) Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
 - (ii) Candidates make effective use of data and information to assess how the library program addresses the needs of diverse communities.

(4) Requirements for Certification in Library Media. Readiness to serve as a library media specialist shall include:

- (a) At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.
- (b) An official transcript from a regionally accredited institution documenting an earned master's degree.
- (c) Meet Rule 290-3-3-.47(4)(b).
- (d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for library media specialists. For candidates unconditionally admitted to a Class A library media program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved library media program.
- (e) Competence to perform as a library media specialist in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in library media and who are employed as librarians.

(5) Testing for Certification in Library Media. Applicants for initial certification in library media through the completion of a Class A program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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290-3-3-.50 School Counseling.

(1) **Rationale.** School counselors should be knowledgeable of effective counseling theories, practices, and techniques in order to meet the needs of a multicultural school population and to facilitate academic, career, and personal/social success. They also analyze and use data to enhance the school counseling program. These standards are aligned with the standards for the preparation of school counselors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the *Comprehensive Counseling and Guidance Model for Alabama Public Schools*.

(2) **Unconditional Admission to a School Counseling Program.** The study of school counseling begins at the Class A level. Requirements for unconditional admission shall include:

(a) A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. 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 in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable professional educational work experience.

(3) Program Curriculum Essential for All Counselors, including School Counselors.

(a) **Professional Counseling Orientation and Ethical Practice.** Prospective school counselors shall demonstrate knowledge of:

1. History and philosophy of the counseling profession and the origins of the counseling specialty areas.
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and interorganizational collaboration and consultation.
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
4. The role and process of the professional counselor advocating on behalf of the profession.
5. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
6. Professional organizations, including membership benefits, activities, services to members, and current issues.

7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

8. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

9. Technology's impact on the counseling profession.

10. Strategies for personal and professional self-evaluation and implications for practice.

11. Self-care strategies appropriate to the counselor role.

12. Counseling supervision models, practices, and processes.

(b) Social and cultural diversity. Prospective school counselors shall demonstrate knowledge of:

1. Research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

2. Theories and models of multicultural counseling, identity development, and social justice and advocacy.

3. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

4. Learning activities to foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.

5. Learning activities that foster understanding of the help-seeking behaviors of diverse clients.

6. Learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews.

7. Multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations.

(c) Human growth and development. Prospective school counselors shall demonstrate knowledge of:

1. Theories of individual and family development across the lifespan.

2. Theories of learning.

3. Theories of normal and abnormal personality development.

4. Theories and etiology of addictions and addictive behaviors.

5. Individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior.

6. Effects of crisis, disasters, and other trauma-causing events on diverse individuals across the lifespan.

7. A general framework for understanding differing abilities and strategies for differentiated interventions.

8. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

(d) Career development. Prospective school counselors shall demonstrate knowledge of:

1. Theories and models of career development, counseling, and decision-making.
2. Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors.
3. Processes for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology, and information systems.
4. Approaches for assessing the conditions of the work environment on clients' overall life experiences.
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
6. Strategies for career development program planning, organization, implementation, administration, and evaluation.
7. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.
8. Strategies for facilitating client skill development for career, educational, and lifework planning and management.
9. Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making.
10. Ethical and culturally relevant strategies for addressing career development.

(e) Helping relationships. Prospective school counselors shall demonstrate knowledge of:

1. Theories and models of effective counseling and wellness programs.
2. A systems approach that provides an understanding of family, social, community, and political networks.
3. Theories, models, and strategies for understanding and practicing consultation.
4. Ethical and culturally relevant strategies for developing helping relationships.
5. Counselor characteristics and behaviors that influence the helping process.
6. Essential interviewing, counseling, and case conceptualization skills.
7. Developmentally relevant counseling treatment or intervention plans.
8. Development of measurable outcomes for clients.
9. Empirically-based counseling strategies and techniques for prevention, intervention, and advocacy.
10. Strategies to promote client understanding of and access to a variety of community-based resources.
11. Suicide prevention models and strategies.
12. Crisis intervention and psychological first aid strategies.
13. Processes for aiding students in developing a personal model of counseling.

- (f) Group work.** Prospective school counselors shall demonstrate knowledge of:
1. Theoretical foundations of group work.
 2. Dynamics associated with group process and development.
 3. Therapeutic factors and how they contribute to group effectiveness.
 4. Characteristics and functions of effective group leaders.
 5. Approaches to group formation, including recruiting, screening, and selecting members.
 6. Types of groups and other considerations that affect conducting groups in varied settings.
 7. Ethical and culturally relevant strategies for designing and facilitating groups.
 8. Direct experiences in which candidates participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

- (g) Assessment and testing.** Prospective school counselors shall demonstrate knowledge of:
1. Historical perspectives concerning the nature and meaning of assessment.
 2. Methods of effectively preparing for and conducting initial assessment meetings.
 3. Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide.
 4. Procedures for identifying and reporting abuse.
 5. Use of assessments for diagnostic and intervention planning purposes.
 6. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments.
 7. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
 8. Reliability and validity in the use of assessments.
 9. Use of assessments relevant to academic/educational, career, personal, and social development.
 10. Use of environmental assessments and systematic behavioral observations.
 11. Use of symptom checklists, personality, and psychological testing.
 12. Use of assessment results to diagnose developmental, behavioral, and mental disorders.
 13. Ethical and culturally and developmentally relevant strategies for selecting, administering, and interpreting assessment and test results.

- (h) Research and program evaluation.** Prospective school counselors shall demonstrate knowledge of:
1. The importance of research in advancing the counseling profession, including its use to inform evidence based practice.
 2. Needs assessments.
 3. Development of outcome measures for counseling programs.

4. Evaluation of counseling interventions and programs.
5. Qualitative, quantitative and mixed research methods.
6. Designs used in research and program evaluation.
7. Statistical methods used in conducting research and program evaluation.
8. Analysis and use of data in counseling.
9. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

(4) Program Curriculum Specific to School Counselors. Candidates who are preparing to specialize as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. In addition to the common core curricular experiences, programs must provide evidence that candidate learning has occurred in the following domains.

- (a) Foundations.** Prospective school counselors shall demonstrate knowledge of:
1. History and development of school counseling.
 2. Models of school counseling programs.
 3. Models of school-based collaboration and consultation.
 4. Principles of school counseling, including prevention, intervention, wellness, education, leadership, and advocacy.
 5. Assessment relevant to P-12 education.

- (b) Contextual Dimensions.** Prospective school counselors shall demonstrate knowledge of:
1. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.
 2. School counselor roles in consultation with families, school personnel, and community agencies.
 3. School counselor roles in student support and school leadership teams.
 4. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and other trauma-causing events.
 5. Competencies to advocate for school counseling roles.
 6. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
 7. Common medications that affect learning, behavior, and mood in children and adolescents.
 8. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs.
 9. Qualities and styles of effective leadership in schools.
 10. Community resources and referral sources.

11. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
12. Legal and ethical considerations specific to school counseling.

(c) **Practice.** Prospective school counselors shall demonstrate knowledge of or ability to:

1. Develop school counseling program mission statements and objectives.
2. Design and evaluate school counseling programs.
3. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
4. Interventions to promote academic development.
5. Use of developmentally appropriate career counseling interventions and assessments.
6. Techniques of personal/social counseling in school settings.
7. Strategies to facilitate school and life transitions.
8. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
9. Approaches to increase promotion and graduation rates.
10. Interventions to promote career and/or college readiness.
11. Strategies to promote equity in student achievement.
12. Techniques to foster collaboration and teamwork within schools.
13. Strategies for implementing and coordinating peer intervention programs.
14. Use of accountability data to inform decision making.
15. Use of data to advocate for programs and students.

(5) **Requirements for Certification in School Counseling.** Readiness to serve as a school counselor shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c) Meet Rule 290-3-3-.47(4)(b).

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school counseling. For candidates unconditionally admitted to a Class A school counseling program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school counseling program.

(e) Practicum. For candidates admitted prior to August 1, 2010, a practicum that includes a minimum of 30 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students. For candidates admitted on or after August 1, 2010, a practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students.

(f) Internship. For candidates admitted prior to August 1, 2010, competence to perform all activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 300 clock hours, begun subsequent to completion of the practicum. For candidates admitted on or after August 1, 2010, competence to perform all the activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 600 clock, begun subsequent to the completion of the practicum, including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in school counseling and who are employed as a counselor.

(6) Testing for Certification in School Counseling. Applicants for initial certification in school counseling through the completion of a Class A Program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09, effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.51 School Psychometry.

(1) **Rationale.** The main goal of these standards is to provide individuals with the necessary knowledge and abilities to become effective school psychometrists.

(2) **Unconditional Admission to a School Psychometry Program.** The study of school psychometry begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level professional educator certificate in another area of instructional support. 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 at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable professional educational work experience.

(3) Program Curriculum.

(a) **Data-based decision making and accountability.** Prospective school psychometrists shall demonstrate ability to:

1. Conduct psychological and psycho-educational assessments, including:
 - (i) Non-biased assessment of personal-social adjustment, intelligence, adaptive behavior, language and communication skills, academic achievement, environmental-cultural influences, and vocational interests.
 - (ii) Formal assessment instruments, procedures, and techniques.
 - (iii) Interviews, observations, and behavioral evaluations.
 - (iv) Explicit regard for the context in which assessments take place and will be used.
2. Systematically collect data and other information about individuals and utilize this data for decision making.
3. Access information and technology resources to enhance data collection and decision-making.

(b) **Consultation and collaboration.** Prospective school psychometrists shall demonstrate ability to:

1. Consult and collaborate in planning, problem solving, and decision-making processes among diverse school personnel, families, community professionals, and others.

2. Provide in-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.

(c) Interventions and instructional support to develop cognitive and academic skills. Prospective school psychometrists shall demonstrate ability to:

1. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations.
2. Enhance cognitive, affective, social, and vocational development.
3. Facilitate the delivery of services by assisting those who play major roles in the educational system (such as parents, families, school personnel, community agencies).

(d) Diversity in development and learning. Prospective school psychometrists shall demonstrate ability to apply knowledge of diversity in development and learning while providing professional and effective services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

(e) Research application. Prospective school psychometrists shall demonstrate ability to evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

(f) Legal, ethical, and professional practice. Prospective school psychometrists shall demonstrate ability to:

1. Provide services consistent with the Alabama Educator Code of Ethics and the ethical, legal, and professional standards in school psychology.
2. Collaborate with local and state education agencies to implement accountability systems.
3. Advocate for school psychometrists' professional roles to provide effective services.

(4) Requirements for Certification in School Psychometry. Readiness to serve as a school psychometrist shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c) Meet Rule 290-3-3-.47(4)(b).

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school psychometry. For candidates unconditionally admitted to a Class A school psychometry program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school psychometry program.

(e) Competence to perform as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a school psychometrist or school psychologist with at least a valid master's level professional educator certificate in school psychometry or school psychology that complies with Rule 290-3-3-.42(5)(d).

(f) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school psychometry program, which may include, but may not be limited to, an oral examination.

(g) Two full years of full-time, acceptable professional educational work experience if admitted prior to July 1, 2017.

(5) Testing for Certification in School Psychometry. Applicants for initial certification in school psychometry through the completion of a Class A program must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.51.01 Sport Management.

(1) Unconditional Admission to Class A Programs for Sport Management.

The study of sport management begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. 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 in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable educational experience.

(2) Program Curriculum. The curriculum shall provide the prospective sport manager with:

(a) Knowledge of:

1. The interrelationships among sports, culture, and society, including:
 - (i) The historical relationship between sports and education.
 - (ii) The role and function of sports in contemporary society.
 - (iii) The socio-cultural factors that influence participation in sports.
 - (iv) Local, state, and national professional and regulatory organizations.
2. Organization and administration of sports programs, including:
 - (i) Program development, operation, and assessment.
 - (ii) Leadership styles and their impact on the management process.
 - (iii) Personnel management and development of human resources.
 - (iv) Accounting, budgeting, marketing, and fundraising.
3. Facilities management, including planning, construction, use, and maintenance of indoor and outdoor sports, physical education, and recreational facilities.
4. Sports marketing, public relations, and media.
5. Sports law and risk management, including:
 - (i) Legal structures and terminology.
 - (ii) Tort liability and negligence.
 - (iii) Personal and school board liability.
 - (iv) Documentation of injuries, circumstances, and care.
6. Issues in sports, including:
 - (i) Gender equity.
 - (ii) Title IX of the Educational Amendments of 1972 to the Civil Rights Act of 1965.

- (iii) Drug use and abuse.
- (iv) Diversity.
- 7. The Alabama Educator Code of Ethics and ethics in sport management.
- 8. Health and safety in sports programs, including:
 - (i) Adaptive physical activities, nutrition, and exercise.
 - (ii) Certification in first aid, cardiopulmonary resuscitation (CPR) for the adult and child, and automated external defibrillator (AED) for the adult and child.

(b) Ability to:

- 1. Work collaboratively and effectively with students, parents, teachers, administrators, athletic staff, community members, and others to establish and reach program goals.
- 2. Use a variety of problem solving-techniques and decision-making skills to solve problems.
- 3. Use effective and appropriate written and oral communications.
- 4. Model appropriate behavior for students, parents, teachers, administrators, athletic staff, community members, and others.
- 5. Develop and administer policies that promote safety and equity.
- 6. Make decisions based on the legal and ethical principles.
- 7. Manage staff, budgets, and facilities effectively.
- 8. Develop and produce materials for diverse purposes (promotional, informational, media news releases).
- 9. Plan, organize, staff, market, and implement an athletic event.

(3) Requirements for Certification for Class A Sport Management.

Readiness to serve as a sport manager shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c) Meet Rule 290-3-3-.47(4)(b).

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for sport management. For candidates unconditionally admitted to a Class A sport management program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved sport management program.

(e) Competence to perform as a sport manager in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school settings. Internships in P-12 schools must be supervised by individuals who have a valid master's level professional educator certificate and three years of educational experience in a P-12 setting in sport management, physical education and health education, or physical education. If no person with these qualifications is available, then an athletic director who has at least master's-level certification and three years of experience as an athletic director may serve as supervisor of an internship. Additional information is provided in Rule 290-3-3-.42(5)(d).

(f) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the sport management program, which may include but may not be limited to, an oral exam.

(4) Testing for Class A Certification for Sport Management. Applicants for initial certification in sport management must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

(5) Faculty. The faculty specialist for the program shall have an earned doctorate from a regionally accredited institution in sport management, physical education, or a closely related field.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.51.02 Speech-Language Pathology (Grades P-12).

(1) **Unconditional Admission.** Requirements for unconditional admission to a Class A speech-language pathology (S-LP) program shall include a bachelor's degree from an institution that was regionally accredited at the time the degree was earned.

(2) **Program Curriculum.** These standards are based on standards developed by the American Speech-Language Hearing Association (ASHA). To prepare prospective speech-language pathologists, an Alabama EPP must have master's degree level S-LP program accreditation from the Council on Academic Accreditation (CAA). The program must require at least 36 semester hours of graduate credit and satisfactory performance on the CAA-prescribed Praxis II test(s). The curriculum shall provide the speech-language pathologist with:

(a) **Knowledge of:**

1. Biological sciences, physical sciences, statistics, and social/behavioral sciences.
2. Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3. Communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates in the following areas:
 - (i) Articulation.
 - (ii) Fluency.
 - (iii) Voice and resonance, including respiration and phonation.
 - (iv) Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing.
 - (v) Hearing, including the impact on speech and language.
 - (vi) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology).
 - (vii) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).
 - (viii) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities).
 - (ix) Augmentative and alternative communication modalities.
4. For each area specified in Rule 290-3-3-.51.02(2)(a)3.(i)-(ix), principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
5. Standards of ethical conduct.
6. Processes used in research and the integration of research principles into evidence-based clinical practice.

7. Contemporary professional issues.
8. Entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

(b) Ability:

1. With regard to evaluation:
 - (i) Conduct screening and prevention procedures (including prevention activities).
 - (ii) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - (iii) Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
 - (iv) Adapt evaluation procedures to meet client/patient needs.
 - (v) Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - (vi) Complete administrative and reporting functions necessary to support evaluations.
 - (vii) Refer clients/patients for appropriate services.
2. With regard to intervention:
 - (i) Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs, collaborating with clients/patients and relevant others in the planning process.
 - (ii) Implement intervention plans, involving clients/patients and relevant others in the intervention process.
 - (iii) Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - (iv) Measure and evaluate clients'/patients' performance and progress.
 - (v) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - (vi) Complete administrative and reporting functions necessary to support intervention.
 - (vi) Identify and refer clients/patients for services as appropriate.
3. With regard to interaction and personal qualities:
 - (i) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - (ii) Collaborate with other professionals in case management.
 - (iii) Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - (iv) Adhere to the Alabama Educator Code of Ethics and the ASHA Code of Ethics and behave professionally.

(3) Requirements for Certification of Speech-Language Pathologists.

Readiness to serve students with speech or language impairment 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 approved program for speech-language pathology. For candidates who meet requirements for unconditional admission to a Class A speech-language pathology program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education program.

(c) Competence to serve as a speech-language pathologist as demonstrated in a 400 clock hour supervised clinical experience in the practice of speech-language pathology, 25 hours of which were spent in clinical observation and 375 hours of which were spent in direct client/patient contact.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 01-09-97, effective 07-01-97; emergency rule to amend and adopt filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-16.

290-3-3-.52 Class AA (Sixth-Year Level) Programs for Teaching Fields.

(1) **Purposes of Class AA Programs for Teaching Fields.** The purposes of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in teaching positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program.

(2) **Institutional and Program Requirements.**

(a) The provision of Class AA programs shall be limited to institutions that meet the standards for accreditation at the sixth-year or education specialist's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for master's degree credit from taking the same course for sixth-year or education specialist's degree credit.

(c) Completion of a Class AA program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3) **Unconditional Admission to a Class AA Program for Teaching Fields.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.** Requirements for unconditional admission shall include:

(a) A criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

(b) A valid master's-level professional educator certificate in the same teaching field(s) in which the Class AA Professional Educator Certificate is sought, except as prescribed below:

1. Special circumstances:

(i) A teacher with a valid bachelor's-level professional educator certificate in early childhood education and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in early childhood education. A teacher with a valid bachelor's-level professional educator certificate in elementary education and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in elementary education.

(ii) A teacher with a valid bachelor's-level professional educator certificate in any teaching field and a valid master's-level professional educator certificate in English for speakers of other languages may be unconditionally admitted to a Class AA program in the

same teaching field for which the teacher holds a valid bachelor's-level professional educator certificate.

(iii) A teacher with a valid bachelor's-level professional educator certificate in English language arts and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in English language arts.

(iv) A teacher with a valid master's level professional educator certificate in a teaching field may be unconditionally admitted to a Class AA program in special education.

2. If an individual is unconditionally admitted to an Alabama Class AA program based on a valid master's-level professional educator certificate from another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate before applying for Class AA certification.

(4) Curriculum of Class AA Programs for Teaching Fields. The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards of quality for study at the sixth-year level.

(a) A Class AA program for a teaching field must require at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

1. A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, or thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for Class A certification may not be used to meet the requirement for Class AA certification.

2. At least one-third of the program shall consist of teaching field courses.

3. English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for credit in a Class A program from taking the same course for credit in a Class AA program.

(5) Requirements for Class AA Certification in a Teaching Field.

(a) A valid Class A Professional Educator Certificate in the same teaching field(s) which was used as a basis for admission to the Class AA program, as provided for in Rule 290-3-3-.52(3)(b)1.(i)-(iv) or for teacher leader as provided in Rule 290-3-3-.52.01(2)(a)1.

(b) A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved educator preparation program as verified on an official transcript. For candidates who meet requirements for unconditional admission to a Class AA educator preparation program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved educator preparation program.

(d) Successful completion of a practicum shall be required for initial certification in a special education teaching field.

(6) Testing for Class AA Certification for a Teaching Field. At the present time, there is no testing requirement for Class AA certification for teachers except for teachers who earn initial Class AA certification as a collaborative special education teacher (K-6). Such teachers must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(7) Special Alternative Certificate. A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class AA certification in a special education teaching field through a State-approved Class AA program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; amended 10-14-04, effective 11-18-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.52.01 Teacher Leader.

(1) **Rationale.** To realize the mission of enhancing school leadership among teacher leaders in Alabama resulting in the improvement of academic achievement for all students, prospective teacher leaders will achieve the standards below. Prospective teacher leaders must have opportunities to work collaboratively with school administrators, colleagues, students, parents and families, and the larger community to achieve school-wide goals. Teacher leaders adhere to the Alabama Educator Code of Ethics and model the use of the Alabama Professional Development Standards when providing learning opportunities for their colleagues. Standards for the preparation of teacher leaders reflect the Alabama Core Teaching Standards.

(a) Program content should be primarily focused on supporting the development and improving the practice of shared leadership.

(b) All candidates should understand and be able to support leadership that is shared with all stakeholders to increase student learning.

(c) All candidates must support the concept and the practice of collective learning with faculties and schools.

(2) **Unconditional Admission to a Teacher Leader Program.** Initial certification for a teacher leader shall be at the Class AA level.

(a) Criteria for unconditional admission to teacher leader programs shall include:

1. A valid master's level professional educator certificate in any teaching field or area of instructional support.

2. A minimum of three full years of full-time teaching experience in a P-12 setting.

3. A portfolio containing:

- (i) Three letters of recommendation.

- (ii) Evidence of ability to positively affect student achievement.

- (iii) Evidence of collaborative leadership potential.

(b) If an individual is unconditionally admitted to an Alabama Class AA teacher leader program based on a valid master's level professional educator certificate in a teaching field or area of instructional support from another state, completes the Class AA teacher leader program, and subsequently applies for Class AA teacher leader certification, then the individual must hold at least a valid Class A Professional Educator Certificate in a teaching field or area of instructional support before applying for Class AA certification.

(3) Program Requirements. Each State-approved program must:

(a) Include at least 30 semester hours of course work at the sixth-year level or above and not used for prior-level certification or degree in any teaching field or area of instructional support.

(b) Include periodic focus sessions for candidates to share problem-based concerns and successes and to collaborate on issues and solutions.

(c) Include meaningful P-12 school-based field experiences in any teacher leader course used to meet a teacher leader standard.

(d) Include a minimum of six semester hours reserved for a problem-based research project in a school or school system.

(4) Collaboration. The program should continue aspects of the EPP/LEA partnerships created for the Class A Instructional Leadership program to include:

(a) Joint curriculum design.

(b) Joint mentoring decisions.

(c) Joint planning for field experiences.

(d) Joint planning for the problem-based research project.

(5) Curriculum of a Teacher Leader Program.

(a) Learner development. Teacher leaders help to ensure that experienced and new teachers understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences for all students. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Regularly assess and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffold the next level of development.

2. Create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. Collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

4. Respect learners' differing strengths and needs and use this information to further each learner's development.

5. Use learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
6. Take responsibility for promoting learners' growth and development.
7. Value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

(b) Learning differences. Teacher leaders help to ensure that experienced and new teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.
2. Make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. Design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. Incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. Access resources, supports, and specialized assistance and services to meet particular learning differences or needs.
7. Believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
8. Respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
9. Make learners feel valued and help them learn to value each other.
10. Value diverse languages and dialects and seek to integrate them into his/her instructional practice to engage students in learning.

(c) Learning environments. Teacher leaders help to ensure that experienced and new teachers work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. Develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. Collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. Manage the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. Use a variety of methods to engage learners in evaluating the learning environment and collaborate with learners to make appropriate adjustments.

6. Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. Promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. Intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

9. Commit to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

10. Value the role of learners in promoting each other's learning and recognize the importance of peer relationships in establishing a climate of learning.

11. Commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

12. Seek to foster respectful communication among all members of the learning community.

13. Thoughtfully and responsively listen and observe.

(d) Content knowledge. Teacher leaders help to ensure that experienced and new teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

2. Engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

3. Engage learners in applying methods of inquiry and standards of evidence used in the discipline.

4. Stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences.

5. Recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.

6. Evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

7. Use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. Create opportunities for students to learn, practice, and master academic language in their content.

9. Access school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

10. Realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving, and keep abreast of new ideas and understanding in the field.

11. Appreciate multiple perspectives within the discipline and facilitate learners' critical analysis of these perspectives.

12. Recognize the potential of bias in his/her representation of the discipline and seek to appropriately address problems of bias.

13. Commit to work toward each learner's mastery of disciplinary content and skills.

(e) Application of content. Teacher leaders help to ensure that experienced and new teachers understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Develop and implement projects that guide learners to analyze the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. Engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. Facilitate learners' use of current tools and resources to maximize content learning in varied contexts.

4. Engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. Develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. Engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. Facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. Develop and implement supports for learner literacy development across content areas.

9. Constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

10. Value knowledge outside his/her own content area and how such knowledge enhances student learning.

11. Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

(f) Assessment. Teacher leaders help to ensure that experienced and new teachers understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

3. Work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4. Engage learners in understanding and identifying quality work and provide them with effective descriptive feedback to guide their progress toward that work.

5. Engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. Model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. Effectively use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

8. Prepare all learners for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. Continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

10. Commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about her or his own progress and learning.

11. Take responsibility for aligning instruction and assessment with learning goals.

12. Commit to providing timely and effective descriptive feedback to learners on their progress.

13. Commit to using multiple types of assessment processes to support, verify, and document learning.

14. Commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

15. Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

(g) Planning for instruction. Teacher leaders help to ensure that experienced and new teachers plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. Plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. Develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.

4. Plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. Plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver an appropriate learning experience to meet unique learning needs.

6. Evaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning.

7. Respect learners' diverse strengths and needs and commit to using this information to plan effective instruction.

8. Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

9. Take professional responsibility to use short- and long-term planning as a means of assuring student learning.

10. Believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

(h) Instructional strategies. Teacher leaders help to ensure that experienced and new teachers understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. Continuously monitor student learning, engage learners in assessing their progress, and adjust instruction in response to student learning needs.

3. Collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. Vary the teacher's role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. Provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. Engage all learners in developing higher order questioning skills and metacognitive processes.

7. Engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. Use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

9. Ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

10. Commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

11. Value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

12. Commit to exploring how the use of new and emerging technologies can support and promote student learning.

13. Value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

(i) Professional learning and ethical practice. Teacher leaders help to ensure that experienced and new teachers engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. Engage in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. Actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships, and create more relevant learning experiences.

6. Advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

7. Take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.

8. Commit to developing understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9. See himself/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

10. Understand the expectations of the profession including The Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

(j) Leadership and collaboration. Teacher leaders help to ensure that experienced and new teachers seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

2. Work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. Engage collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. Work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Work with school colleagues to build ongoing connections with community resources to enhance student learning and well-being.

6. Engage in professional learning, contribute to the knowledge and skill of others, and work collaboratively to advance professional practice.

7. Use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. Use and generate meaningful research on education issues and policies.

9. Seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. Advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. Take on leadership roles at the school, district, state, and/or national level and advocate for learners, the school, the community, and the profession.

12. Actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

13. Respect families' beliefs, norms, and expectations and seek to work collaboratively with learners and families in setting and meeting challenging goals.

14. Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

15. Take responsibility for contributing to and advancing the profession.

16. Embrace the challenge of continuous improvement and change.

(6) Requirements for Class AA Certification in Teacher Leader. Readiness to serve as a teacher leader shall include:

(a) At least a valid Class A Professional Educator Certificate or a valid Class A Professional Leadership Certificate. See Rule 290-3-3-.52.01(2)(b).

(b) Meet the requirements in Rule 290-3-3-.52(4)(a)1.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 for all courses in the Alabama State Board of Education approved teacher leader program as verified on an official transcript. Effective for candidates unconditionally admitted to a Class AA teacher leader program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved teacher leader program.

(d) Satisfactory completion of a problem-based research project.

(7) Testing for Certification in Teacher Leader. Applicants for initial certification in teacher leader through the completion of a Class AA program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.

(8) Faculty. An institution shall meet the criteria listed below.

(a) The program shall include at least two faculty members who hold earned doctorates and are full-time to the EPP. One faculty member shall hold an earned doctorate in educational administration or instructional leadership and shall be actively involved in the preparation of instructional leaders at the Class AA level. One faculty member shall hold an earned doctorate and be actively involved in the preparation of teachers at least at the Class AA level for grades P-3, K-6, 6-12, or P-12.

(b) Faculty members shall teach courses required in the teacher leader preparation program, advise candidates seeking certification through program completion, and demonstrate a thorough understanding of current State initiatives.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 5-13-2010, effective 06-17-2010; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.53 Class AA (Sixth-Year Level) Programs for Areas of Instructional Support Other Than Instructional Leadership.

(1) **Purpose of Class AA Programs for Areas of Instructional Support Other than Instructional Leadership.** The purpose of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program.

(2) **Institutional and Program Requirements.**

(a) The provision of Class AA programs shall be limited to institutions that meet the standards for accreditation at the sixth-year or education specialist's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for master's degree credit from taking the same course for sixth-year or education specialist's degree credit.

(c) Completion of a Class AA program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3) **Unconditional Admission to a Class AA Program for Instructional Support Personnel Other than Class AA Instructional Leadership.**

(a) Requirements for unconditional admission shall include:

1. A criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

2. A valid master's-level professional educator certificate in the instructional support field in which the Class AA Professional Educator Certificate is sought, except for programs in school psychology as prescribed in Rule 290-3-3-.54(2).

3. At least two full years of full-time acceptable professional educational work experience.

(b) If an individual is unconditionally admitted to an Alabama Class AA program based on a valid master's-level professional educator certificate from another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate before applying for Class AA certification. Individuals who hold an out-of-state professional educator certificate from another state must meet all requirements for the Class A Professional Educator Certificate, including experience requirements described in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(c) Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.**

(d) Requirements for admission to a Class AA program in instructional leadership are in Rule 290-3-3-53.01(2).

(4) Curriculum of a Class AA Program for Instructional Support Personnel.

(a) Completion of a Class AA program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

(b) A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(5) Requirements for Class AA Certification Other than Instructional Leadership. Readiness to serve in an instructional support capacity at the Class AA level shall include:

(a) A valid Class A Professional Educator Certificate in the instructional support field, except as prescribed in Rule 290-3-3-.54(2)(a).

(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program as verified on an official transcript. For candidates who meet requirements for unconditional admission to a Class AA instructional support program July 1, 2017, and thereafter, a minimum GPA of 3.50 on all courses used to meet the requirements on the approved program checklist for the Alabama State Board of Education approved instructional support program.

(6) Testing for Class AA Certification of Instructional Support Personnel. Applicants for initial certification in an instructional support area through the completion of a Class AA program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

SUPP. NO. 15-3
290-3-3-.53 Author

EDUCATOR PREPARATION

290-3-3-.53 History

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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290-3-3-.53.01 Instructional Leadership.

(1) **Rationale.** Grounded in the Alabama Standards for Instructional Leaders, and building on the knowledge and abilities developed at the Class A (master's degree) level, candidates in the Class AA Instructional Leadership programs will use their skills to create and practice successful instructional leadership. Class AA Instructional Leadership programs will rely on leadership experiences in school and school district settings to translate candidates' leadership knowledge into sound leadership practices. A core principle of Class AA Instructional Leadership programs will be the development of shared leadership practices with all who have a stake in improving student achievement, especially parents and teachers.

(2) **Unconditional Admission.** Advanced certification for an Instructional Leader shall be at the Class AA level and shall ensure the following:

(a) All candidates must undergo a criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

(b) All candidates must hold a valid Alabama Class A Professional Leadership Certificate or a valid Alabama Class A Professional Educator Certificate in Instructional Leadership or one of the other Alabama Class A leadership certificate designations [Instructional Leader, Principal, Superintendent, Superintendent-Principal, Educational Administrator, Supervisor (any subject and/or grade level), Administrator of Career and Technical Education].

(c) Candidates must:

1. Hold a valid Class A Professional Educator Certificate in Instructional Leadership or a valid Class A Professional Leadership Certificate.

2. Meet one of the following criteria:

(i) Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.

(ii) Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.53.01(2)(b) is proper certification according to the current edition of the *Subject and Personnel Codes* of the Alabama State Department of Education.

(iii). Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program.

(d) Applicants who completed a Class A program other than a Class A Instructional Leadership program approved by the State Board of Education on or after September 8, 2005, must submit a portfolio which includes:

1. Three letters of recommendation.
2. Most recent performance appraisals.
3. Evidence of ability to lead student achievement.
4. Evidence of leadership and management potential.
5. Reasons for pursuing the Class AA certificate in Instructional Leadership.

(e) Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and instructional leadership faculty. (Questions in the interview should reflect a higher level of knowledge and ability than those used as part of the admission process for the Class A Instructional Leader program.)

(f) Individuals must be unconditionally admitted to the Class AA instructional leadership program or the institution's Class AA teacher leader program before enrolling in any leadership courses in the Class AA instructional leadership program.

(3) Program Requirements. To provide a Class AA Instructional Leadership program, an institution must provide a Class A Instructional Leadership program. Each State-approved program must meet the following specifications:

(a) Curriculum. All Class AA programs in Instructional Leadership must:

1. Include no fewer than 30 semester hours of course work at the sixth-year level or above not used for prior-level certification or degree requirements.
2. Include periodic cohort or group focus sessions for member candidates to share problem-based concerns and successes and to collaborate on issues and solutions.
3. Include meaningful P-12 school-based field experiences in any instructional leadership course.
4. Set aside three to nine semester hours for problem-based experiences.

(b) Collaboration. All programs shall continue the EPP/LEA partnerships created for the Class A Instructional Leadership program that include:

1. Joint selection and admissions process. See Rule 290-3-3-.53.01(2).
2. Joint curriculum design.
3. Joint mentoring decisions.
4. Joint planning for field experiences.
5. Joint planning for problem-based activities.

(c) Content. Program content shall ensure the following:

1. The core of the instructional content portion of the Class AA program shall be the Alabama Standards for Instructional Leaders. The content shall be an extension rather than a repetition of instructional approaches used in the Class A Instructional

Leadership programs. Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation.

2. The core of instructional content shall be anchored in practical experiences.
3. Practical experiences shall be carefully planned and linked to at least one central instructional problem which will serve to focus the candidate's research and problem-solving efforts.

4. Program content shall incorporate experiences that encourage candidates to engage in alternative ways of thinking about educational settings, planning, scheduling, and/or approaches to teaching to accomplish learning goals for student populations with ever-changing needs.

5. The program shall include a significant content focus on adult learning theory. All candidates should develop a clear understanding of how adults learn and that schools are places where adults and students learn together.

6. Mentor training shall include, at a minimum:
(i) Understanding the mentor's role.
(ii) Providing high-quality learning experiences, coaching, and feedback to new and experienced professional educators and other staff.

(iii) Improving teacher performance using the Alabama Educator Effectiveness Process.

7. The program shall include significant content and practice in shared leadership. It should include opportunities for each candidate to understand and be able to implement leadership that is shared with all stakeholders in meaningful ways to support improved student learning.

8. The program shall include a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and adolescent literacy.

9. The program shall include study of content appropriate to the National Board Core Propositions for Accomplished Educational Leaders from the National Board for Professional Teaching Standards:

(i) Skills.
(I) Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.

(II) Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.

(III) Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

(ii) Applications.
(I) Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.

(II) Accomplished educational leaders are committed to student and adult learners and to their development.

(III) Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

(iii) Dispositions.

(I) Accomplished educational leaders model professional, ethical behavior and expect it from others.

(II) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.

(III) Accomplished educational leaders advocate on behalf of their schools, communities and profession.

10. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change.

(4) Requirements for Certification. Readiness to serve as a Class AA Instructional Leader shall include:

(a) A valid Class A Professional Educator Certificate in instructional leadership or one of the other Class A leadership certificate designations listed in Rule 290-3-3-53.01(2)(b) or a valid Class A Professional Leadership Certificate.

(b) Meet Rule 290-3-3-.53(4)(b).

(c) An official transcript from a regionally accredited institution documenting a minimum of 30 semester hours of post-master's degree work at the sixth-year level or above not used for prior-level certification or degree requirements.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved Class AA Instructional Leadership program. Effective for candidates unconditionally admitted to a Class AA instructional leadership program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved instructional leadership program.

(e) Completion of mentor training.

(f) Completion of a problem analysis project.

(5) Testing for Class AA Certification for Instructional Leadership. Applicants for Class AA certification who are meeting requirements for a certificate which covers a grade span different from the grade span covered by the certificate used as the basis for admission to the Class AA Instructional Leadership program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP). Some individuals hold an Alabama certificate for principal K-6 or 6-12 rather than P-12. A person holding one of those certificates and completing the Class AA Instructional Leadership P-12 program must meet the Praxis II requirements as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(6) Faculty.

(a) In order to offer both Class A and Class AA programs in Instructional Leadership, the institution must employ at least three faculty members who are full-time to the institution, hold an earned doctorate in instructional leadership (educational administration) or a related field, and have a minimum of three years of experience as an assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or administrator of career and technical education, or any three years combination thereof.

(b) In order to ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the three required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position. The request to do so must be supported with evidence that each of the two individuals to be employed part-time meets the doctoral degree and experience requirements indicated in Rule 290-3-3-.53.01(6)(a).

(7) Phase-out of Class AA Educational Administration Programs.

Applications for Class AA certification in educational administration, based on completion of an approved program at an Alabama EPP, have not been accepted since September 1, 2012.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 5-13-2010, effective 06-17-2010; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.54 School Psychology.

(1) **Rationale.** These standards are aligned with the standards of the National Association of School Psychologists (NASP) for the preparation of school psychologists.

(2) **Unconditional Admission to a School Psychology Program.** Initial certification for a school psychologist shall be at the Class AA level.

(a) Criteria for unconditional admission to school psychology programs shall include two full years of full-time professional educational work experience in a P-12 school system(s) and at least a valid master's-level professional educator certificate in school psychometry. An individual who holds a valid out-of-state professional educator certificate in school psychometry or school psychology at the master's level may be admitted to a Class AA program for school psychology.

(b) If an individual who is unconditionally admitted to an Alabama Class AA program in school psychology based on a valid master's-level professional educator certificate in school psychometry or school psychology from another state, completes the Class AA program in school psychology, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate in School Psychology or School Psychometry before applying for Class AA certification.

(3) **Program Curriculum.**

(a) **Practices that Permeate All Aspects of Service Delivery: Data-based Decision Making and Accountability.**

1. School psychologists have knowledge of varied methods of:
 - (i) Assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
 - (ii) Varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
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:
 - (i) Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
 - (ii) Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

(b) Direct and Indirect Services.

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.

(i) Interventions and instructional support to develop academic skills.

(I) 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.

(II) 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.

(ii) Interventions and mental health services to develop social and life skills.

(I) 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.

(II) 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. 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.

(i) School-wide practices to promote learning.

(I) 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.

(II) 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.

(ii) Preventive and responsive services.

(I) 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.

(II) 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.

3. Systems Level Services – Family-School Collaboration.

(i) 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.

(ii) 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.

(c) Foundations of School Psychologists’ Service Delivery.

1. Diversity in development and learning.

(i) 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.

(ii) 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.

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.

(i) Research and program evaluation.

(I) 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.

(II) 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.

(ii) Legal, ethical, and professional practice.

(I) 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.

(II) 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).

(4) Requirements for Certification in School Psychology. Readiness to serve as a school psychologist shall include:

(a) A valid Class A Professional Educator Certificate in school psychometry or school psychology.

(b) Meet Rule 290-3-3-.53(4)(b).

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program for school psychology as verified on an official transcript. Effective for candidates unconditionally admitted to a Class AA school psychology program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved school psychology program.

(d) Competence to perform as a school psychologist in a supervised P-12 internship of at least 300 clock hours supervised by an individual holding valid Alabama certification in school psychology.

(5) Testing for Certification in School Psychology. Applicants for initial certification in school psychology through the completion of a Class AA program must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02 effective, 04-18-02; repealed and adopted new 09-11-03 effective, 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.55 Innovative Programs.

(1) **Rationale.** Efforts to develop innovative ways of preparing teachers and instructional support staff shall be encouraged. The rules below are designed to facilitate approval of innovative approaches to preparing teachers or instructional support personnel.

(2) **Justification.** A proposal justifying the request for the review and for approval of an innovative program shall be required. This proposal shall define the need for the program, purposes it is to serve, and assumptions upon which it is based.

(3) **Objectives.** Each proposal shall be built upon a statement of the objectives of the area of the public school program with which the proposal deals. The objectives shall be developed cooperatively by the institution and its P-12 partners and shall be based on current research-based practices and trends.

(4) **Program Curriculum.**

(a) Programs may be proposed at the Class B, Class A, or Class AA level. The institution must comply with any general standards appropriate to the proposed teaching field or area of instructional support. (As examples, career and technical programs must address Rule 290-3-3-.23; a proposal for an innovative special education program must address the portions of Rule 290-3-3-.34 applicable to all special education teacher; and any innovative Class A program must meet Rule 290-3-3-.42.) If a Class B program is proposed, the institution must document compliance with Rules 290-3-3-.03 and 290-3-3-.04. If an Alternative Class A program is proposed, the institution must document compliance with Rule 290-3-3-.03 and Rule 290-3-3-.44(1), (2)(a)-(c), and (4)(b).

(b) Each proposed program shall include a clearly formulated written statement of the knowledge and abilities necessary for certification as a teacher or instructional support staff member, the proposed curriculum, and a description of any internship to be required. This statement shall be based upon the preceding rules regarding the objectives enumerated in response to Rule 290-3-3-.55(3).

(5) **Schedule.**

(a) Proposed innovative programs shall include a timetable which establishes the starting and ending dates of the project, as well as:

1. The sequence of activities as they are to occur.
2. The anticipated schedule of evaluation checkpoints.
3. The identification of the kinds of evidence needed to show results of the program.

(b) The timetable shall give the approximate date on which program reports are to be submitted to appropriate institutional officials and the Alabama State Department of Education. Additional information on the review of a proposed program is provided in Rule 290-3-3-.56(3).

(6) Requirements for Certification Based on an Innovative Program. The innovative program shall include provisions for continuing evaluation based on performance criteria to be met by candidates completing the program. The evaluation plan shall include the definition and specification of kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas of the program that need strengthening and the support needed for further program development. An annual report shall be provided to the Alabama State Department of Education, Educator Preparation Section.

(7) Testing for Certification Based on Completion of an Innovative Program. Applicants for initial certification based on completion of an innovative program must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification. Additional information is provided in Rule 290-3-3-.01(3).

(8) Approval. Proposals for innovative programs designed to lead to certification of teachers or instructional support personnel shall be approved by the Alabama State Board of Education prior to implementation and only for the duration of approval of existing programs. However, continuation of the program for more than two years is contingent upon the institution's submission of a progress report at the end of the second year and the approval of the report by the Educator Preparation Section of the Alabama State Department of Education.

(9) Progress Report. The institution shall submit a progress report at the end of two years. Receipt of the report will be acknowledged by the Alabama State Department of Education. If a review of the report indicates areas of concern, the Alabama State Department of Education reserves the right to schedule a site visit.

(10) Summative Report. The innovative program shall continue until the performance of its first program completers has been evaluated during their first three years of employment in Alabama public schools in the roles for which they were prepared. Information acquired in the program may result in the development and submission of standards to the Alabama State Board of Education for program approval through existing routes as described in Rule 290-3-3-.56(3).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new _____, effective 07-01-2016.

290-3-3-.56 Alabama State Department of Education.

(1) **Leadership.** The Alabama State Department of Education (ALSDE), through its Office of Teaching and Leading, Educator Preparation and Educator Certification Sections, shall provide the necessary leadership for coordinating educator preparation and certification in the State. The ALSDE shall work on a continuing basis to provide appropriate advisory and consultative services to the institutions in developing and maintaining quality preparation programs that meet all Alabama State Board of Education standards.

(a) The ALSDE provides a program approval model based on the premise that the completer of an Alabama-approved program will be eligible to apply for ALSDE certification.

(b) When an institution wishes to make changes in an approved program, the head of the EPP shall submit written documentation of the changes to be made. The documentation shall be reviewed and approved by Alabama Department of Education personnel when applicable standards are deemed to be met.

(c) The Educator Preparation Section shall maintain a current list of each institution's approved programs.

(2) **Accreditation/Approval of the Educator Preparation Provider (EPP).** The entity within an institution of higher education that coordinates educator preparation programs shall undergo a comprehensive review of the EPP and each program at least every seven years based on the options and standards listed below.

(a) **Accreditation/approval options.**

1. An institution choosing to seek or continue CAEP accreditation and state approval as an EPP uses CAEP processes to document compliance with CAEP standards as adopted for use in Alabama and uses ALSDE processes to document compliance with Alabama-specific standards. When all standards are met through CAEP processes and Alabama processes, ALSDE staff prepare an approval resolution for consideration by the Alabama State Board of Education (ALSBE). See information about the approval of specific programs in Rule 290-3-3-.56(3).

2. An institution choosing to seek only ALSBE approval as an EPP uses ALSDE processes to document compliance with CAEP standards as adopted for use in Alabama and Alabama-specific standards. When all standards are met, ALSDE staff prepare an approval resolution for consideration by the Alabama State Board of Education (ALSBE). See information about the approval of specific programs in Rule 290-3-3-.56(3).

(b) EPP approval standards.

1. CAEP standards as adopted for use in Alabama and related indicators are in Rule 290-3-3-.02(1)-(5) and are summarized here:

- (i) Content and pedagogical knowledge.
- (ii) Clinical partnerships and practice.
- (iii) Candidate quality, recruitment, and selectivity.
- (iv) Program impact.
- (v) Provider quality assurance and continuous improvement.

2. Alabama-specific standards are detailed in the Rule 290-3-3-.02(6) and are summarized here:

- (i) Courses, credits, and /or programs acceptable to meet state-approved program requirements.
- (ii) General studies.
- (iii) Teaching field.
- (iv) Criminal history background check.
- (v) Field experiences and internships (Class B, Class A, and Class AA programs).
- (vi) Faculty qualifications.
- (vii) Governance and accountability for educator preparation.
- (viii) Educator preparation provider (EPP) accountability.

(3) Approval of Educator Preparation Programs. The EPP determines how each program leading to an Alabama Professional Educator Certificate or Professional Leadership Certificate is to be reviewed. Each program may be reviewed under a different option listed below:

(a) Continuous Improvement in Educator Preparation (CIEP) program review, an Alabama-specific process with:

1. Six main **purposes**:

(i) Ensure approved programs produce well-prepared and effective educators ready to improve P-12 student learning consistent with Plan 2020.

(ii) Emphasize the importance of well-planned, sequential, and meaningful field experiences.

(iii) Provide a robust continuous improvement/output model.

(iv) Provide a framework for institutions to submit mid-cycle reports for each program that feed into the data reports needed for comprehensive reviews, including site visits.

(v) Focus on a limited number of key assessments providing high-quality information on candidate performance:

(I) State-required tests for certification, such as Praxis II assessments.

(II) An additional assessment of content knowledge.

(III) Assessment of candidate's ability to plan instruction, or for non-teaching areas, the ability to fulfill identified professional responsibilities.

(IV) Evaluation during the internship.

(V) Assessment of impact on student learning, or for non-teaching areas, the ability to create supportive learning environments.

(VI) Ensure that comparable data streams are available across all Alabama institutions approved to prepare educators.

2. A **scope and focus** for the program review process that includes the curriculum plan, field experiences, and key assessments.

3. A range of **approval options** including:

(i) Initial approval of a new program.

(ii) Continued approval of an existing program.

(iii) Conditional approval if fewer than all requirements have been met for a new or continuing program.

(iv) Probationary approval of a currently-approved program for which serious concerns were identified.

(v) Denial of approval.

(b) CAEP program review with national recognition.

(c) Program review by another national discipline-specific accrediting agency recognized by the U.S. Department of Education, such as the National Association of Schools of Music.

(4) Application of Rules.

(a) Continuing review of approved programs. The institution's approved programs shall be reviewed on a seven-year cycle, unless the State Superintendent of Education initiates a special review. In addition to submitting the documents required for an onsite visit, the EPP will submit to the ALSDE:

1. A copy of every accreditation-related report submitted to the American Association of Colleges for Teacher Education and/or the Council for the Accreditation of Educator Preparation.

2. A copy of every accreditation report received from a SPA or discipline-specific accrediting agency recognized by the U.S. Department of Education, such as the National Association of Schools of Music.

(b) Review of proposed program(s) and/or program(s) affected by significant changes in program approval rules.

1. The chief administrative officer of the institution shall submit a written request to the State Superintendent of Education for a review, indicating the specific program(s) to be developed for review and/or the program(s) affected by significant changes in program approval rules.

2. The development and review of proposed program(s) shall be authorized by the Alabama State Board of Education. The development and review process involves two separate actions by the Alabama State Board of Education: a resolution to authorize

development of the program(s) and a resolution to approve the newly developed program(s). Candidates shall not be enrolled in courses unique to a proposed program prior to approval by the State Board of Education. Approval of a request to review a program does not authorize an institution to admit students to the program(s).

3. The review process shall be coordinated by staff members in the Educator Preparation Section of the ALSDE. The review process shall include the training of review team chairpersons and members, as well as the evaluation of their effectiveness.

4. The institution shall use CIEP Program Report Submission Forms, program checklists and other supporting evidence to document compliance with program approval rules.

5. The State Superintendent of Education shall appoint teams to review the documentation provided by the institution, making every effort to ensure that the teams:

(i) Represent diversity.
(ii) Include representatives of local education agencies, institutions of higher education, and the Alabama State Department of Education.

(iii) Include only persons who have a high degree of competence in the area(s) of assignment, have been trained to evaluate educator preparation programs, have never been employed by the institution, and have no current professional or personal relationship with the institution.

6. The CIEP documentation will be provided by the institution at least 18 months prior to the onsite visit and shall be evaluated prior to a site review.

7. For the site review, the institution shall provide work space, support services, lodging, reimbursement for travel expenses, and information needed by the team to complete the review process.

8. The report of the site team shall include a summary statement(s) concerning all standards, as well as recommendations for any standards deemed unmet, and shall be sent from the State Superintendent of Education to the chief academic officer. A copy of the report will also be sent to the EPP head, along with a list of standards that are deemed unmet by the review team.

9. For any program that receives less than initial approval or continuing approval, the head of the EPP shall provide written acknowledgement of having received the review team report and indicate whether the institution will comply with recommendations contained in the report or withdraw the affected program.

10. The head of the EPP and the Alabama Department of Education staff member responsible for the review shall facilitate documentation of compliance with recommendations contained in the review team report.

(c) Special reviews. The State Superintendent of Education reserves the right to require special reviews in response to the adoption of new standards, significant changes to existing standards, or evidence of factors such as:

1. Candidates recommended for certification have not met approved program requirements.

2. Significant changes in enrollment patterns.

3. Frequent changes in EPP leadership.
4. Evidence that the unit is not implementing its assessment system.

(5) Appeals procedure.

(a) In the event the reviewed institution feels that it has justifiable reasons to question the validity of any part of the team report, it may request that appeals procedures be invoked. Such procedures shall include the appointment of an appeals panel, members of which shall have no connections or conflict of interest with the institution and made up as follows:

1. The Alabama Department of Education administrator who is responsible for both educator preparation and certification (chairperson).
2. Two active members of the Alabama Association of Colleges for Teacher Education to be appointed by the president of the Association (such members shall not have been involved in the review under consideration).
3. At least one representative of an association of professional educators.
4. The chairperson of the review team or a team member designated by the team chairperson.
5. At least two staff members of the Educator Preparation and Educator Certification Sections of the ALSDE.
6. The chairperson of the review team and the two staff members of the Alabama Department of Education shall be non-voting members of the appeals panel.

(b) The administrative head of EPP and/or other designated personnel from the teacher preparation institution involved shall be invited to attend the meeting(s) of the panel and shall be given ample opportunity to present evidence and otherwise represent the interests of the institution in the matter under consideration. Evidence may not include changes made after the onsite review.

(c) After sufficient study and deliberation as determined by the chairperson, the panel shall make its decision in closed session with only voting members present.

(d) All parties involved in the appeals process shall receive from the State Superintendent of Education written notification of the decision within ten working days.

(e) If the appeal results in a favorable decision for the institution and all pertinent standards are deemed met, the resolution for program approval shall be presented to the Alabama State Board of Education.

(f) In the event that the educator preparation program(s) in question is not approved by the State Board of Education, the report of the review team and all related actions by the appeals panel shall not apply to the institution after a period of one year from the date of the team visit. The entire program approval process shall be repeated if the

institution of higher education decides to continue seeking State approval for the program(s) which was not approved.

(6) Rescinding Alabama State Board of Education approval of educator preparation programs. Institutions that recommend for certification candidates who have not met approved program requirements will jeopardize the continuation of their educator preparation programs.

(a) Following a due process procedure enumerated in the Alabama Administrative Procedure Act, Ala. Code §§41-22-1, et seq. (1975), approval of an educator preparation program may be rescinded for just cause, including failure of a significant number of program completers to receive satisfactory ratings based on performance evaluations established by the Alabama State Board of Education.

(b) An institution that has approval of any or all programs rescinded by the Alabama State Board of Education must wait at least five scholastic years to request permission to develop a program in the teaching field(s) or instructional support area(s) for which approval was rescinded or in any teaching field or instructional support area if approval of all programs was rescinded.

(c) Candidates who have been admitted to a program that has had its State Board of Education approval rescinded shall have the right to finish that program to which they have been admitted in a reasonable period of time. No other candidates may be admitted to that program.

(d) The notice of a proposed action shall be given consistent with provisions of Ala. Code §41-22-12 (1975).

(e) The State Superintendent or his designee shall serve as the hearing officer for hearings conducted under this rule. If the number of witnesses seems excessive in the judgment of the hearing officer, the party requesting the witnesses may be required to justify this necessity. The hearing officer may decline to listen to numerous character witnesses or witnesses testifying to the same or substantially the same facts and/or circumstances.

(f) In taking testimony and in considering the evidence, the hearing officer shall follow the provisions of Ala. Code §41-22-13 (1975), insofar as practicable, but shall not be bound by the technical rules of evidence observed in courts of law. The hearing officer may listen to hearsay testimony and accept depositions and affidavits if such testimony is material and relevant to the issue(s).

(g) The conduct of a hearing under this rule shall follow the below order of presentation:

1. Reading of notice of proposed program rescission and grounds therefore.
2. Preliminary matters, if any.
3. Opening statements by the parties, if desired.
4. Presentation of evidence supporting the proposed program rescission.
5. Presentation of evidence in support of the institution's position.
6. Rebuttal evidence to the institution's presentation, if any.
7. Summation by the parties, if desired.
8. The parties are responsible for securing the attendance of their witnesses.
9. The hearing officer may establish a pre-hearing conference and any other schedule to facilitate the hearing.
10. The hearing officer shall prepare a proposed order containing a statement of facts and reasons to justify the decision rendered. The hearing officer shall issue his/her recommendation (in the form of a proposed order) no later than forty-five (45) days from the date of the conclusion of the hearing.
11. The proposed order shall become the final decision unless a party files an exception within ten (10) days from receipt thereof.
12. If an exception is filed, it shall include a request for oral argument before the Alabama State Board of Education, if desired. Written argument, not to exceed 10 pages of 8 1/2 x 11 inch paper, double-spaced, shall be filed with the Alabama State Board of Education within ten (10) days after the filing of the exception.
13. Oral argument shall be limited to ten (10) minutes per party, with the party filing the exception making the first presentation, unless modified by the State Board of Education.

(7) Educator Data.

(a) Supply and demand. Studies necessary to provide current data on the numbers of teachers available for employment in each teaching and instructional support field in the public schools and the likely number of vacancies in each field shall be the responsibility of the Office of Teaching and Leading of the Alabama Department of Education, with the cooperation of the educator preparation institutions and local education agencies. The information compiled from these studies shall be made available to institutions that offer programs for preparing teachers for use in planning programs and counseling candidates.

(b) Satisfaction surveys. Studies from recent program completers and their employers. EPPs and the ALSDE will share responsibility for designing, administering, and summarizing the data obtained from satisfaction surveys.

(c) **Report card.** The State Superintendent of Education may stipulate the factors to be included in a report card, allowing a reasonable amount of time for information to be gathered and prepared for dissemination.

(8) **Liaison With Other Agencies Which Accredite or Develop Standards for Educator Preparation Programs.** The Office of Teaching and Leading shall maintain contact with other entities affecting educator preparation programs in the State. Three entities of particular significance in this respect are the Council for the Accreditation of Educator Preparation (CAEP), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO). The Office of Teaching and Leading shall facilitate maximum cooperation with these agencies and shall coordinate the approval of educator preparation programs with the functions of these agencies whenever feasible. Whenever feasible, cooperative and concurrent evaluations shall be facilitated.

(9) **Continuous Improvement.** The State Superintendent of Education may appoint an advisory panel to study any dimension(s) of educator preparation and certification. Recommendations from such a group would be received by the State Superintendent of Education prior to their submission to the Alabama State Board of Education. Membership on such a group shall include P-12 teachers and instructional support personnel, representatives of higher education, business and industry, parents, and the general public. When needed, the Educator Preparation Section may convene ad hoc groups representing EPPs to provide feedback on proposed revisions of standards or procedures.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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**RULES
OF THE
ALABAMA STATE BOARD OF EDUCATION**

**NEW
CHAPTER 290-3-3
TEACHER EDUCATION**

PROFESSIONAL SERVICES

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290-3-3-.01 Definitions. Other terms related to the preparation and certification of educators are in the Teacher Certification Chapter of the Alabama Administrative Code, Rule 290-3-2-.01.

(1) **32/19.** The semester hours required in a teaching field, including at least 32 semester hours of credit in a teaching field with at least 19 semester hours of upper-division credit.

(2) **Academic Major.** The specialized area of study in a discipline that meets the institution's requirements for an Arts and Sciences major and is on the individual's official transcript. For the purpose of program approval, the major must require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. All courses required in the Arts and Sciences major must appear on the approved program checklist. This requirement applies to certification for secondary (6-12), middle school (4-8), and P-12. (The intent of this definition is to designate majors outside the department/school/college of education.) The academic major must be open to persons not pursuing certification. Programs in early childhood education, elementary education, driver and traffic safety education, health education, career and technical education, physical education, and special education do not require an academic major but do require at least 32 semester hours of credit in the teaching field with at least 19 semester hours of upper-division credit.

(3) **Alabama Prospective Teacher Testing Program (APTTP).** The statewide testing program required by the Alabama State Board of Education for prospective teachers as a precondition for initial certification. The program consists of three basic skills assessments from the ACT WorkKeys System (Applied Mathematics, Reading for Information, and Writing) and prescribed Praxis II subject assessments from Educational Testing Service. The requirements for the basic skills assessments became effective January 1, 2003. The requirements for the subject assessments became effective April 14, 2005. Official score reports must be submitted directly from the testing service to the Teacher Education and Certification Office of the Alabama State Department of Education. Applicants must meet the requirements in effect at the time an application is submitted to the Office. Additional information is in Rule 290-3-2-.02(10).

(4) **Application for Certification.** Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. At a minimum, documentation must include Form APP, application fee, and an official transcript verifying a degree at the level for which certification is sought. If the degree has not been conferred at the time of application, in addition to the official transcript, the application must include an official document from the institution's registrar stating all degree requirements have been met.

(5) Approved Program. A teacher education program at an institution of higher education that has been formally approved by the Alabama State Board of Education. All of the courses in an approved program shall be indicated on an Alabama State Department of Education form called a checklist. Programs approved based on Alabama standards shall be designated as State-approved. Programs approved by any state other than Alabama shall be designated as state-approved.

(6) Candidates. Pre-service or in-service persons enrolled in higher education for the purpose of earning initial or advanced certification in a teaching field or area of instructional support or for professional development purposes. The term students is reserved in the Teacher Education and Teacher Certification Chapters of the Alabama Administrative Code for references to persons enrolled in P-12 schools.

(7) Certification. Issuance of certificates to persons who have met the requirements of the Alabama State Board of Education. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in Rule 290-3-2-.02(7).

(8) Clinical Faculty. P-12 school and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experiences and clinical practice.

(9) Clinical Practice. Internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Additional information is provided in the definitions for field experiences and internship in Rule 290-3-3-.01(16) and (24). Alabama uses the word internship in lieu of student teaching.

(10) Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, assessment, and unit accountability.

(11) Cooperating Teacher. Information about the qualifications for P-12 clinical faculty is provided in Rule 290-3-3-.02(7)(s).

(12) Courses, Credits, and/or Programs Acceptable to Meet State-Approved Program Requirements. Full information is provided in Rule 290-3-3-.02(2).

(13) Cultural Diversity. The variety of cultural backgrounds of candidates, faculty, and P-12 school personnel based on factors such as ethnicity, exceptionalities, gender, language, race, religion, and socioeconomic status.

(14) Dispositions. The commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility. For example, dispositions might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

(15) Educational Experience. Teaching experience and instructional support experience, including full-time educational work in: (a) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (b) an accredited, state-registered, state-approved, and/or church-related nonpublic school; or (c) rehabilitation facilities for P-12 students. Educational experience as an intern, graduate assistant, student teacher or in positions such as substitute teacher, aide, or clerical worker shall not be considered appropriate. Experience that is not categorized as any of the above shall be considered on an individual basis.

(16) Field Experiences. Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching that contribute to the understanding and competence of the teacher education candidate. Additional information is provided in the definition of clinical practice in Rule 290-3-3-.01(9) and in Rule 290-3-3-.02(6)(a) and (b).

(17) Full-time Faculty. Employees of a higher education institution with full-time assignments in the professional education unit as instructors, professors at different ranks, administrators, or professional support personnel.

(18) GPA. Grade Point Average. In this chapter, all GPA requirements pertain to calculations on a four-point scale. Appropriate adjustments shall be made for other scales. GPAs may not be rounded. For example, a GPA of 2.49 cannot be rounded to 2.50. The official overall GPA is the overall GPA posted on the official transcript.

(19) Highly Qualified Teacher (HQT). When the term highly qualified teacher is used, the definition is based on the current edition of *The Alabama Model for Identifying Highly Qualified Teachers*. The federal No Child Left Behind Act (NCLB) requires that states establish criteria to identify highly qualified teachers. NCLB does not apply to teachers of the following disciplines: driver and traffic safety education, health education, physical education, Reserve Officer Training Corps (ROTC), and career and technical education (CTE) unless CTE courses carry embedded credit or substitute credit for mathematics or science.

(20) Initial Certificate. The first Alabama certificate in any teaching field or area of instructional support. (Examples: If a person earns a first Alabama Class B Professional Educator Certificate in elementary education, that person would have earned an initial certificate in elementary education. If that person earns a Class A Professional Educator Certificate in elementary education, that person would have earned an advanced certificate in elementary education. If an individual with a Class B Professional Educator Certificate in elementary education earns a Class B Professional Educator Certificate in mathematics, that individual would have earned an initial certificate in mathematics. Similarly, if a person with a Class B Professional Educator Certificate in elementary education earns a Class A Professional Educator Certificate in library media, that person would have earned an initial certificate in library media. The same examples are applicable to a teacher whose initial certificate is issued at the Class A level.

(21) Instructional Support Area: The concentrated area of graduate study in a State-approved program that leads toward Class A or Class AA certification in instructional leadership, library media, school counseling, school psychometry, school psychology, or sport management.

(22) Instructional Support Personnel. Professional administrative and support staff of a school or school system: instructional leader (educational administrator, superintendent, principal, supervisor, vocational administrator), library media specialist, school counselor, school psychometrist, sport manager, or school psychologist.

(23) Intern Supervisor. A person assigned by the college or university to supervise interns.

(24) Internship. Experiences in public P-12 schools or regionally accredited private schools culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing under the supervision of personnel from that public school system or regionally accredited private school and the institution of higher education in which the candidate is enrolled. Additional information is provided in the definitions of clinical practice and field experiences in Rule 290-3-3-.01(9) and (16) and in the rules for specific programs.

(25) Kindergarten. In Alabama schools, the word kindergarten typically refers to programs for five-year olds. As used in this chapter, kindergarten refers to programs for five-year-olds.

(26) Levels of Alabama-Approved Programs. Alabama-approved programs in teaching fields and areas of instructional support lead to Professional Educator Certificates. Alabama-approved programs in instructional leadership lead to Professional Leadership Certificates.

(a) Class B: Bachelor's degree level. Additional information is provided in Rule 290-3-3-.04.

(b) Class A: Master's degree-level program of at least 30 semester hours of graduate credit in a teaching field or instructional support area. Additional information is provided in Rule 290-3-3-.42 and Rule 290-3-3-.47.

(c) Class AA: Planned sixth-year program of at least 30 semester hours of graduate credit beyond the master's degree that may result in an education specialist degree in a teaching field or area of instructional support. Additional information is provided in Rule 290-3-3-.52 and Rule 290-3-3-.53.

(27) Levels of Alabama Professional Educator Certificates.

(a) Class B: Bachelor's degree-level.

(b) Class A: Master's degree-level.

(c) Class AA: Sixth-year level or education specialist degree-level.

(28) Levels of Alabama Professional Leadership Certificates.

(a) Class A: Master's degree-level.

(b) Class AA: Sixth-year level or education specialist degree-level.

(29) Major Area of Faculty Specialization. The concentrated area of academic study as determined by a statement on the faculty member's official doctoral transcript from a regionally accredited institution that indicates the area. If the area is not identified on the transcript, 30 semester (45 quarter) hours of post-bachelor's, graduate-level coursework from a regionally accredited institution appropriate to the area of primary assignment must be identified. No more than 3 semester hours of dissertation credit may be used to satisfy this requirement, even if the dissertation is directly related to the major area of specialization.

(30) Office. The Teacher Education and Certification Office of the Alabama State Department of Education.

(31) P (Pre-school). Any level prior to kindergarten.

(32) Practicum. A unit of instruction in the field of specialization of the candidate that combines formal study and instruction with practical experience in the area of specialization. A practicum must be in a public P-12 school or regionally accredited private school.

(33) Pre-service Education. The academic and professional preparation that a prospective teacher must complete successfully before certification as a teacher.

(34) Professional Studies. A coordinated and integrated program of courses and experiences that includes foundations, methodology, curriculum, evaluation, reading, technology, direct observation and participation in a variety of school settings, and internship. Professional studies courses are typically common to multiple disciplines or areas.

(35) Program Approval Process. The procedures followed in determining whether proposed preparation programs meet program approval rules adopted by the Alabama State Board of Education. Additional information is provided in Rule 290-3-3-.56(2).

(36) Program Checklist. An official document identifying all courses required to complete a State-approved teacher education program. Checklists are submitted by an institution and approved by the Alabama State Board of Education following a review. The official State-approved checklist will be used as the basis for issuing a certificate. Additional information on program approval is in Rule 290-3-3-.56(2). If institutions modify the format of the State-approved checklist to facilitate advisement, all requirements on the official checklist must be included on the modified forms.

(37) Program Overlap. Written institutional policies, applicable cross all majors and programs, that allow an individual in the process of earning a degree on one level who meets specified institutional criteria to take a limited number of courses at the next degree level. Coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class B or Class A certification requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support. Additional information is provided in Rule 290-3-3-.02(2)(g) and (h).

(38) Recent P-12 Experiences Requirement.

(a) Faculty who teach methods courses or supervise interns for teaching field programs and who have not been employed in a P-12 setting within the most recent five-year period shall use either of two options to meet the professional experience requirement:

1. Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom.
2. Teach methods courses that include model lessons or demonstration classes in P-12 schools.

(b) At a minimum, faculty who supervise interns for instructional support programs and who have not been employed in a P-12 setting with the most recent five-year period shall shadow a highly effective P-12 practitioner in the area of instructional support for at least 10 clock hours per semester. This requirement is effective spring semester 2010.

(39) Regional Accrediting Agency. The six regional accrediting agencies recognized by the U.S. Secretary of Education are:

(a) Middle States Association of Colleges and Schools, Commission on Higher Education for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

(b) New England Association of Schools and Colleges, Commission on Institutions of Higher Education for institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

(c) North Central Association of Colleges and Schools, Higher Learning Commission for institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navajo Nation.

(d) Northwest Commission on Colleges and Universities for institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

(e) Southern Association of Colleges and Schools, Commission on Colleges for institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

(f) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities for institutions of higher education in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands.

(40) Regionally Accredited. Refers to action taken by one of the regional accrediting agencies in Rule 290-3-3-.01(39) and is specific to the status of the institution at the time credit or degrees were earned.

(41) Remedial Courses. Other than remedial, these courses may be called compensatory, developmental, or basic skills. These courses are usually numbered below 100. Remedial courses may not be used to meet approved program requirements. This requirement became effective for candidates admitted to Class B programs or Alternative Class A programs on or after August 1, 2009. Additional information is provided in Rule 290-3-3-.01(12).

(42) State. Any state or commonwealth, the District of Columbia, or territory of the United States of America.

(43) Student Teaching. Information is provided in the definition of internship in Rule 290-3-3-.01(24).

(44) Students. Children and youth attending P–12 schools, as distinguished from teacher or instructional support personnel candidates.

(45) Teaching Field. The specific discipline or concentrated area of study in a State-approved program that leads toward teacher certification; e.g., elementary education, Grades K-6; middle-level English language arts, Grades 4-8; middle-level mathematics, Grades 4-8; secondary English language arts, Grades 6-12; secondary history, Grades 6-12; or choral music, Grades P-12. Additional information about requirements for an academic major are in Rule 290-3-3-.02(4) for Class B programs and in Rule 290-3-3-.44(3)(d)3.-5. for Alternative Class A programs. The term academic major is defined in Rule 290-3-3-.01(2). Teaching field courses are typically unique to the discipline or area.

(46) Unit. The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the professional education unit.

(47) Upper-Division. Coursework designated by an institution of higher education to be at the junior or senior level of undergraduate study.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 2-1-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; emergency amended rule adopted 04-14-05, effective 04-14-05; amended rule adopted 06-09-05, effective 07-14-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-1-09; amended 6-14-12, effective 7-19-12.

290-3-3-.01.01 Effective Dates.

(1) Unless noted elsewhere, the effective date of these rules is October 1, 2009.

(2) Candidates seeking admission to Alternative Class A programs may be able to use verification of a passing score on the prescribed Praxis II subject assessment to meet the teaching field requirements for admission. Additional information is provided in Rule 290-3-3-.44(3)(d). This option was adopted by the Alabama State Board of Education on April 9, 2009, and became effective on May 4, 2009.

(3) Changes based on the federal No Child Left Behind Act of 2001 (NCLB) (i.e., general studies requirements for early childhood education, elementary education, and collaborative special education teacher K-6 and 6-12; and the academic major requirement for middle/secondary and P-12 programs) became effective for candidates recommended for certification after June 30, 2005.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

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290-3-3-.02 College and University Requirements. To offer approved teacher education programs, institutions shall be accredited by the Southern Association of Colleges and Schools at the level of program(s) to be provided. To provide a Class AA program in a secondary teaching field (excluding driver and traffic safety education, health education, and career and technical education) or in visual arts, music, or physical education, an institution shall also offer a non-teacher education master's degree in that discipline. If an institution loses regional accreditation at one or more levels, the unit must notify candidates individually and in writing.

(1) Conceptual Framework(s).

(a) The unit's conceptual framework(s) shall describe the vision, mission, philosophy, goals, and purpose of the unit's efforts in preparing educators to work in P-12 schools. It is knowledge-based, including theories, research, the wisdom of practice, and education policies. It also is well articulated and consistent with the institution's mission. The unit's conceptual framework(s) shall clearly articulate the unit's professional commitments to knowledge, teaching competence, and student learning. It shall outline the dispositions that the faculty value in teachers and other professional school personnel.

(b) The unit's conceptual framework(s) shall reflect the unit's commitment to preparing candidates to support learning for all students and shall provide a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(c) The unit's conceptual framework(s) shall reflect the unit's commitment to preparing candidates who are able to use educational technology to help all students learn. It also shall provide a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(d) The unit's conceptual framework(s) shall provide the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

(2) Courses, Credits, and/or Programs Acceptable to Meet State Approved Program Requirements.

(a) Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions.

(b) Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than general studies and Arts and Sciences type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

(c) Courses, credits, and/or degrees accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Teacher Education and Certification Office. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to a regionally accredited institution in the United States.

(d) Remedial courses may not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(41).

(e) Coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class A certification requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support.

(f) A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.

(g) Individuals in undergraduate programs may enroll in master's-level courses in an approved Class A or Alternative Class A program in accordance with written institutional policies and State standards for program admission. Such courses count toward the limit of courses that may be taken prior to unconditional admission to a program. Additional information is provided in Rule 290-3-3-.01(37), Rule 290-3-3-.42(3)(d), Rule 290-3-3-.44(3), and 290-3-3-.47(2).

(h) Individuals in a master's program may enroll in courses in an approved Class A or Class AA program in accordance with written institutional policies and State standards for program admission. Such courses count toward the limit of courses that may be taken prior to unconditional admission to a program. Additional information is provided in Rule 290-3-3-.01(37), Rule 290-3-3-.52(2), and Rule 290-3-3-.53(2).

(i) If an individual completes a Class B program at an institution and wants to return to the same institution for a new Class B program, professional studies courses common to both approved checklists are not subject to the five-course limit. However, if the individual has taken more than five professional studies courses on the checklist of the second program, no additional professional studies courses may be taken prior to unconditional admission.

(j) If an individual completes a Class A, Alternative Class A, or Class AA program at an institution and wants to return to the same institution for a new program on the same degree level, courses common to both approved checklists are not subject to the five-course limit. However, if the individual has taken more than five courses on the checklist of the new program, no additional courses may be taken until the individual is unconditionally admitted.

(3) General Studies. The unit shall ensure that candidates have completed general studies courses and experiences. General studies shall include courses in humanities, social studies, mathematics, and science.

(a) Individuals in the Class B programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies.

(b) Individuals applying for admission to Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies or earned the current passing score on the prescribed Praxis II subject assessment of the Alabama Prospective Teacher Testing Program. Additional information is provided in Rule 290-3-3-.44(3)(c).

(4) Teaching Field. The unit shall ensure that teacher candidates attain academic competence in the content that they plan to teach. Teacher candidates shall know the subject matter that they plan to teach and shall be able to explain important principles and concepts delineated in professional, state, and institutional standards. Institutions may elect to meet appropriate Alabama State Board of Education knowledge and ability rules for specific teaching fields, NCATE-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies. Completion of a teaching field for most middle/secondary and P-12 teaching field programs shall ensure that the candidate has completed all requirements for an academic major in the teaching field. Programs in early childhood education, elementary education, driver and traffic safety education, health education, career and technical education, physical education, and special education do not require an academic major.

(a) Major requirements. The Class B middle-level, secondary, and P-12 teaching fields shall include one of the following options:

1. A comprehensive teaching field in English language arts, general science, or general social studies that includes both an academic major in an area included in the broad area and coursework in the other areas within the comprehensive field. The academic major must meet the 32/19 requirements. Additional information is provided in the definition for 32/19 in Rule 290-3-3-.01(1). Institutions may develop Arts and Sciences majors in a comprehensive teaching field as long as enrollment is not restricted to prospective teachers. Institutions that choose this option may count all coursework in the comprehensive major toward the 32/19 requirement. For example, the 32/19 requirement for an English language arts major may include courses in English, grammar, reading, speech, drama, theatre, and journalism.

2. A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in a single teaching field, such as chemistry or history.

3. A single teaching field in an area of driver and traffic safety education, health education, career and technical education, physical education, or special education that includes a major with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit.

(b) Methods course requirements. Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). The requirement for Alternative Class A programs is effective for candidates admitted on or after August 1, 2011. If the faculty members who teach methods courses have not had recent P-12 teaching experience that has provided knowledge of the trends and issues in the P-12 setting, then each methods course shall be team taught with a P-12 teacher who holds at least a valid master's-level certificate in an appropriate teaching field or shall be taught by that P-12 teacher.

(5) Criminal History Background Check.

(a) Effective no later than the beginning of the fall 2008 semester, any candidate applying for admission to a State-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457.

(b) The candidate shall be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fees, and procedures is available from the Teacher Education and Certification Office.

(c) The candidate is responsible for the nonrefundable, nontransferable fee.

(d) The candidate shall be issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the unit documentation of having cleared the criminal history background check prior to admission to a State-approved teacher education program.

(e) A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290-3-2-.34, Revocation and Suspension of Certificates and Unsuitability Determinations.

(6) Field Experiences and Internships (Class B, Class A, and Class AA Programs).

(a) Basic principles.

1. Collaboration. The unit, its school partners, and other members of the professional community, including faculty in academic disciplines, shall design, implement, and evaluate field experiences and internships, so that teacher candidates and other professional school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(i) The criteria for field experiences and internships designed by the unit and its school partners shall be approved by local superintendents and the State Superintendent of Education.

(ii) In a school system that provides field experience and/or internship sites for more than one educator preparation institution, a combined meeting of the units' representatives and the superintendent is recommended.

(iii) The unit and its school partners shall jointly determine the specific placement of candidates for experiences in P-12 schools.

2. Field experiences and internships shall reflect the unit's conceptual framework(s) and shall help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards.

3. All candidates shall participate in field experiences or internships that include students with exceptionalities and students from diverse ethnic, racial, gender, linguistic, and socioeconomic groups.

4. Field experiences and internships shall provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn.

5. Field experiences and internships shall require candidates to use information and instructional technology to enhance teaching and learning.

6. Field experiences and internships shall allow time for the candidate's reflection and shall include feedback from peers and supervisors.

7. If possible, field experiences and/or the internship should include both the opening and the closing of a school year.

8. Assessment.

(i) Multiple assessment strategies shall be used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty shall jointly conduct assessments of candidate performance throughout field experiences and internships.

(ii) Assessments used in internships shall be linked to candidate competencies delineated in professional, state, and institutional standards and to the unit's conceptual framework(s).

9. Entry and exit criteria shall be clearly identified for internships.

10. The unit should use its discretion concerning internship semester days designated for final examinations.

11. The unit may require interns to meet on campus for special activities for no more than five days during the internship semester.

(b) Field experiences in Class B and Alternative Class A programs.

1. Field experiences shall facilitate candidates' development as professional educators by providing opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education-related community events prior to the internship.

2. Beginning with the first professional course, each candidate shall participate in extended and supervised field experiences with specific purposes and assessment. At a minimum, each candidate in a Class B or Alternative Class A program shall have participated in 150 clock hours prior to the internship. Ninety of these 150 hours shall be in increments of at least three hours each. The majority of field experiences must occur in P-12 schools.

3. Field experiences must span all of the grades for which certification is sought. At least half of the field experiences shall be in the candidate's teaching field.

(c) Internships in Class B and Alternative Class A programs.

1. The internships in Class B and Alternative Class A programs shall be full-time in the schools for a full semester in the teaching field for which certification is sought and which may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days.

(i) An intern who is absent from her or his 10 consecutive day assignment for one day, for a reason deemed acceptable by both the unit and the partner school, may exercise full responsibilities on the eleventh consecutive day.

(ii) The intern may plan support activities to be provided by the cooperating teacher.

2. For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

3. For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education), the internship may be divided between the two teaching fields.

4. For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.

5. For early childhood or early childhood special education programs, the internship shall include a pre-school or kindergarten placement and a placement in grades 1, 2, or 3 unless substantial field experiences were completed at both levels.

6. For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

(d) Field experience and internships in Class A and AA programs. Class A and Class AA programs require field experiences and may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(5)(c), instructional leadership in Rule 290-3-3-.48(3)(e), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).

(7) Faculty Qualifications.

(a) Unit faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.

(b) The faculty specialist for each program shall possess an earned doctorate from a regionally accredited college or university in the area of assignment, shall be a full-time employee of the institution, shall teach courses required in the program, shall advise candidates seeking certification through program completion, and shall have a thorough understanding of current State initiatives related to that content area.

(c) Unit faculty shall have a thorough understanding of the content they teach.

(d) Teaching by unit faculty shall reflect the unit's conceptual framework(s) and research, theories, and current developments in their fields and in pedagogy.

(e) Unit faculty shall value candidates' learning and assess candidates' performance. Their teaching shall encourage candidates' development of reflection, critical thinking, problem solving, and professional dispositions.

(f) Unit faculty shall use a variety of instructional strategies that reflect an understanding of different learning styles and the needs of diverse learners.

(g) Unit faculty shall integrate and model the use of current and emerging technology throughout their teaching.

(h) Unit faculty shall assess their own effectiveness on candidates' learning and performance.

(i) Each semester, unit faculty shall have a minimum of 10 clock hours of on-going, structured real-world experiences in P-12 school setting(s) to complement and add to their past educational experiences. An advisory committee composed of unit faculty and P-12 educators shall identify acceptable activities.

(j) Recent P-12 Experiences Requirement.

1. Faculty who teach methods courses or supervise interns for teaching field programs and who have not been employed in a P-12 setting within the most recent five-year period shall use either of two options to meet the professional experience requirement:

(i) Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom.

(ii) Teach methods courses that include model lessons or demonstration classes in P-12 schools.

2. At a minimum, faculty who supervise interns for instructional support programs and who have not been employed in a P-12 setting in the area of instructional support within the most recent five-year period shall shadow a highly effective P-12 practitioner in the area of instructional support for at least 10 clock hours per semester. This requirement is effective beginning spring semester 2010.

(k) Unit faculty shall demonstrate scholarly work in their fields of specialization. They shall be engaged in different types of scholarly work, based in part on the mission of their institution.

(l) Unit faculty shall provide service to the college or university, P-12 schools, and broader communities in ways that are consistent with the institution's and unit's missions. They shall be actively involved with the professional world of practice in P-12 schools. Unit faculty shall be actively involved in professional associations. They shall provide education-related services at the local, state and national, or international levels.

(m) Unit faculty shall collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(n) The unit shall conduct systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of unit faculty shall be used to improve teaching, scholarship, and service of unit faculty.

(o) Based upon needs identified in faculty evaluations, the unit shall provide opportunities for its faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and State initiatives and other emerging practices.

(p) Unit faculty shall participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence and intellectual vitality.

(q) Higher education clinical faculty shall have had recent professional experiences in P-12 school settings at the levels that they supervise.

(r) Criteria for school faculty who supervise interns shall be clear and made known to all of the involved parties.

(s) P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. If no teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.

(t) P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.

(u) Faculty designated as program specialists and/or other faculty in academic disciplines, as agreed upon by the unit and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas.

(8) Assessment System.

(a) Unit assessment.

1. The unit shall have developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and State standards. The unit system shall include a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs.

2. The unit shall take effective steps to eliminate sources of bias in performance assessments and shall work to establish the fairness, accuracy, and consistency of its assessment procedures.

3. The unit shall maintain an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, and competence of graduates, unit operations, and program quality.

(i) The assessment system must include data on each candidate for the Alabama Quality Teaching Standards, if applicable, and the standards unique to the teaching field or area of instructional support, as reflected on the Performance Assessment Templates (PATs).

(ii) The institution must be able to generate reports on individual candidates and cohorts.

4. Using multiple assessments from internal and external sources, the unit shall collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

5. The unit shall maintain a record of formal candidate complaints and documentation of their resolution. These data shall be regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations.

6. The unit shall use information technologies to maintain its assessment system.

7. The unit regularly and systematically shall use data, including candidate and graduate performance information, the Alabama Quality Teaching Standards, if applicable, and State standards unique to the teaching field or area of instructional support to evaluate the efficacy of its courses, programs, and internships. The unit shall analyze program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data shall be regularly shared with candidates and faculty to help them reflect on their performance and improve it.

(b) Competence of Candidates.

1. The unit shall ensure that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification.

2. Decisions about candidate performance are based on multiple assessments made at admission to a program, at appropriate transition points, and at program completion.

3. Criteria included in Alabama's Professional Education Personal Evaluation (PEPE) Program, EDUCATEAlabama, or another State-adopted evaluation instrument shall be used to gather data about candidate performance. Satisfactory performance on PEPE criteria, EDUCATEAlabama, or another State-adopted evaluation instrument, is the current, validated composite score level determined by the Alabama State Board of Education.

(9) Governance and Accountability of the Unit. The president of the institution shall designate the administrative head of the unit.

(a) The unit shall have the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. The unit shall effectively manage or coordinate all programs so that candidates are prepared to meet standards and complete all courses on the State-approved checklist.

(b) One person shall be authorized to represent the unit as the certification officer, who certifies to the Alabama State Department of Education that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.

(c) The unit's recruiting and admission practices shall be clearly and consistently described in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising shall be accurate, current, and readily accessible.

(d) The unit shall ensure that candidates have access to student services such as advising and counseling.

(e) Unit faculty involved in the preparation of candidates shall collaborate with P-12 practitioners to design, implement, and evaluate the unit and its programs.

(f) The unit shall provide a system to facilitate collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

(g) The unit shall receive sufficient budgetary allocations at least proportional to other units on campus to provide programs that prepare candidates to meet standards. The budget shall adequately support on-campus and clinical work essential for the preparation of professional educators.

(h) Workload policies, including those pertaining to online course delivery, shall allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and online generally shall not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice shall not generally exceed 18 candidates for each full-time equivalent faculty member.

(i) The unit's criteria for promotion, tenure, and merit pay raises should include recognition of ongoing participation in real-world experiences in the P-12 setting.

(j) The unit should make appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are ensured.

(k) The unit shall provide an adequate number of support personnel so that programs can prepare candidates to meet standards.

(l) The unit shall provide adequate resources and opportunities for professional development of faculty, including training in the use of technology.

(m) Unless specified differently in other sections of this chapter, there shall be at least one specialist in each curriculum area for which a program leading to certification is offered who holds the doctorate with a major area of specialization in the curriculum area to which the faculty member is assigned. At the Class AA level, there shall be at least two specialists for each certification program. Additional information is provided in Rule 290-3-3-.01(29).

(n) The unit shall have adequate campus and school facilities to support candidates in meeting standards.

(o) The facilities shall support faculty's and candidates' use of information technology in instruction.

(p) The unit shall allocate resources across programs to prepare candidates to meet standards for their fields. The unit shall provide adequate resources to develop and implement the unit's assessment plan.

(q) The unit shall have adequate information technology resources to support faculty and candidates.

(r) Faculty and candidates shall have access to both sufficient and current library and curricular resources and electronic information.

(s) The unit shall limit its program offerings to ensure that courses are offered at appropriate times and with sufficient frequency to accommodate the levels of the candidates (Class B, Class A, and Class AA).

(10) Unit Accountability. The unit shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals whose performance indicates the need for additional support:

(a) Who receive less than the required minimum composite score, as determined by the Alabama State Board of Education, on the Alabama Professional Education Personnel Evaluation (PEPE) Program, EDUCATEAlabama, or another State-adopted evaluation instrument.

(b) Within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the unit. In no case, shall the unit be required to provide remediation for more than the first two years of employment.

(11) New Programs. Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

(12) Discontinuation of Programs.

(a) If an institution chooses to discontinue a program or place it on inactive status, the unit head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

(b) If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with unit heads.

(13) Alternative Certification Options. Institutions responsible for the preparation of teachers and other school personnel shall inform all prospective candidates of the alternative approaches to certification.

(14) State and/or Federal Reports. Institutions that do not provide requested data in a timely manner may have any or all of the unit's program approval rescinded as authorized in Rule 290-3-3-.56(2)(f).

Author: Dr. Thomas R. Bice.

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290-3-3-.03 Alabama Quality Teaching Standards. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practice and professional learning with the following standards:

(1) Standard 1. Content Knowledge.

(a) Overview. To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

(b) Rationale. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching:

1. Deep knowledge of the academic disciplines related to the subjects of instruction.

2. An understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners.

3. Knowledge of the State standards and district curriculum for subjects taught at particular instructional levels.

(c) Key Indicators.

1. ***Academic Discipline(s)***

(i) Knowledge of the structure of the academic disciplines related to the subject matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.

(ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

(iii) Ability to use students' prior knowledge and experiences to introduce new subject area related content.

(iv) Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.

(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real life settings.

2. ***Curriculum***

(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the *Alabama Course of Study* for those teaching fields.

(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

(2) Standard 2. Teaching and Learning.

(a) Overview. To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

(b) Rationale. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Researchers have also found a strong classroom learning culture that is strategically organized and managed to be essential to effective use of these strategies.

(c) Key Indicators.

1. ***Human Development***

(i) Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.

(ii) Knowledge of the role of language in learning.

(iii) Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.

(iv) Knowledge of developmentally appropriate instructional and management strategies.

(v) Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.

(vi) Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.

(vii) Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.

2. ***Organization and Management***

(i) Knowledge of the importance of developing learning objectives based on the *Alabama Courses of Study* and the needs, interests, and abilities of students.

(ii) Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.

(iii) Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.

(iv) Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.

(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.

(vi) Ability to plan teaching and learning experiences that are congruent with the *Alabama Courses of Study* and appropriate for diverse learners.

(vii) Ability to collect and use data to plan, monitor, and improve instruction.

(viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.

(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

3. *Learning Environment*

(i) Knowledge of norms and structures that contribute to a safe and stimulating learning environment.

(ii) Knowledge of factors and situations that promote or diminish intrinsic motivation.

(iii) Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.

(iv) Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.

(v) Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.

(vi) Ability to use individual behavioral support plans to respond proactively to the needs of all students.

(vii) Ability to create a print-rich and language-rich environment that develops and extends students' desire and ability to read, write, speak, and listen.

(viii) Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.

4. *Instructional Strategies*

(i) Knowledge of research and theory underpinning effective teaching and learning.

(ii) Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.

(iii) Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.

(iv) Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.

(v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.

(vi) Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.

(vii) Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.

(viii) Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.

(ix) Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.

(x) Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.

5. *Assessment*

(i) Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.

(ii) Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

(iii) Knowledge of measurement-related issues including validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.

(iv) Knowledge of current Alabama assessment requirements and procedures.

(v) Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.

(vi) Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.

(vii) Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.

(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.

(ix) Ability to develop rubrics and to teach students how to use them to assess their own performances.

(x) Ability to develop and select appropriate performance assessments.

(xi) Ability to engage all students in assessing and understanding their own learning and behavior.

(xii) Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

(3) Standard 3. Literacy.

(a) Overview. To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

(b) Rationale. Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate effective use of the spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, in a culture where

technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.

(c) Key Indicators.

1. ***Oral and Written Communications***

(i) Knowledge of standard oral and written communications.

(ii) Knowledge of the impact of native language and linguistic background on language acquisition.

(iii) Knowledge of media communication technologies that enrich learning opportunities.

(iv) Ability to model appropriate oral and written communications.

(v) Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.

(vi) Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.

(vii) Ability to integrate skill development in oral and written communications into all content areas that one teaches.

(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

2. ***Reading***

(i) Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.

(ii) Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.

(iii) Ability to integrate reading instruction into all content areas that one teaches.

(iv) Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.

3. ***Mathematics***

(i) Knowledge of the role that mathematics plays in everyday life.

(ii) Knowledge of the concepts and relationships in number systems.

(iii) Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.

(iv) Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.

(v) Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.

(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.

4. *Technology*

(i) Knowledge of available and emerging technologies that support the learning of all students.

(ii) Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.

(iii) Ability to integrate technology into the teaching of all content areas that one teaches.

(iv) Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.

(v) Ability to use technology to assess student progress and manage records.

(vi) Ability to evaluate students' technology proficiency and students' technology-based products within content areas.

(4) *Standard 4. Diversity.*

(a) Overview. To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; English language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

(b) Rationale. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms.

(c) Key Indicators.

1. *Cultural, Ethnic, and Social Diversity*

(i) Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.

(ii) Knowledge of cultural, ethnic, gender, linguistic, and socioeconomic differences and how these may affect individual learner needs, preferences, and styles.

(iii) Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.

(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.

(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.

2. *Language Diversity*

(i) Knowledge of the process of English language acquisition and strategies to support the learning of students whose first language is not English.

(ii) Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.

(iii) Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.

3. *Special Needs*

(i) Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.

(ii) Knowledge of the indicators of the need for special education services.

(iii) Ability to identify and refer students for diagnosis for special services.

(iv) Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.

4. *Learning Styles*

(i) Knowledge of research and theory related to learning styles and multiple intelligences.

(ii) Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.

(iii) Ability to help students assess their own learning styles and to build upon identified strengths.

(iv) Ability to design learning experiences that engage all learning styles.

5. *General*

(i) Knowledge of how personal and cultural biases can affect teaching and learning.

(ii) Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.

(iii) Ability to create a learning community in which individual differences are respected.

(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.

(5) Standard 5. Professionalism.

(a) Overview. To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

(b) Rationale. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession and calls for deprivatization of practice. An underlying premise of professional learning communities is the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they move along their professional pathways.

(c) Key Indicators.

1. ***Collaboration***

(i) Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.

(ii) Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.

(iii) Knowledge of roles and responsibilities of para-educators and other paraprofessionals.

(iv) Ability to involve parents and/or families as active partners in planning and supporting student learning.

(v) Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.

(vi) Ability to share responsibility for all students' learning throughout the school and collaborate with colleagues to support every student's growth.

(vii) Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.

(viii) Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans (IEPs) and other plans such as Section 504 goals for students with disabilities.

(ix) Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.

(x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

2. *Continuous, Lifelong Professional Learning*

(i) Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).

(ii) Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.

(iii) Knowledge of the processes and skills associated with peer coaching and mentoring.

(iv) Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.

(v) Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.

(vi) Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.

(vii) Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.

3. *Alabama-Specific Improvement Initiatives*

(i) Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement.

(ii) Knowledge of Alabama's State assessment requirements and processes.

(iii) Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.

(iv) Ability to communicate with students, parents, and the public about Alabama's assessment system and major State educational improvement initiatives.

4. *School Improvement*

(i) Knowledge of research relating collective responsibility for student learning to increased achievement for all students.

(ii) Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.

(iii) Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.

(iv) Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.

5. *Ethics*

(i) Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.

(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

(iii) Ability to use and maintain confidential student information in an ethical and professional manner.

(iv) Ability to practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

6. *Local, State, and Federal Laws and Policies*

(i) Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect.

(ii) Ability to access school, community, state, and other resources and referral services.

(iii) Ability to access resources to gain information about federal, state, district, and school policies and procedures.

(iv) Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications.

Author: Dr. Joseph B. Morton.

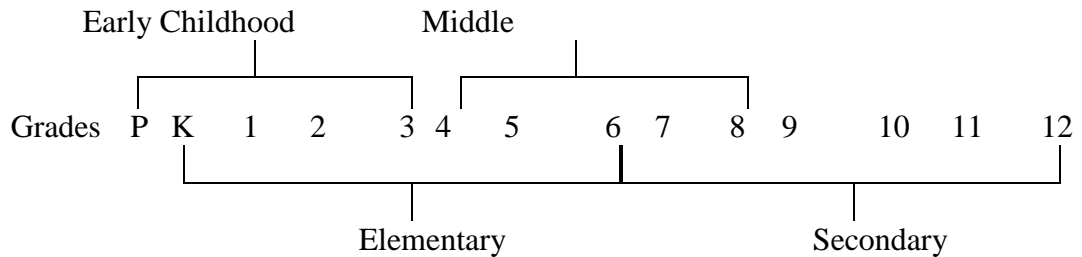
Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-9-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 03-08-07, effective 04-12-07; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.04 Class B (Bachelor's Degree Level) Programs for Teaching Fields.

(1) **Overview.** Formal preparation of educators occurs at two levels, undergraduate and graduate. Successful completion of an undergraduate program may qualify the candidate for Class B certification. Graduate programs are extensions of basic preparation and are divided into Class A and Class AA programs. Completion of an Alternative Class A program may qualify the candidate for initial certification at the graduate level. Advanced programs differ from basic programs not in general purpose but in the competence they seek to develop. Additional information is provided in Rule 290-3-3-.01(26).

(2) **Relationship of Teacher Preparation Programs and Grade Placement.**



(3) **General Program Requirements.**

(a) **Unconditional Admission to Class B programs.**

1. Admission to the institution does not qualify an individual for admission to a teacher education program. An applicant will be notified in writing whether his or her application for admission to a specific teacher education program has been accepted.

2. The college or university shall have clearly defined criteria for admitting candidates to a teacher education program which include the following:

(i) A criminal history background check. Additional information is provided in Rule 290-3-3-.02(5).

(ii) A formal written application for admission to professional studies.

(iii) A minimum grade point average (GPA) of 2.50 overall in accordance with university policy, 2.50 in professional studies listed on the approved checklist for the program, and 2.50 in the teaching field listed on the approved checklist for the program.

(iv) Remedial courses may not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(41).

(v) Satisfactory interviews designed to provide information on whether the applicant's dispositions and interests are consistent with the requirements for successful teaching.

(vi) Experiences in the schools, designed to assist the candidate in making a wise career choice.

3. Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria to be unconditionally admitted to the program.

(i) A candidate may not enroll in more than five professional studies courses before meeting all criteria for unconditional admission to a teacher education program.

(ii) On the checklist for each approved Class B program, the institution shall indicate up to five professional studies courses in which a candidate may enroll prior to being unconditionally admitted. Courses listed as teaching field courses on the State-approved checklist are exempt from the five-course limit.

(iii) Prior to program admission, the candidate may repeat any of the five courses in which she or he received a grade of C or below.

(b) **Special education course requirement.** A survey of special education course is required if not previously completed.

(c) **Requirements for Class B certification.**

1. An official transcript from a regionally accredited institution documenting an earned bachelor's degree.

2. Satisfactory completion of a State-approved program with a minimum GPA of 2.50 overall, 2.50 in the teaching field, and 2.50 in professional studies with no grade below a C in professional studies courses.

3. Successful completion of an internship shall be required. The internship must comply with Rule 290-3-3-.02(6)(a) and (c).

4. Passing scores on a comprehensive assessment(s) documenting mastery of the curriculum of professional studies and the teaching field, which may include, but may not be limited to, an oral examination.

(d) **Testing for Class B certification.** Applicants for initial certification must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-09-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.05 Early Childhood Education (Grades P-3).

(1) **Rationale.** This rule brings attention to those elements that are distinctive to the early childhood education program. These elements represent the unique nature of early childhood education encompassing the foundations of learning including play, developmentally appropriate practices, and integration within and across disciplines, which create a bridge between informal and formal learning environments. The standards are consistent with the standards for initial licensure programs from the National Association for the Education of Young Children (NAEYC). These standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(2)(a) and (c), 290-3-3-.02(6)(c)5., 290-3-3-.03, and 290-3-3-.04, the early childhood education curriculum shall require a teaching field of at least 32 semester hours with at least 19 semesters hours of upper-division credit.

(a) **Promoting child development and learning.** Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. Prior to program completion, prospective teachers of early childhood education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS):

(i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development and learning environment.

(ii) AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity; language diversity; special needs; and learning styles.

2. Knowledge of:

(i) The physical, social, emotional, and cognitive characteristics and diverse needs of young children.

(ii) The multiple influences on development and learning, including environment, family circumstances, peer relationships, culture, and school climate.

3. Ability to:

(i) Create healthy, respectful, supportive, and challenging learning environments as determined by the developmental needs of the children.

(ii) Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

(iii) Use manipulative materials and guided play, including exploration and inquiry, to enhance development and learning.

(b) **Building family and community relationships.** Candidates know about, understand, and value the importance and complex characteristics of children's families and community. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. Prior to program completion, prospective teachers of early childhood education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 5, Professionalism in Rule 290-3-3-.03(5), including collaboration.
2. Ability to collaborate with families and community to support respectful and reciprocal relationships that enhance student development and learning.

(c) **Observing, documenting, and assessing to support young children and families.** Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. Prior to program completion, prospective teachers of early childhood education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.
2. Knowledge of:
 - (i) Observation, documentation, and other appropriate assessment tools.
 - (ii) Assessment partnerships with families and professionals, including psychologists, therapists, counselors, medical doctors, and psychometrists.
3. Ability to utilize a variety of assessment tools in collaboration with families and other professionals.

(d) **Teaching and learning.** Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. Prior to program completion, prospective teachers of early childhood education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:
 - (i) AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline(s) and curriculum.
 - (ii) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development, learning environment, instructional strategies, and assessment.
 - (iii) AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications, reading, and mathematics.

2. Knowledge of:

(i) Developmentally effective practices and strategies in all content areas, including interdisciplinary learning experiences and those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI), the Alabama Reading Initiative (ARI), and other State initiatives and programs.

(ii) The importance of collaborating with family and community stakeholders to enhance the social, emotional, and cognitive growth of all learners.

(iii) Academic content as determined by the *Alabama Courses of Study*.

(iv) *The Final Report of the National Mathematics Advisory Panel* (2008) from the U.S. Department of Education and its benchmarks addressing the Critical Foundations of Algebra.

3. Ability to:

(i) Set academic goals to raise achievement of students from diverse populations.

(ii) Implement research-based instruction, incorporating national standards, *Alabama Courses of Study*, and local curriculum guides, compatible with the ways learning occurs in young children.

(iii) Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI) and *The Final Report of the National Mathematics Advisory Panel* (2008) from the U.S. Department of Education.

(e) **Becoming a professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. Prior to program completion, prospective teachers of early childhood education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration; continuous, lifelong professional learning; ethics; local, state, and federal laws and policies.

2. Ability to demonstrate dispositions necessary to work in an early childhood educational setting.

(3) **Faculty.** The faculty must include at least three full-time persons with doctorates and with educational experience in Grades P-3. At least one faculty member shall have a major specialization in early childhood education and one in reading.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 12-9-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.06 Elementary Education (Grades K-6).

(1) **Rationale.** This document brings attention to those elements that are distinctive to the elementary education program. These elements represent the essential elementary curriculum, instructional knowledge and abilities, and professionalism for the preparation of teacher candidates for Grades K-6. The standards are consistent with the standards of the Association for Childhood Education. These standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a) and (c)1. and 6., 290-3-3-.02(6)(c)6., 290-3-3-.03, and 290-3-3-.04, the elementary education curriculum shall require a teaching field of at least 32 semester hours with at least 19 semester hours of upper-division credit.

(a) **Development and learning.** Candidates know and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support each student's development, acquisition of knowledge, and motivation. Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development and organization and management.

(ii) AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, social, and linguistic diversity.

2. Knowledge of the major concepts, principles, theories, and research related to development of children and young adolescents.

3. Ability to:

(i) Construct learning opportunities that support individual students' development and acquisition of knowledge.

(ii) Respond to children at the appropriate developmental level.

(b) **Elementary education curriculum.**

1. **Reading, writing, and oral language.** Prior to program completion, candidates shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03.

(I) AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic disciplines and curriculum.

(II) AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications and reading.

(III) AQTS 4, Diversity, in Rule 290-3-3-.03(4).

(ii) Knowledge of:

(I) Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the *Alabama Course of Study: English Language Arts*, including writing and spelling, reading, and oral language development.

(II) The components of comprehensive, researched-based, effective reading programs as well as books, electronic-based instruction sources, and locally created materials.

(III) Effective reading instruction and practices including those identified in the current edition of the Alabama Reading Initiative publication, *Essential Skills of Teachers of Reading*.

(IV) Assessment tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction.

(V) Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum to include a range of audiences and purposes.

(VI) The phonology and grapheme-phoneme correspondences of the English spelling system.

(VII) Strategies for involving families in planning for and assisting with their children's reading development.

(VIII) The importance of classroom culture in motivating students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into human experience.

(IX) Ways to promote a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives.

(iii) Ability to:

(I) Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.

(II) Facilitate children's development and skills in oral and written communication, inquiry, creative expression, reasoning, and interpersonal relationships.

(III) Teach language arts and reading utilizing practices included in the current edition of the Alabama Reading Initiative publication *Essential Skills of Teachers of Reading*.

(IV) Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.

(V) Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

(VI) Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

(VII) Create a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into human experience.

(VIII) Set academic goals to raise the achievement of students from diverse populations.

2. **Science.** Candidates know, understand, and use fundamental concepts of physical, life, and Earth and space science. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. Prior to program completion, candidates shall demonstrate:

(i) Knowledge of:

(I) Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the *Alabama Course of Study: Science*.

(II) The inquiry processes scientists use in the development of new knowledge, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).

(III) The unifying concepts of physical, life, and Earth and space science, in accordance with the *Alabama Course of Study: Science* and the National Science Education Standards.

(IV) Concepts of science in personal and social perspectives.

(V) The history and nature of science.

(VI) Procedures for organizing and administering a science laboratory, including health and safety procedures through the use of appropriate scientific instruments and laboratory equipment.

(ii) Ability to:

(I) Teach science using the components of a comprehensive, research-based, effective science program, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).

(II) Apply the fundamental concepts in teaching the subject matter of science and the inquiry processes scientists use in the discovery of new knowledge to build a base for scientific, technological, and environmental literacy, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).

(III) Organize and conduct laboratory demonstrations, experiments, and field experiences, emphasizing safety at all times.

(IV) Set academic goals to raise the achievement of students from diverse populations.

(V) Use technology, including:

I. Operating technology systems.

II. Conducting research using digital tools.

III. Solving real-world problems with digital tools.

IV. Collaborating digitally with others.

V. Creating digital simulations.

3. **Mathematics.** Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage in problem solving, reasoning and proof, communication, connections, and representation. Prior to program completion, candidates shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standard 3, Literacy, in Rule 290-3-3-.03(3)3., including mathematics.

(ii) Knowledge of:

(I) Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the *Alabama Course of Study: Mathematics*.

(II) The major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability as stated in the *Alabama Course of Study: Mathematics*.

(III) The components of comprehensive researched-based effective mathematics programs and initiatives, including the Alabama Math, Science and Technology Initiative (AMSTI).

(IV) Techniques for using manipulative materials, technology, and student interaction as instruments for enhancing development and learning.

(V) Developmentally appropriate strategies for teaching mathematics, including inquiry and application based instruction as advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).

(VI) The U.S. Department of Education's *National Mathematics Advisory Panel's Final Report* (2008) from the U.S Department of Education and its benchmarks addressing the Critical Foundations of Algebra.

(iii) Ability to:

(I) Use manipulative materials, technology, and student interaction as instruments for enhancing development and learning.

(II) Use the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation to foster student learning.

(III) Apply developmentally appropriate strategies for teaching mathematics, including inquiry and application-based instruction, as advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).

(IV) Apply the findings of the U.S. Department of Education's *National Mathematics Advisory Panel's Final Report* (2008) from the U.S. Department of Education and its benchmarks addressing the Critical Foundations of Algebra in instruction.

(V) Create a material-rich and an experience-rich environment that develops and extends the learning of all students.

(VI) Aid students in acquiring mathematical vocabulary and concepts in context.

(VII) Set academic goals to raise the achievement of students from diverse populations.

4. **Social studies.** Candidates know and use the major concepts and modes of the social studies—the integrated study of history, geography, economics, political science, the humanities and other social studies to promote elementary students’ democratic abilities to make informed decisions as democratic citizens in a culturally diverse global society and interdependent world. Prior to program completion, candidates shall demonstrate:

(i) Knowledge of:

(I) Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the *Alabama Course of Study: Social Studies*.

(II) Democracy, democratic governmental institutions, values, and behaviors that will foster respect for the development of civic competence and civic participation.

(III) The major conceptual modes of inquiry from the social studies to promote elementary students’ abilities to make informed decisions as democratic citizens in a culturally diverse global society and interdependent world.

(ii) Ability to:

(I) Facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

(II) Teach the social studies with an emphasis on economics, geography, political science, and history.

(III) Integrate and employ the social studies across the curriculum.

(IV) Set academic goals and strategies to raise the achievement of students from diverse populations.

5. **The arts.** Candidates know and implement the core academic content and the performance indicators of the four art forms (dance, music, theatre and visual art) as the primary means of communication of ideas, inquiry-based learning, developing creativity and imagination, and engaging elementary students. Prior to program completion, candidates shall demonstrate:

(i) Knowledge of:

(I) Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the *Alabama Course of Study: Arts Education*.

(II) The academic content of the four arts disciplines.

(III) The performance indicators required in each of the four arts disciplines.

(IV) The appropriate use of technology in the various arts disciplines.

(V) The role of the arts in facilitating children’s development and skills in communication and creative thinking.

(VI) The importance of fully integrating the arts across the curriculum.

(VII) Procedures to assure student safety in various arts classrooms.

(ii) Ability to:

(I) Use manipulative materials and discipline-specific resources to produce original art that encourages the development of imagination and creativity in elementary students.

(II) Effectively use a variety of arts-specific technology to enhance development and learning in the arts.

(III) Facilitate children's academic, social, and emotional development; skills in communication; development of creativity and imagination; inquiry based learning; and creative expression, reasoning, and interpersonal skills through the arts.

(IV) Integrate comprehensive arts throughout the curriculum and incorporate arts standards in designing lessons and in teaching.

(V) Design and provide safe instruction in the four arts disciplines for all students.

(VI) Set academic goals to raise the achievement of students from diverse populations.

6. **Health education.** Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Prior to program completion, candidates shall demonstrate:

(i) Knowledge of:

(I) Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the *Alabama Course of Study: Health Education*, including consumer and community health; environmental health; family health; personal health and safety; mental and emotional health; nutrition; and prevention and control of disease.

(II) The current major concepts of health education, including but not limited to community health, consumer health, environmental health, family health, personal health, mental and emotional health, nutrition, injury prevention and safety, prevention and control of disease, and substance use and abuse.

(ii) Ability to:

(I) Analyze factors affecting implementation of health education and Coordinated School Health Programs (CSHP).

(II) Develop a plan for coordinating health education with other components of a CSHP (health and safety; health education; physical education; nutrition services; health services; counseling, psychological, and social services; health promotion for staff; family and community involvement).

(III) Obtain health related data about social and cultural environments, growth and development factors, needs, and interest of students.

(IV) Set academic goals to raise the achievement of students from diverse populations.

7. **Physical education.** Candidates know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. Prior to program completion, candidates shall demonstrate:

(i) Knowledge of:

(I) Developmentally appropriate curriculum and content in the *Alabama Course of Study: Physical Education*, disciplinary concepts, and tools of inquiry related to the development of physically educated students.

(II) Strategies for grouping to maximize participation.

(III) How to adapt instruction for students who differ in physical, emotional, and mental learning.

(IV) The use of formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners through physical activity.

(V) Safety and liability issues in physical education, including examples of activities previously but no longer deemed appropriate, and the importance of routines, rules, and supervision.

(ii) Ability to set academic goals to raise the achievement of students from diverse populations.

(c) **Instruction.**

1. **Integrating and applying knowledge for instruction.** Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. Prior to program completion, candidates shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2).

(ii) Knowledge of the connections among concepts, procedures, and applications from content areas, including interdisciplinary instruction.

(iii) Ability to:

(I) Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, community, flexible grouping patterns, strategies for facilitating cooperative and independent learning, study skills, and decision-making skills.

(II) Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

(III) Encourage K-6 students to apply their knowledge, skills, tools, and ideas to real-world issues.

2. **Adaptation to students from diverse populations.** Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations. Prior to program completion, candidates shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standard 4, Diversity, in Rule 290-3-3-.03(4).

(ii) Knowledge of:

(I) How elementary students differ in their development.

(II) How elementary students differ in their approaches to learning.

(iii) Ability to create instructional opportunities that are adapted to developmental levels of elementary children.

3. **Development of critical thinking and problem solving.** Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Prior to program completion, candidates shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.

(ii) Knowledge of a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem solving.

(iii) Ability to use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

4. **Active engagement in learning.** Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. Prior to program completion, candidates shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.

(ii) Knowledge of techniques for using manipulative materials, technology, and student interaction as instruments for enhancing development and learning.

(iii) Ability to:

(I) Use manipulative materials, technology, and student interaction as instruments for enhancing development and learning.

(II) Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.

5. **Communication to foster collaboration.** Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Prior to program completion, candidates shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standard 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications.

(ii) Knowledge of effective verbal and nonverbal techniques.

(iii) Ability to use verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction of elementary students.

(d) **Assessment for instruction.** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.

2. **Ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical growth of each student.**

(e) **Professionalism.**

1. **Professional, growth, reflection, and evaluation.** Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally. Prior to program completion, candidates shall demonstrate knowledge and abilities in Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including continuous, lifelong professional learning.

2. **Collaboration with families, colleagues, and community.** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. Prior to program completion, candidates shall demonstrate knowledge and abilities in the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.02(5), including collaboration.

(3) **Faculty.** The faculty must include at least three full-time persons with doctorates and with educational experience in Grades K-6. At least one faculty member shall have a major specialization in elementary education and one in reading.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.07 Middle-Level Teaching Fields (Grades 4-8).

(1) Options. In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03 and 290-3-3-.04, an institution has two options for the preparation of middle-level teachers:

(a) A comprehensive teaching field in English language arts, general science, or general social studies that includes both:

1. An academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

2. At least one course in each of the specified areas included in the comprehensive teaching field. Coursework in other areas of the comprehensive teaching field may also be included. Additional information on the comprehensive teaching fields is provided in Rules 290-3-3-.10(2), 290-3-3-.15(1), and 290-3-3-.20(1).

(b) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.11-.13, .16-.18, .21, and .22. Driver and traffic safety education and career and technical education programs are not options for middle-level certification.

(2) Teaching Field Specific Methods Course. Each teaching field shall be supported by a methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods, social studies methods, etc.). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). Additional information is provided in Rule 290-3-3-.02(4)(b).

Author: Dr. Joseph B. Morton.

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290-3-3-.08 Secondary Teaching Fields (Grades 6-12).

(1) Options. In addition to meeting the standards in Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, and 290-3-3-.04, an institution has three options for the preparation of secondary teachers:

(a) A comprehensive teaching field in English language arts, general science, or general social studies that includes both:

1. An academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

2. At least one course in each of the specified areas included in the comprehensive teaching field. Coursework in other areas of the comprehensive teaching field may also be included. Additional information is provided in Rules 290-3-3-.10(2), 290-3-3-.15(1), and 290-3-3-.20(1).

(b) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.11, .13, .16-.18, .21, and .22.

(c) A single teaching field in an area of career and technical education, driver and traffic safety education, or health education that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. Additional information about specific teaching fields is provided in Rules 290-3-3-.09, .12, and .24-.29. Additional information is provided in Rule 290-3-3-.02(4)(a)3.

(2) Teaching Field Specific Methods Course. Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). Additional information is provided in Rule 290-3-3-.02(4)(b).

Author: Dr. Joseph B. Morton.

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290-3-3-.09 Driver and Traffic Safety Education.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, and 290-3-3-.04, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective driver and traffic safety education teacher shall provide the teacher with:

(a) Knowledge of:

1. The effects of alcohol and other drugs on motor vehicle operators, bicyclists, and pedestrians.
2. The importance of various types of safety restraining devices.
3. Rules of the road to include local ordinances and state traffic laws.
4. Basic and advanced driving maneuvers and defensive driving techniques.
5. Special population groups including students with impairments.
6. Motorcycles and motor-driven cycles.
7. Traffic signs, signals, and highway markings.
8. Techniques for handling driving emergencies.
9. Operation of motor vehicles on urban, rural, and limited-access highways.
10. How to economize in purchasing and operating motor vehicles.
11. The components of a two, three, and four phase driver education program.

(b) Ability to:

1. Plan and implement driver and traffic safety education lessons, units, and general programs for the beginning driver and special population groups.
2. Present controversial issues in a non-judgmental manner and lead students in a discussion of those issues.

Author: Dr. Joseph B. Morton.

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290-3-3-.10 English Language Arts.

(1) **Rationale.** The main goal of these standards is to promote quality teacher education programs that will promote the development of literacy among all grade 6-12 students in Alabama. The standards are consistent with the National Council of Teachers of English Standards for the Initial Preparation of Secondary English Language Arts Teachers and the *Alabama Course of Study: English Language Arts*. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, and 290-3-3-.04, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism, and may include coursework in other areas within English language arts.

(a) **English language arts.** Candidates are knowledgeable about language; literature; drama/theatre; speech; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings. Prior to program completion, prospective teachers of English language arts shall demonstrate:

1. Use of the English language.

(i) **Knowledge of:**

(I) The reciprocal relationship between literature and cultural, economic, political, and social environments.

(II) Language, including Standard American English, to include clarity of enunciation and expression; and regional and ethnic dialects as expressions of cultural diversity in America.

(III) The evolution of the English language and the historical influences on its various forms.

(ii) **Ability to:**

(I) Design appropriate learning activities based on knowledge of the ways that student language development is influenced by individual experiences and out-of-school learning.

(II) Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in the students' learning of English language arts.

(III) Use Standard American English, to include clarity of enunciation and expression.

(IV) Accommodate diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles and show attention to accommodating such diversity in their teaching of Standard American English.

(V) Use knowledge of the evolution of the English language and the historical influences on its various forms in their teaching.

(VI) Use their knowledge of English grammar, mechanics, semantics, morphology, and phonology in teaching students both oral and written forms of language.

2. Practices of oral, visual, and written literacy. Prior to program completion, prospective teachers of English language arts shall demonstrate:

(i) Knowledge of:

(I) The process of oral communication, including activities such as improvisation, acting, speech, group discussion, directive communication, storytelling, creative drama, and argument.

(II) The role of communication in resolving conflicts.

(III) The role of speech across the curriculum.

(ii) Ability to:

(I) Use their understanding of the influence of language and visual images on thinking and composing.

(II) Use writing, speaking, and observing as major forms of inquiry, reflection, and expressions.

(III) Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes.

(IV) Make oral and written presentations for varied audiences and purposes using visual images to enhance communication in their coursework.

(V) Make oral and written presentations for varied audiences and purposes using visual images to enhance communication in their teaching.

(VI) Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint compositions.

(VII) Assist students in creating and critiquing their own print and nonprint compositions.

3. Reading processes. Prior to program completion, prospective teachers of English language arts shall demonstrate:

(i) Meeting the Alabama Quality Teaching Standard 2, Literacy, in Rule 290-3-3-.03(2), including reading.

(ii) Ability to:

(I) Create meaning—including comprehension, interpretation, evaluation, and appreciation—from texts.

(II) Guide students in creating meaning—including comprehension, interpretation, evaluation, and appreciation—from texts.

(III) Select appropriate research-based strategies and materials to meet the needs of struggling readers, including those identified in the Alabama Reading Initiative publication *Essential Skills of Teachers of Reading*.

4. Composing processes. Prior to program completion, prospective teachers of English language arts shall demonstrate:

(i) Knowledge of how written discourse can influence thought and action.

(ii) Ability to:

- (I) Use a variety of strategies to generate meaning and clarify understanding.
- (II) Teach students to use a variety of writing strategies to generate meaning and clarify understanding.
- (III) Produce various forms of written discourse.
- (IV) Produce various modes of written discourse, including narrative, descriptive, expository, and persuasive.
- (V) Teach students to produce various forms and modes of written discourse.

5. Extensive range of literature. Prior to program completion, prospective teachers of English language arts shall demonstrate:

(i) Knowledge of:

- (I) Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature.
- (II) Works from a wide variety of genres and cultures, including works by female authors and works by authors of color.
- (III) Numerous works specifically written for older children and younger adults.
- (IV) A range of works of literary theory and criticism.
- (V) Theatrical production and performance.

(ii) Ability to:

- (I) Teach an extensive range of literature.
- (II) Direct a variety of speech and theatre activities.

6. Print and nonprint media. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. Prior to program completion, prospective teachers of English language arts shall demonstrate:

(i) Knowledge of:

- (I) A variety of print and nonprint media.
- (II) The range and influence of print and nonprint media in contemporary culture.
- (III) How media can influence constructions of a text's meaning.
- (IV) How students' experiences with various media can enhance their composing processes, communication, and learning.
- (V) Journalism, including:
 - I. Basic principles.
 - II. Processes of producing print and nonprint journalistic media.
 - III. Ethical, moral and legal rights and responsibilities of journalists.

(ii) Ability to:

- (I) Guide students' use of various media in their composing processes.
- (II) Produce layouts for a variety of media, including magazine, newspaper, and electronic publications.
- (III) Develop copy and/or storyboard for production in a variety of media.
- (IV) Apply techniques of advertising, reporting, and editing.

7. Theory and research findings in English language arts. Prior to program completion, prospective teachers of English language arts shall demonstrate the ability to:

(i) Use major sources of research and theory related to English language arts to support their teaching decisions.

(ii) Use teacher-researcher models of classroom inquiry to inform their own study and teaching.

(b) Candidate pedagogy. Prior to program completion, prospective teachers of English language arts shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 2, Teaching and Learning, in Rule 290-3-3-2-.03(2), including assessment.

(ii) AQTS 4, Diversity, in Rule 290-3-3-.03(4).

2. Ability to:

(i) Examine and select instructional resources such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

(ii) Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

(iii) Integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

(iv) Engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

(v) Engage students in critical analysis of different media and communications technologies.

(vi) Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication, including the role of English language arts across the curriculum.

(vii) Engage students in making meaning of texts through personal response.

(viii) Demonstrate that their students can select appropriate strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Author: Dr. Joseph B. Morton.

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290-3-3-.11 Languages Other Than English.

(1) **Rationale.** The main goals of these standards are to ensure that candidates develop communicative language competence and an awareness of the cultural practices, perspectives, and products of the target culture; use state and national standards to design instruction and assessments based on language acquisition theories; and take advantage of professional development opportunities such as involvement in professional organizations, travel and study opportunities, and the advocacy for learning of languages other than English. The standards were developed using the American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers, the Alabama Quality Teaching Standards, and the current *Alabama Course of Study: Languages Other Than English*. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit in a single language other than English. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of languages other than English shall demonstrate:

(a) **Language, linguistics, and comparisons.**

1. Knowledge of:

(i) Grammatical organization (phonology, orthography, morphology, vocabulary, and syntax) and textual organization (cohesion, coherence, and rhetorical organization) for receiving and producing original and accurate messages in the target language.

(ii) Pragmatics (the effect of context on language) for appropriate usage of the target language in different language-specific settings.

(iii) Travel and study opportunities in the target culture or in pseudo-immersion experiences for maintaining and improving proficiency.

2. Ability to:

(i) Receive and produce original and accurate messages in all three modes (interpersonal, interpretive, presentational), employing knowledge of grammatical and textual organization of the target language.

(ii) Use pragmatics to receive and produce messages in the target language that are appropriate for different situations and for different people.

(iii) Observe similarities and differences between languages when immersed in authentic language settings.

(b) Cultures, literatures, and cross-disciplinary concepts.

1. Knowledge of:

- (i) Target culture practices including daily life, customs, and cultural patterns.
- (ii) Target culture perspectives including values, patterns of thought, beliefs, and cultural assumptions.
- (iii) Target culture products including art forms; geography and history; social, economic, political, and religious institutions; ecology, and technology.

2. Ability to:

- (i) Make and explain observations as a basis for interpreting cultural behaviors in both native and target cultures for the purpose of comparing and contrasting perspectives of both cultures.
- (ii) Ask questions and compare answers to interpret literary and cultural texts from both native and target cultures for the purpose of interpreting and reflecting on the perspectives of both cultures.
- (iii) Use tools of inquiry to discover similarities and differences between native and target culture products such as geography, political institutions, and ecology.

(c) Language acquisition theories and instructional practices.

1. Knowledge of:

- (i) The nature of language acquisition at various developmental levels and the meaning of target language input and output including their effect on the developing language system.
- (ii) Strategies for creating meaningful and communicative activities for diverse learning styles that include negotiation of meaning and meaningful interaction.

2. Ability to:

- (i) Develop a variety of instructional practices that include target language input and output with opportunities for all students to have meaningful and communicative interaction that reflects student language learning outcomes.
- (ii) Develop articulated program models that address student developmental levels as well as diverse learning styles.

(d) Integration of standards into curriculum and instruction.

1. Knowledge of:

- (i) National and state standards for the learning of languages other than English and what these frameworks imply for curricular planning.
- (ii) Strategies to integrate national and state standards into instruction.
- (iii) Instructional resources such as textbooks, authentic materials, and technology.

2. Ability to:
 - (i) Integrate national and State standards into curricular planning.
 - (ii) Use strategies to incorporate the content indicated in national and State standards into instructional activities.
 - (iii) Use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

(e) Assessment of languages and cultures.

1. Knowledge of:
 - (i) Multiple ways to evaluate student progress using age- and level-appropriate assessments for a diverse student population.
 - (ii) Procedures for analyzing results of assessments to determine the direction of future instruction.
 - (iii) Procedures for interpreting and conveying results of student assessments to all stakeholders.

2. Ability to:

- (i) Create age- and level-appropriate assessments for evaluating listening, reading, speaking, writing, and cultural awareness in both discrete and integrative formats.
- (ii) Analyze and reflect on results of assessments to determine the direction of future instruction.
- (iii) Interpret and report results of student assessments to all stakeholders and create opportunities for productive discussions of these results.

(f) Professionalism.

1. Knowledge of:
 - (i) Professional organizations at local, state, and national levels.
 - (ii) The value of advocacy for learning languages other than English.
2. Ability to:
 - (i) Select appropriate professional development opportunities to strengthen linguistic and cultural competence.
 - (ii) Promote learning of languages other than English to help students succeed as responsible members of a multicultural society.

Author: Dr. Joseph B. Morton.

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290-3-3-.12 Health Education.

(1) **Rationale.** A health education teacher is an effective communicator, a responsible citizen, a self-directed lifelong learner, and a critical thinker who implements the goals and objectives of the *Alabama Course of Study: Health Education*. These standards are aligned with the *Alabama Course of Study: Health Education*, and the standards for the preparation of teachers of health education from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the American Association for Health Education (AAHE). The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03 and 290-3-3-.04, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences.

(a) **Health content and literacy.** Candidates understand basic health education information. Prior to program completion, prospective teachers of health education shall demonstrate knowledge of:

1. Community health.
2. Consumer health.
3. Environmental health.
4. Family health, including parenting education.
5. Personal health and safety.
6. Mental, emotional, and social health, including suicide prevention.
7. Sex education, including abstinence education.
8. Acquired immune deficiency syndrome (AIDS).
9. Nutrition.
10. Injury prevention and safety.
11. Cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED).
12. Etiology, prevention, and control of disease.
13. Substance use and abuse.
14. Human anatomy and physiology.
15. Theoretical foundations of health behavior and principles of learning.
16. Health literacy skills of an informed consumer of health products and services.
17. Components of a health behavior plan.
18. National Health Education Standards.
19. Components of a coordinated school health program.
20. Alabama laws, regulations, and resolutions relating to health education.
21. Emerging health concerns, such as childhood obesity and diabetes.

(b) **Assessing needs in school health education.** Candidates assess needs to determine priorities for school health education. Prior to program completion, prospective teachers of health education shall demonstrate:

1. **Knowledge of:**
 - (i) Theoretical concepts and models that explain influences on health behavior.
 - (ii) Techniques and instruments for acquiring health-related data.
 - (iii) Measures for assessing a school's capacity to improve the health status of students.
2. **Ability to:**
 - (i) Assess individual needs for health education and evaluate student health needs, knowledge, interests, attitudes, and behavior.
 - (ii) Access and utilize a variety of reliable data sources related to health.
 - (iii) Collect and analyze health-related data.
 - (iv) Identify needs from data analysis.

(c) **Planning comprehensive school health education curricula and programs.** Candidates plan effective health education programs. Prior to program completion, prospective teachers of health education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:
 - (i) AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including curriculum.
 - (ii) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development, organization and management, learning environment, instructional strategies, and assessment.
 - (iii) AQTS 4, Diversity, in Rule 290-3-3-.03(4).
2. **Knowledge of** the components of effective health education curricula.
3. **Ability to:**
 - (i) Align curricula with the National Health Education Standards and the *Alabama Course of Study: Health Education*.
 - (ii) Design strategies to involve key individuals in the school and community in planning for school health education.
 - (iii) Communicate effectively with parents about sensitive subject matter.

(d) **Implementing effective health education instruction.** Candidates implement health education instruction. Prior to program completion, prospective teachers of health education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:
 - (i) AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including curriculum.
 - (ii) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including organization and management, learning environment, instructional strategies, and assessment.
 - (iii) AQTS 4, Diversity, in Rule 290-3-3-.03(4).

2. Ability to:

(i) Demonstrate multiple instructional strategies that reflect health education theories and models.

(ii) Utilize appropriate technology as an integral tool for delivering health education curricula.

(e) **Assessing student learning.** Candidates assess student learning. Prior to program completion, prospective teachers of health education shall demonstrate meeting the Alabama Quality Teaching Standard 2 in Rule 290-3-3-.03(2), including assessment.

(f) **Coordinating a school health education program.** Candidates coordinate effective health education programs. Prior to program completion, prospective teachers of health education shall demonstrate:

1. Knowledge of:

(i) Components of a coordinated school health program.

(ii) Community and state resources related to health education.

(iii) How a health education program fits the culture of a school and contributes to a school's mission.

(iv) Strategies for collaboration with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

2. Ability to:

(i) Coordinate with an external health service or services for a school health project, such as coordinating guest speakers for a class, organizing a blood drive, or planning a health fair.

(ii) Develop a plan for comprehensive school health education within a coordinated school health program.

(g) **Serving as a resource.** Candidates serve as a resource person in health education. Prior to program completion, prospective teachers of health education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2 in Rule 290-3-3-.03(3), including technology.

2. Knowledge of:

(i) National, state, and local organizations that support youth health initiatives.

(ii) Criteria for selecting educational resources.

3. Ability to:

(i) Select and disseminate health information resources that are valid, reliable, credible, and accurate.

(ii) Create accurate and valid health materials appropriate for diverse audiences.

(iii) Handle sensitive issues related to student disclosure and confidentiality.

(iv) Respond appropriately and ethically to requests for health information.

(h) Communication and advocacy. Candidates communicate and advocate for health and school health education.

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications.

(ii) AQTS 5 Professionalism, in Rule 290-3-3-.03(5), including collaboration; ethics; and local state, and federal laws and policies.

2. Knowledge of factors that impact current and future needs in comprehensive school health education.

3. Ability to communicate health education needs.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09, effective 10-01-09.

290-3-3-.13 Mathematics.

(1) **Rationale.** The main goal of these standards is to prepare candidates to become effective secondary mathematics teachers. The standards are aligned with the *Program Standards and Indicators for Initial Preparation of Mathematics Teachers* of the National Council of Teacher of Mathematics and the *Alabama Course of Study: Mathematics*. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, and 290-3-3-.04, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Mathematical problem solving.** Prior to program completion, prospective mathematics teachers shall demonstrate knowledge of various problem-solving strategies, including reading and interpreting the problem; estimating the outcome; mathematical modeling; solving the problem, reflecting on the reasonableness of the answer, and using other methods of checking, including working problems backwards.

(b) **Proof and reasoning.** Prior to program completion, prospective teachers of mathematics shall demonstrate the ability to make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; justify using various types of reasoning and methods of proof.

(c) **Mathematical communication.** Prior to program completion, prospective teachers of mathematics shall demonstrate the ability to:

1. Accurately communicate, orally and in writing, with students about mathematical concepts, processes, and symbols.
2. Analyze and evaluate the mathematical processes and strategies used by students.

(d) **Mathematical connections.** Prior to program completion, prospective teachers of mathematics shall demonstrate:

1. Knowledge of:
 - (i) The interrelated nature of the various strands of mathematics (for example, algebra and geometry).
 - (ii) How mathematical ideas interconnect and build on one another to produce a coherent whole.
2. Ability to recognize and apply mathematics in contexts outside of mathematics classes.

(e) **Mathematical representation.** Prior to program completion, prospective teachers of mathematics shall demonstrate the ability to:

1. Use representations to model and interpret physical, social, and mathematical phenomena.
2. Create and use representations to organize, record, and communicate mathematical ideas.
3. Select, apply, and translate mathematical representations to solve problems.

(f) **Technology.** Prior to program completion, prospective teachers of mathematics shall demonstrate the ability to:

1. Select and use appropriate technological tools and software, including but not limited to dynamic graphing tools, computer algebra systems, statistical packages, data-collection devices, spreadsheets, and online resources.
2. Use technology to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts.

(g) **Mathematics pedagogy.** Prior to program completion, prospective teachers of mathematics shall demonstrate:

1. Knowledge of:
 - (i) A wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages.
 - (ii) Developmentally appropriate and research-based strategies for teaching mathematics, including inquiry- and application-based instruction as advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).
 - (iii) Professional mathematics organizations and their available print, online, and other resources.
 - (iv) Instructional strategies to raise student achievement for specific populations.
2. Ability to:
 - (i) Plan lessons, units, and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
 - (ii) Use different types of instructional strategies in planning mathematics lessons.
 - (iii) Lead classes in mathematical problem solving and developing in-depth conceptual understanding, and to help students develop and test generalizations.
 - (iv) Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts.
 - (v) Aid students in acquiring mathematical vocabulary and concepts in context through problem-solving experiences.

(h) Mathematics content. Prior to program completion, prospective teachers of mathematics must demonstrate knowledge of:

1. The secondary mathematics content as mandated in the *Alabama Course of Study: Mathematics*.

2. The U.S. Department of Education's *National Mathematics Advisory Panel's Final Report* (2008) from the U.S. Department of Education and its benchmarks addressing the Critical Foundations of Algebra.

3. The historical development of mathematics, including contributions from diverse cultures.

4. Number and operations concepts, including:

(i) Properties of the natural, integer, rational, real, and complex number systems.

(ii) Computational algorithms.

(iii) Estimation and approximation.

5. Algebra, including:

(i) Patterns, relations, and functions of one and two variables.

(ii) Linear and abstract algebra.

6. Geometry, including:

(i) Euclidean and non-Euclidean geometry.

(ii) Vectors.

(iii) Transformations, symmetry, similarity, and congruence.

7. Calculus and trigonometry, including:

(i) Trigonometric functions, relations, identities, and inequalities.

(ii) Limits.

(iii) Differentiation and integration.

8. Discrete mathematics, including:

(i) Number theory.

(ii) Graph theory.

(iii) Linear programming.

9. Data analysis, statistics, and probability, including:

(i) Measures of central tendency and dispersions.

(ii) Misuses of statistics and invalid conclusions from probability.

(iii) Combinations and permutations.

10. Measurement, including:

(i) Error analysis.

(ii) Appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-2-.14 General Rules for All Science Teaching Fields.

(1) **Rationale.** The main goal of these standards is to promote quality teacher education programs that will lead to the development of scientific literacy among all Grade 6-12 students in Alabama. The standards include process and application skills which are embedded within the three domains of science. The standards correlate the *Alabama Course of Study: Science*, the National Science Education Standards from the National Research Council, and the teacher preparation standards of the National Science Teachers Association. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, and 290-3-3-.04, programs to prepare the prospective science teacher for certification in general science, biology, chemistry, or physics shall meet the rules for the specific teaching field (Rules 290-3-3-.15 - .18).

(a) **Content.** Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of certification; and can conduct scientific investigations. To show they are prepared to teach science content, prospective teachers of science must demonstrate:

1. Meeting the Alabama Quality Teaching Standard 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline(s).

2. Knowledge of:

(i) Contemporary scientific facts, principles, issues, generalizations, and laws of the target science, and the relationship of each science to the other sciences and their implications and applications.

(ii) The unifying concepts of science delineated by National Science Education standards:

(I) Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science.

(II) Nature of scientific evidence and the use of models for explanation.

(III) Measurement as a way of knowing and organizing observations of constancy and change.

(IV) Evolution of natural systems and factors that result in evolution or equilibrium.

(V) Interrelationships of form, function, and behaviors in living and nonliving systems.

(iii) Personal and technological applications of science in their field(s) of certification.

(iv) Research and how to successfully design, conduct, report, and evaluate investigations in science.

3. Ability to:

(i) Convey to students the unifying concepts of science delineated by National Science Education standards and listed above in Rule 290-3-3-.14(2)(a)(ii).

(ii) Convey to students the use of mathematics to process and report data and solve problems in their fields.

(iii) Convey to student the important personal and technological applications of science.

(b) **The nature of science.** Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, prospective teachers of science must demonstrate:

1. Knowledge of the practice of science as a human endeavor, to include its historical development, philosophical tenets, assumptions, goals, and values that distinguish pure science from non-science, from technology, and from other ways of understanding the world.

2. Ability to engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

(c) **Inquiry.** Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, prospective teachers of science must demonstrate:

1. Knowledge of:

(i) The processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge.

(ii) The role of hands-on experiences upon which learning is constructed.

(iii) Developmentally appropriate inquiry strategies for teaching science, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).

2. Ability to engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from the observations, data, and inferences in a scientific manner.

(d) Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science-related and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, prospective teachers of science must demonstrate:

1. Knowledge of:

(i) Contemporary issues related to science and technology in their field of certification.

(ii) Processes used to analyze and to make decisions, including appropriate actions for addressing contemporary issues related to science and technology.

2. Ability to engage students in the analysis of contemporary issues related to science and technology, including consideration of risks, costs, and benefits of alternative solutions.

(e) General skills of teaching. Teachers of science foster a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. Prospective teachers of science must demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including learning environment and instructional strategies.

(ii) AQTS 3, Literacy, in Rule 290-3-3-.03(3), including technology.

2. Knowledge of:

(i) A variety of classroom arrangements, groups, actions, strategies, and methodologies to show that they are prepared to foster a community of diverse learners.

(ii) The role, nature, limitations, and use of media and technology for instruction and scientific investigation, including the use of virtual labs, computers, probeware, and other emerging technologies.

3. Ability to:

(i) Organize, coordinate, and maintain the science classroom laboratory.

(ii) Create a material-rich and an experience-rich environment that develops and extends students' desire to reason, problem-solve, and engage in hands-on learning.

(iii) Use and justify a variety of classroom arrangements, groups, actions, strategies, and methodologies to show that they are prepared to foster a community of diverse learners.

(iv) Introduce students to career opportunities in science and technology.

(f) **Curriculum.** Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, prospective teachers of science must demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03(2):

(i) AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including content knowledge.

(ii) AQTS 5, Professionalism, in Rule 290-3-3-.03(5), including Alabama-specific improvement initiatives.

2. Knowledge of content standards in the current edition of the Alabama Course of Study: Science and the National Science Education Standards.

3. Ability to plan and implement units of study that address the needs and abilities of students, consistent with the *Alabama Course of Study: Science* and the National Science Education Standards.

(g) **Science in the community.** Teachers of science relate their discipline to the local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, prospective teachers of science must demonstrate:

1. Knowledge of ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.

2. Ability to involve students in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

(h) **Assessment.** Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, prospective teachers of science must demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.

2. Ability to use multiple assessment tools and strategies to achieve goals that are aligned with methods of instruction, including inquiry learning and laboratory experiences.

(i) **Safety and welfare.** Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, prospective teachers of science must demonstrate:

1. **Knowledge of:**

(i) Current science safety policies according to the Alabama State Department of Education.

(ii) The legal and ethical responsibilities of science teachers for the welfare of their students and the proper treatment of animals.

(iii) Safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.

2. **Ability to:**

(i) Treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restriction on their collection, keeping, and use.

(ii) Implement safety policies appropriate for the activity.

(j) **Professional growth.** Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, prospective teachers of science must demonstrate that they meet the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration and continuous, lifelong professional learning.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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290-3-3-.15 General Science.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, the general science program shall require an academic major (in general science, biology, chemistry, physics, or another science discipline) that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in biology, chemistry, Earth and space science, and physics, and may include coursework in other areas of science.

(a) **Biology.** Prior to program completion, prospective teachers of general science shall demonstrate knowledge and abilities related to:

1. **Core competencies for biology. Knowledge of:**

- (i) Life processes in living systems including organization of matter and energy.
 - (ii) Similarities and differences among animals, plants, fungi, microorganisms, and viruses.
 - (iii) Principles and practices of biological classification.
 - (iv) Scientific theory and principles of the origin and development of life.
 - (v) Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.
 - (vi) Population dynamics and the impact of population on its environment.
 - (vii) General concepts of genetics and heredity.
 - (viii) Organization and functions of cells and multicellular systems.
 - (ix) Behavior of organisms and their relationships to social systems.
 - (x) Regulation of biological systems including homeostatic mechanisms.
 - (xi) Fundamental process of modeling and investigating in the biological sciences.
 - (xii) Applications of biology in environmental quality and in personal and community health.
 - (xiii) Historical development and perspectives in biology including contributions of significant figures and underrepresented groups, and the evolution of theories in biology.
 - (xiv) How to design, conduct, and report research in biology.
 - (xv) Applications of biology and biotechnology in society, business, industry, and health fields.
2. **Supporting competencies for biology. Knowledge of:**
- (i) Chemistry, including general chemistry and biochemistry with basic laboratory techniques.
 - (ii) Physics including light, sound, optics, electricity, energy and order, magnetism, and thermodynamics.

(iii) Earth and space sciences including energy and geochemical cycles, climate, oceans, weather, natural resources, and changes in the Earth.

(iv) Mathematics, at least to the pre-calculus level, including probability and statistics.

(b) **Chemistry.** Prior to program completion, prospective teachers of general science shall demonstrate knowledge and abilities related to:

1. **Core competencies for in chemistry.** Knowledge of:

(i) Fundamental structures of atoms and molecules.

(ii) Basic principles of ionic, covalent, and metallic bonding.

(iii) Physical and chemical properties and classification of elements including periodicity.

(iv) Chemical kinetics and thermodynamics.

(v) Mole concept, stoichiometry, and laws of composition.

(vi) Transition elements and coordination compounds.

(vii) Acids and bases, oxidation-reduction chemistry, and solutions.

(viii) Fundamental biochemistry.

(ix) Functional and polyfunctional group chemistry.

(x) Environmental and atmospheric chemistry.

(xi) Fundamental process of investigating in chemistry.

(xii) Applications of chemistry in personal and community health and environmental quality.

(xiii) Radioactivity, nuclear reactors, fission, and fusion.

(xiv) Models of nuclear and subatomic structures and behaviors.

(xv) Solutions, colloids, and colligative properties.

2. **Supporting competencies for chemistry.** Knowledge of:

(i) Biology, including molecular biology, bioenergetics, and ecology.

(ii) Earth science, including geochemistry, cycles of matter, and energetics of Earth systems.

(iii) Physics, including energy, stellar evolution, properties and functions of waves, motions and forces, electricity, and magnetism.

(iv) Mathematics, at least to the pre-calculus level, including statistical concepts and skills.

(c) **Earth and space science.** Prior to program completion, prospective teachers of general science shall demonstrate knowledge and abilities related to:

1. **Core competencies for Earth and space science.** Knowledge of:

(i) Characteristics of land, atmosphere, and ocean systems on Earth.

(ii) Properties, measurement, and classification of Earth materials.

(iii) Changes in the Earth including land formation, erosion, and plate tectonics.

(iv) Geochemical cycles including biotic and abiotic systems.

(v) Energy flow and transformation in Earth and stellar systems.

(vi) Hydrological features of the Earth.

- (vii) Patterns and changes in the atmosphere, weather, and climate.
 - (viii) Origin, change over time, and planetary behaviors of Earth.
 - (ix) Origin, change over time, and properties of the universe.
 - (x) Fundamental processes of investigation in the Earth and spaces sciences.
 - (xi) Sources and limits of natural resources.
 - (xii) Application of Earth and space sciences to environmental quality and to personal and community health and welfare.
 - (xiii) Challenges and required technologies for space exploration.
 - (xiv) Earth or space scientists and their contributions.
2. **Supporting competencies for Earth and space science.** Knowledge of:
- (i) Biology, including origin and development of life, ecology, population dynamics, and the flow of energy and materials through Earth systems.
 - (ii) Chemistry, including broad concepts and basic laboratory techniques of inorganic and organic chemistry, physical chemistry, and biochemistry.
 - (iii) Physics, including electricity, forces and motion, energy, magnetism, thermodynamics, optics, and sound; as well as basic quantum theory.
 - (iv) Mathematics, including statistics and probability.

(d) **Physics.** Prior to program completion, prospective teachers of general science shall demonstrate knowledge and abilities related to:

1. **Core competencies for physics.** Knowledge of:
- (i) Energy, work, and power.
 - (ii) Motion, major forces, and momentum.
 - (iii) Newtonian principles and laws including engineering applications.
 - (iv) Conservation of mass, momentum, energy, and charge.
 - (v) Physical properties of matter.
 - (vi) Kinetic-molecular motion and atomic models.
 - (vii) Radioactivity, nuclear reactors, fission, and fusion.
 - (viii) Wave theory, sound, light, the electromagnetic spectrum, and optics.
 - (ix) Electricity and magnetism, including charge, current, electrical potential energy, potential difference, resistance, and electrical power for simple series, parallel, or combination direct current circuits.
 - (x) Fundamental processes of investigating in physics.
 - (xi) Applications of physics in environmental quality and to personal and community health.
 - (xii) Light behavior, including wave-particle duality and models.
 - (xiii) Thermodynamics and relationships between energy and matter.
 - (xiv) Angular rotation and momentum, centripetal forces, and vector analysis.
 - (xv) Applications of physics and engineering in society, business, industry, and health fields.

2. **Supporting competencies for physics. Knowledge of:**

(i) Biology, including organization of life, bioenergetics, biomechanics, and cycles of matter.

(ii) Chemistry, including organization of matter and energy, electrochemistry, thermodynamics, and bonding.

(iii) Earth sciences or astronomy related to structure of the universe, energy, and interactions of matter.

(iv) Mathematical and statistical concepts and skills including statistics and the use of differential equations and calculus.

Author: Dr. Joseph B. Morton.

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290-3-3-.16 Biology.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, the biology program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of biology shall demonstrate:

- (a) Meeting the core competencies for biology in Rule 290-3-3-.15(a)1.
- (b) Meeting the supporting competencies for biology in Rule 290-3-3-.15(a)2.
- (c) Knowledge of:
 1. Bioenergetics including major biochemical pathways.
 2. Biochemical interactions of organisms with their environments.
 3. Molecular genetics and heredity and mechanisms of genetic modification.
 4. Molecular basis for evolutionary theory and classification.
 5. Causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases.
 6. Issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming.
 7. Mathematics, at least to the pre-calculus level.
 8. How to design, conduct, and report research in biology.
 9. Historical development perspectives in biology including contributions of significant figures and underrepresented groups, and the evolution of theories in biology.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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290-3-3-.17 Chemistry.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, the chemistry program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of chemistry shall demonstrate:

(a) Meeting the core competencies for chemistry in Rule 290-3-3-.15(1)(b)1.
(b) Meeting the supporting competencies for chemistry in Rule 290-3-3-.15(1)(b)2.

(c) Knowledge of:

1. Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter.

2. Superconductors and principles of metallurgy.

3. Advanced concepts of chemical kinetics and thermodynamics.

4. Lewis adducts and coordination compounds.

5. Major biological compounds and natural products.

6. Solvent system concepts including non-aqueous solvents.

7. Chemical reactivity and molecular structure including electronic and steric effects.

8. Organic synthesis and organic reaction mechanisms.

9. Energy flow through chemical systems.

10. Issues related to chemistry including ground water pollution, disposal of plastics, and development of alternative fuels.

11. Historical development perspectives in chemistry including contributions of significant figures and underrepresented groups, and the evolution of theories in chemistry.

12. How to design, conduct, and report research in chemistry.

13. Applications of chemistry and chemical technology in society, business, industry, and health fields.

14. Principles of electrochemistry.

15. Mathematics, including statistics, calculus, and differential equations.

Author: Dr. Joseph B. Morton.

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290-3-3-.18 Physics.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, the physics program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of physics shall demonstrate:

- (a) Meeting the core competencies for physics in Rule 290-3-3-.15(1)(d)1.
- (b) Meeting the supporting competencies for physics in Rule 290-3-3-.15(1)(d)2.
- (c) Knowledge of:
 1. Nuclear physics including matter-energy duality and reactivity.
 2. Quantum mechanics, space-time relationships, and special relativity.
 3. Models of nuclear and subatomic structures and behavior.
 4. Electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance.
 5. Issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems, and weapons development.
 6. Historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics.
 7. How to design, conduct, and report research in physics.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.19 General Rules for All Social Studies Teaching Fields.

(1) **Rationale.** These standards reflect the mission statement of the National Council for the Social Studies which states that the primary purpose of the social studies is to promote civic competence. Civic competence is defined as the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, and active. The standards below seek to ensure that teacher candidates possess the knowledge and abilities that enable them to design authentic units of instruction using a variety of methods and modes of inquiry for investigating persistent societal issues. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, and 290-3-3-.04, programs to prepare the prospective social studies teacher for certification in general social studies, geography or history shall meet the rules for the specific teaching field certification (Rules 290-3-3-.20 - .22).

(a) **Interdisciplinary approach.** Prior to program completion, prospective teachers of any teaching field in social studies shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline.

2. Knowledge of:

(i) Culture as an integrated whole that governs the functions and interaction of language, literature, arts, traditions, beliefs, values, and behavior patterns and how differing cultural assumptions may contribute to or pose obstacles to cross-cultural understanding.

(ii) How past and present technological and scientific developments have impacted the physical world and human society, as well as how societal attitudes have influenced scientific and technological endeavors.

(iii) The causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues.

3. Ability to guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective.

(b) **Pedagogy.** Prior to program completion, prospective teachers of any teaching field in social studies shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2).

(ii) AQTS 4, Diversity, in Rule 290-3-3-.03(4).

2. Knowledge of:
 - (i) Methods of teaching and learning in the social studies that are meaningful, integrative, value-based, challenging, and active.
 - (ii) Academic content to plan and provide a developmentally appropriate curriculum in accordance with the *Alabama Course of Study: Social Studies*.
3. Ability to:
 - (i) Analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals.
 - (ii) Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction.
 - (iii) Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09, effective 10-01-09.

290-3-3-.20 General Social Studies.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.19, the general social studies program shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in economics, geography, history, and political science, and may include coursework in other areas of the social studies. Prior to program completion, prospective teachers of general social studies shall demonstrate knowledge and abilities related to:

(a) **History.** Prior to program completion, prospective teachers of general social studies shall demonstrate:

1. Knowledge of:

(i) The process of critical historical inquiry and how to assist students in using historical thinking to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy issues.

(ii) Key concepts and themes from the study of world, U.S., state, regional history (such as time chronology, causality, change, conflict, culture, and complexity) to explain, analyze and show connections among patterns of historical change and continuity.

2. Ability to guide students to use pertinent historical knowledge, concepts and modes of inquiry to analyze historical and contemporary developments and to make informed judgments concerning pivotal events, recurring dilemmas and persistent issues.

(b) **Political science.** Prior to program completion, prospective teachers of general social studies shall demonstrate:

1. Knowledge of:

(i) The purposes of government and how its powers are acquired, used, and justified.

(ii) American federal, state, and local governments; domestic and international issues facing the United States and governments of other nations.

(iii) The meaning, origins, and continuing influences of key ideas of the democratic republican form of government such as individual human dignity, liberty, justice, equality, general welfare, domestic peace and the rule of law.

(iv) Citizen rights and responsibilities and how to facilitate discussion and participation consistent with the ideals of citizenship in a democratic republic.

2. Ability to:

(i) Use pertinent political science knowledge, concepts, and modes of inquiry in the examination of persistent issues and social problems in the US and internationally.

(ii) Apply knowledge of the democratic, republican form of government to civic deliberation about selected public issues.

(c) **Geography**. Prior to program completion, prospective teachers of general social studies shall demonstrate:

1. **Knowledge of:**

(i) The five basic themes of geography (location, place, movement, regions, and human-environment interaction,) in the shaping of the State, the United States, and other Western and non-Western cultures and societies.

(ii) How to use geographic knowledge to examine, interpret, and analyze interactions between human beings and their physical environments such as describing and assessing ways historical events have been influenced by physical and human geographic features.

2. **Ability to** use pertinent geographical knowledge, concepts, and modes of inquiry to examine, interpret, analyze, and evaluate historical and contemporary events and societal issues.

(d) **Economics**. Prior to program completion, prospective teachers of general social studies shall demonstrate:

1. **Knowledge of** key economic concepts, principles, and reasoning necessary to evaluate historical and contemporary social developments and issues in the United States and the world.

2. **Ability to** use pertinent economics knowledge, concepts, and modes of inquiry to analyze and evaluate historical and contemporary public issues.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90, effective 02-01-91; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.21 Geography.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.19, the geography program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of geography shall demonstrate:

(a) Knowledge of:

1. The physical and human characteristics of places.
2. The concept of regions as a means to interpret Earth's complexity.
3. How culture and experience influence people's perceptions of places and regions.
4. The physical processes that shape Earth's surface.
5. The characteristics and spatial distribution of ecosystems on Earth's surface.
6. The characteristics, distribution, and migration of human populations on Earth's surface.
7. The characteristics, distribution, and complexity of Earth's cultural mosaics.
8. The patterns and networks of economic interdependence on Earth's surface.
9. How human actions modify the physical environment.
10. How physical systems affect human systems.

(b) Ability to:

1. Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. Use mental maps to organize information about people, places, and environments in a spatial context.
3. Analyze the spatial information about people, places, and environments on Earth's surface.
4. Describe the processes, patterns, and functions of human settlement.
5. Examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
6. Examine the changes that occur in the meaning, use, distribution, and importance of resources.
7. Interpret the past and present and to plan for the future.
8. Enhance students' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90, effective 02-01-91; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.22 History.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.19, the history program shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of history shall demonstrate:

(a) Knowledge of:

1. How historians study history.
2. The history and values of diverse civilizations throughout the world, including those of the West, and in comparisons of patterns of continuity and change in different parts of the world.
3. The historical content in United States history as a way to ask large and searching questions that compare patterns of continuity and change in the history and values of the many people who have contributed to the development of the continent of North America.
4. Historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

(b) Ability to:

1. Utilize chronological thinking to distinguish between past, present, and future time.
2. Place historical narratives in the proper chronological framework.
3. Interpret data presented in time lines.
4. Compare alternative models for periodization.
5. Reconstruct the literal meaning of a historical passage.
6. Identify the central questions addressed in a historical narrative.
7. Draw upon data in historical maps, charts, and graphic organizers.
8. Draw upon visual, literary, and/or musical sources.
9. Use of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past.
10. Use historical research capabilities to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations.
11. Identify issues and problems in the past, recognize factors contributing to such problems identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision.

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290-3-3-.22 Author

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290-3-3-.22 History

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90, effective 02-01-91; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.23 General Rules for All Career and Technical Education Teaching Fields.

(1) **Program Curriculum.** In addition to meeting 290-3-3-.02(6)(c)1.-3., the Alabama Quality Teaching Standards in Rule 290-3-3-.03, and Rule 290-3-3-.04, programs to prepare the prospective career and technical teacher shall meet the target career and technical rules (Rules 290-3-3-.24 - .29) and require a teaching field with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences. Prior to program completion, the prospective teacher of career and technical education shall demonstrate:

(a) Knowledge of:

1. The history, philosophy, principles, objectives, trends, patterns, and issues of career and technical education programs.
2. The organization, management, and methods of assessment of career and technical education programs.
3. *The Alabama Course of Study: Career and Technical Education.*
4. Teaching techniques including evidenced-based strategies, project-based learning, and authentic assessments applied to career and technical education programs.
5. Principles and procedures for:
 - (i) Planning, conducting, and evaluating work- based experiences in career and technical education.
 - (ii) Conducting a job analysis.
 - (iii) Utilizing community resources.
 - (iv) Collecting and using data in planning and evaluating.
6. Principles and practices associated with applicable business/industry certification of career and technical education programs.
7. Professional growth and development opportunities, including leadership development, career awareness, employability skills, and technological advancements.

(b) Ability to:

1. Assist in advisement of career and technical student organizations for the development of leadership skills, and to enhance career objectives.
2. Design career and technical education instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds.
3. Teach:
 - (i) Academic core concepts.
 - (ii) Reading skills.
 - (iii) Writing skills.
 - (iv) Creative and critical thinking skills.
 - (v) Problem-solving skills.
 - (vi) Decision-making skills.
 - (vii) Teamwork skills.
 - (viii) Technology skills.

- (ix) Communication skills.
- (x) Terminology specific to career and technical education teaching fields.
- 4. Organize, manage, and maintain classroom, laboratory facilities, and equipment using proper safety procedures.
- 5. Assist in recruiting and retaining students based upon assessment of needs and interests.
- 6. Assist students in developing and evaluating a career plan and preparing and updating a career/employment portfolio.
- 7. Provide for program management with workplace applications including:
 - (i) Safety.
 - (ii) Record keeping.
 - (iii) Budgeting.
 - (iv) Acquisition of equipment/materials.
 - (v) Program maintenance.
- 8. Apply principles and practices associated with managing business and personal finances.

(2) Faculty. Career and technical education is a broad and complex area that requires a specialist in each teaching field.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.24 Agriscience Education.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences. Prior to program completion, the prospective teacher of agriscience education shall demonstrate:

(a) Knowledge of:

1. Domestic animals, such as facilities, animal rights and welfare, health and nutrition, environmental issues, genetics, classification, anatomy, and physiology.
2. Aquatic species, such as species selection, production, management, marketing, research, and water management.
3. Horticulture, such as techniques and practices for horticultural crops, turf, and landscape design.
4. Soil science, such as soil types, soil profiles, soil management, fertilizers, and their applications.
5. Marketing, such as salesmanship, marketing agricultural products and international trade.
6. Computers, including their application to agriscience situations.
7. Technology, global positioning systems (GPS) and geographical information systems (GIS).
8. Supervised agricultural experiences (SAE) and Future Farmers of America (FFA) concepts integrated into coursework.
9. Environment, such as environmental management and laws.
10. Natural resources, such as plant taxonomy, forest management, wildlife management, and recreation management.
11. Power equipment, including safety, maintenance, and theory.
12. Agricultural structures, such as electrical, plumbing, masonry, and framing.
13. Metal fabrications, such as cutting, joining, and fabricating metals.

(b) Ability to:

1. Identify, select, and manage quality domestic animals and aquatic species.
2. Perform management practices relating to horticulture, turf, and soil science.
3. Classify soils according to texture, structure, color, and composition for soil maintenance and interpret soil test data.
4. Identify, propagate, and select plants related to the horticultural industry.
5. Use computer software applicable to agriscience education.
6. Design an agribusiness entrepreneurial plan, including management and marketing strategies.
7. Practice stewardship as it applies to the environment and natural resources.
8. Use tools related to forest management.
9. Operate, troubleshoot, and maintain agricultural power equipment.

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10. Construct agricultural projects according to specifications and codes.
11. Perform metal fabrication processes.
12. Integrate mathematical and scientific concepts.
- (c) Demonstrate occupational competency in agriscience experiences.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.25 Business/Marketing Education.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences. Prior to program completion, the prospective teacher of business/marketing education shall demonstrate:

- (a) Knowledge of:
 1. Marketing fundamentals including:
 - (i) Marketing research.
 - (ii) Promotion.
 - (iii) Pricing.
 - (iv) Product/service management.
 - (v) Channel management.
 2. Business principles including owning and operating for profit a service or business in the free enterprise system.
 3. Essential principles of personal and business finance including:
 - (i) Banking services.
 - (ii) Insurance.
 - (iii) Financial management.
 - (iv) Accounting.
 4. Computer technology, information processing, and interactive multimedia.
 5. Concepts related to international business.
 6. Verbal and non-verbal communication skills as related to the workplace.
- (b) Ability to:
 1. Convey the principles of financial concepts and applications.
 2. Communicate business functions and processes, including legal requirements and economic principles.
 3. Implement concepts relating to major marketing activities and how businesses use marketing effectively.
 4. Apply formal/informal communications skills and techniques as used in the workplace. For example, listening skills, nonverbal communication, oral communication skills, business document composition and production, telephone skills and etiquette, electronic communication skills and etiquette, and presentation development and delivery.
 5. Utilize concepts pertaining to human resource management, interpersonal skills, and career development.
 6. Develop a personal financial plan and demonstrate proficiency in domestic money management and responsible consumer activity.

7. Convert, store, protect, process, transmit, and securely retrieve information in various application software.
 8. Utilize technology that helps to produce, manipulate, store, communicate, and/or disseminate information.
 9. Analyze computer network management and support.
- (c) Demonstrate occupational competency in the commerce and information technology environment.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.26 Family and Consumer Sciences Education.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences. Prior to program completion, the prospective teacher of family and consumer sciences education shall demonstrate:

(a) Knowledge of:

1. Methods of designing, selecting, and maintaining clothing, and textile products; and housing, home furnishings, and equipment, in relation to values, goals, lifestyles, life span, resources, and laws.
2. Financial and resource management techniques, laws and regulations, resources, services, and advocacy agencies used to satisfy needs and wants of individuals, families, and clients throughout the life span.
3. The stages and theories of human development in relation to the physical, social, emotional, and intellectual development needs of children, individuals, family members, and clients throughout the life span.
4. The impact of personal and interpersonal relationships on the home, school, workplace, or other environmental settings.
5. Strategies for healthy intergenerational living with emphasis on the physical, emotional, intellectual, and social needs of children, individuals, families, and clients throughout the life cycle.
6. The principles of nutrition, wellness, dietetics, food science, food preparation, food sanitation, and food service.
7. The impact of the elements of art and principles of design on:
 - (i) Fashion, fashion design, and fashion merchandising.
 - (ii) Housing, interior design, and architecture.
 - (iii) Hospitality and tourism.
 - (iv) Foods and culinary arts.
8. The business practices associated with:
 - (i) Housing.
 - (ii) Interior design.
 - (iii) Fashion design.
 - (iv) Fashion merchandising.
 - (v) Foods and culinary arts.
 - (vi) Hospitality and tourism.
 - (vii) Nutrition, wellness, and dietetics.
 - (viii) Teaching, administration, and support services.
 - (ix) Childhood development services.
 - (x) Family studies and community services.

- (xi) Financial and resource management.
- (xii) Consumer services.
- 9. Teaching and learning processes, administrative practices, and professional support services provided in educational settings.
- 10. Technology tools, technology information, and technological advancements in the areas of:
 - (i) Housing and interior design.
 - (ii) Fashion, fashion design, and fashion merchandising.
 - (iii) Foods and culinary arts.
 - (iv) Hospitality and tourism.
 - (v) Nutrition, wellness, and dietetics.
 - (vi) Teaching, administration, and support services.
 - (vii) Childhood development services.
 - (viii) Family studies and community services.
 - (ix) Financial and resource management.
 - (x) Consumer services.
- 11. Professional associations and credentials in the areas of:
 - (i) Housing and interior design.
 - (ii) Fashion, fashion design, and fashion merchandising.
 - (iii) Foods and culinary arts.
 - (iv) Hospitality and tourism.
 - (v) Nutrition, wellness, and dietetics.
 - (vi) Teaching, administration, and support services.
 - (vii) Childhood development services.
 - (viii) Family studies and community services.
 - (ix) Financial and resource management.
 - (x) Consumer services.
- 12. Teaching practices used in preschool, elementary school, middle/junior high school, high school, and adult educational settings.
 - (b) Ability to:
 - 1. Develop skills used in the work of the family in the areas of:
 - (i) Human growth and development.
 - (ii) Parenting.
 - (iii) Foods and nutrition.
 - (iv) Housing.
 - (v) Clothing.
 - (vi) Financial and resource management.
 - (vii) Blending work and family life.
 - 2. Develop skills used to provide services to clients in the areas of:
 - (i) Housing.
 - (ii) Interior design.
 - (iii) Fashion design.

- (iv) Fashion merchandising.
 - (v) Foods and culinary arts.
 - (vi) Hospitality and tourism.
 - (vii) Nutrition, wellness, and dietetics.
 - (viii) Teaching, administration, and support services.
 - (ix) Childhood development services.
 - (x) Family studies and community services.
 - (xi) Family resource management.
 - (xii) Consumer sciences.
3. Apply safety and sanitation procedures in the planning, selecting, preparing and serving of foods.
4. Produce artwork incorporating the elements of art and principles of design using a variety of multimedia, techniques, and processes to communicate ideas in:
- (i) Fashion, fashion design, and fashion merchandising.
 - (ii) Housing and interior design.
 - (iii) Hospitality and tourism.
 - (iv) Foods and culinary arts.
5. Assist in operating all aspects of a preschool program.
6. Apply skills and practices required for careers in:
- (i) Housing.
 - (ii) Interior design.
 - (iii) Fashion design.
 - (iv) Fashion merchandising.
 - (v) Foods and culinary arts.
 - (vi) Hospitality and tourism.
 - (vii) Nutrition, wellness, and dietetics.
 - (viii) Teaching, administration, and support services.
 - (ix) Childhood development services.
 - (x) Family studies and community services.
 - (xi) Financial and resource management.
 - (xii) Consumer services.
7. Use technology tools, technology information, and technological advancements in the areas of:
- (i) Housing and interior design.
 - (ii) Fashion, fashion design, and fashion merchandising.
 - (iii) Foods and culinary arts.
 - (iv) Hospitality and tourism.
 - (v) Nutrition, wellness, and dietetics.
 - (vi) Teaching, administration, and support services.
 - (vii) Childhood development services.
 - (viii) Family studies and community services.
 - (ix) Financial and resource management.
 - (x) Consumer services.

(c) Demonstrate occupational competency in at least one of the following areas: hospitality and tourism; foods and culinary arts; nutrition, wellness, and dietetics; family studies and community services; childhood development services; interior design; fashion design; fashion merchandising; education; financial resource management; or consumer services.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

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290-3-3-.27 Reserved.

Author: Dr. Joseph B. Morton.

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290-3-3-.28 Technical Education.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences. The curriculum to prepare the prospective technical education teacher shall provide the teacher with:

- (a) Knowledge of:
 - 1. The business environment including:
 - (i) Sociological and psychological principles pertinent to effective human relations in business and industry.
 - (ii) Work ethics, values, and leadership skills.
 - (iii) Methods, concepts, and techniques appropriate to the business environment.
 - (iv) Labor relations, regulations, and laws.
 - 2. Course development including the acquisition of portable, transferable knowledge and skills for the solution of:
 - (i) Technical problems.
 - (ii) Communications.
 - (iii) Higher order reasoning techniques.
 - 3. Principles of technical education, including:
 - (i) The relationship between technical education and workplace technology.
 - (ii) The development, nature, philosophy, and purposes of technical education in a technological society.
 - 4. Occupational safety and health, including procedures covering:
 - (i) Personnel protective equipment.
 - (ii) Workplace hazards.
 - (iii) Fire prevention.
 - (iv) Electrical equipment, including lock-out and tag-out.
 - (v) Tools, including inspection and safe use.
 - (vi) Interpretation of materials safety data sheets, and applicable safety codes.
 - 5. Current computer applications related to technical education.
 - 6. Integration of mathematical and scientific concepts into technical education.
 - 7. Appropriate program equipment, tools, materials, and processes.
- (b) Ability to:
 - 1. Select appropriate program equipment, tools, materials, and processes.
 - 2. Integrate mathematical and scientific concepts into coursework and teach those concepts to students.
 - 3. Integrate written and verbal communication skills into coursework and teach those concepts to students.

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4. Adapt to changing technology and teaching environments.
5. Apply appropriate safety principles in operating tools and equipment used in the technical education areas of study.
 - (c) Demonstrate occupational competency in a technical-related setting.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.29 Career Technologies.

(1) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but shall not require a major in Arts and Sciences. Prior to program completion, the prospective teacher of career and technical education shall demonstrate:

- (a) Knowledge of:
 - 1. The nature of technology to include:
 - (i) Characteristics and scope of technology.
 - (ii) Core concepts of technology.
 - (iii) Relationships among technologies and the connections between technology and other fields of study.
 - 2. Technology and society to include:
 - (i) Cultural, social, economic, and political effects of technology.
 - (ii) Effects of technology on the environment.
 - (iii) Role of society in the development and use of technology.
 - (iv) Influence of technology on history.
 - 3. Design to include:
 - (i) Attributes of design.
 - (ii) Engineering design process.
 - (iii) Role of troubleshooting.
 - (iv) Research and development.
 - (v) Invention and innovation.
 - (vi) Experimentation in problem solving.
 - 4. Technological tools, equipment, products, materials, systems, and machines.
 - 5. The 16 recognized career clusters, supporting pathways, and resources available to determine an individual's interests, aptitudes, values, and abilities for making an informed career choice.
- (b) Ability to:
 - 1. Apply an engineering design process.
 - 2. Safely use, maintain, and repair technological tools, equipment, products, materials, systems, and machines to include the use of computers to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.
 - 3. Assess the impact of products and systems, collect information, synthesize data, analyze trends, and draw conclusions regarding the effect of technology on the individual, society, and the environment.

4. Identify, select, and use:
 - (i) Medical technologies.
 - (ii) Agricultural and related biotechnologies.
 - (iii) Energy and power technologies.
 - (iv) Information and communication technologies.
 - (v) Transportation technologies.
 - (vi) Manufacturing technologies.
 - (vii) Construction technologies.
5. Integrate mathematics, science, reading, written communication, and oral communication into the curriculum.
 - (c) Demonstrate occupational competency in a technology-related setting.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.30 Pre-School Through Grade 12 Teaching Fields.

(1) Options. P-12 programs include visual arts; dance; music (choral or instrumental); physical education; theatre; and gifted, hearing impaired, speech and language impaired, and visually impaired in special education. P-12 programs also include languages other than English. In addition to meeting the standards in Rules 290-3-3.02(6)(c)4., 290-3-3-.03, and 290-3-3-.04, an institution has two options for the preparation of P-12 teachers:

(a) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single-teaching field option is provided in Rules 290-3-3-.31, 290-3-3-.31.01, 290-3-3-.31.02, 290-3-3-.32, and 290-3-3-.33.01.

(b) A single teaching field in physical education or special education programs that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. Additional information is provided in Rules 290-3-3-.33, and .35-.41.

(2) Teaching Field Specific Methods Course. Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). Additional information is provided in Rule 290-3-3-.02(4)(b).

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05 ; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.31 Visual Arts.

(1) **Rationale.** Standards for teacher candidates in visual art must address studio production, art history, art criticism and aesthetics, relative salient knowledge and abilities. These standards respond to the requirements in the aforementioned areas, as well as in art education. Further, these standards are informed and aligned with the standards of the National Association of Schools of Art and Design (NASAD) and the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Art history, art criticism, and aesthetics.** Prior to program completion, prospective teachers of visual arts shall demonstrate:

1. **Knowledge of:**

(i) Art history, multicultural and psychological aspects of past and contemporary art forms, and various philosophies of art, aesthetics, and criticism.

(ii) The contributions of art to the individual, society, and related art areas such as dance, film, music, literature, and drama.

2. **Ability to** analyze works of art/design perceptively and to evaluate them critically.

(b) **Studio.** Prior to program completion, prospective teachers of visual arts shall demonstrate:

1. **Knowledge of:**

(i) Art and design concepts, skills, and vocabulary including processes, organizational structure, technical aspects, expressive content, communicative qualities, and technology.

(ii) Traditional and current technological developments in art and design.

(iii) The health and safety regulations related to art materials and facilities.

2. **Ability to:**

(i) Create expressive forms in drawing, painting, design, printmaking, computer generated art, sculpture, ceramics, and crafts.

(ii) Demonstrate abilities across a variety of areas of art production and art theory.

(iii) Demonstrate advanced abilities in one area of art production or art theory.

(iv) Exhibit their work and experience and participate in critiques and discussions of their artwork and the work of others.

(c) **Art education.** Prior to program completion, prospective teachers of visual arts shall demonstrate:

1. **Knowledge of:**

(i) Teaching and learning theories related to art education, as well as current issues and trends; professional literature (such as curriculum guides), and methods and materials of contemporary art education, including the use of technology.

(ii) The fiscal management of an art program.

(iii) The roles, responsibilities, and impact of various educational and community agencies on P-12 art education.

(iv) Typical school health and safety practices and procedures, ethics policies, and the importance of adhering to them at all times.

2. **Ability to:**

(i) Develop and implement the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics.

(ii) Integrate art into the total school curriculum and exhibit student artwork.

(iii) Evaluate techniques and apply them in assessing both the progress of students and the objectives and procedures of the curriculum.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.31.01 Dance.

(1) **Rationale.** The main goal of these standards is to provide the criteria for dance teacher candidates in preparing them to implement a quality dance education program. Such a program develops skillful and artistic movers who master dance content and engage in seeing, knowing, moving, communicating, and responding to dance and the arts through a variety of experiences, including multi-subject, multicultural learning opportunities. These standards are consistent with the teacher preparation standards of the National Association of Schools of Dance (NASD), the standards of the National Dance Education Organization (NDEO), and the dance standards found in the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Technical proficiency.** Dance educators understand and perform dance technique with artistry and intent. Prior to program completion, prospective teachers of dance shall demonstrate:

1. **Knowledge of:**
 - (i) Elements of dance, including energy, space, and time, as applied to intention across dance styles.
 - (ii) A variety of dance styles, techniques, and concepts from around the world.
 - (iii) Kinesthetic awareness (proprioception) as a means to facilitate performance.
2. **Ability to:**
 - (i) Apply styles, concepts and skills of dance performance and theory in at least two dance techniques at the intermediate or advanced level.
 - (ii) Evaluate and correct dance technique according to kinesthetic awareness.
 - (iii) Determine and apply safe practices within dance technique, improvisation, and partnering.
 - (iv) Demonstrate competence in a senior project or presentation in a major area.

(b) **Composition.** Dance educators understand, apply, and communicate the craft of dance composition. Prior to program completion, prospective teachers of dance shall demonstrate:

1. **Knowledge of:**
 - (i) Compositional and choreographic tools to create dances that communicate intention.

(ii) Dance production elements, including costuming, lighting, sound, make-up, set design and construction.

(iii) Current technological developments available to support choreographic process.

2. Ability to:

(i) Create dances that reflect traditional and experimental approaches utilizing choreographic elements.

(ii) Collaborate to produce full length dance concerts.

(iii) Integrate technology into the creative process.

(iv) Use critical analysis to evaluate dance composition and production.

(v) Analyze the compositional and production elements of master works.

(c) **Dance science.** Dance educators understand how individuals learn kinesthetically and support this learning through teaching appropriate to the age and development of students. Prior to program completion, prospective teachers of dance shall demonstrate:

1. Knowledge of theory and principles of anatomy, kinesiology, nutrition, somatics, and injury prevention and treatment.

2. Ability to integrate and apply allied disciplines, including anatomy, kinesiology, nutrition, somatics, and injury prevention and treatment, as appropriate to the physical, emotional, cognitive, and social development of the student.

(d) **Pedagogy and teaching.** Dance educators understand how individuals learn kinesthetically and support this learning through age-appropriate teaching based on best practices in movement pedagogy. Prior to program completion, prospective teachers of dance shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline(s).

2. Knowledge of:

(i) Scope and sequence of the dance standards as presented in the *Alabama Course of Study: Arts Education*.

(ii) Specific technical requirements of a variety of dance forms.

(iii) Assessment methods, including rubrics, journaling, dance performance evaluations, and student portfolios (such as digitally produced student work).

3. Ability to:

(i) Create, implement, assess, and revise standards-based curriculum materials according to the scope and sequence of state, local, and district frameworks.

(ii) Integrate dance with other subject areas, collaborating across the curriculum.

(iii) Analyze and communicate the specifics of technique that will facilitate student comprehension and successful application.

(iv) Apply content, process, and methodology of dance as an art form to assist students in producing, responding, and understanding.

(v) Communicate safe practices in dance technique, improvisation, and partnering.

(e) **Dance history.** Dance educators understand how individuals learn kinesthetically and support this learning through age-appropriate teaching based on best practices in movement pedagogy. Prior to program completion, prospective teachers of dance shall demonstrate:

1. **Knowledge of** Eastern and Western dance forms as they relate to the culture and historical context in which they developed, including political, social, artistic, and scientific developments.
2. **Ability to** interpret representative works of the past and present, analyzing and evaluating for historical context, style, and intent.

(f) **Foundational responsibilities.** Dance educators understand and engage in lifelong professional development, collaboration, evaluation, and ethical practice. Prior to program completion, prospective teachers of dance shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 5, Professionalism in Rule 290-3-3-.03(5), including collaboration; continuous, lifelong professional learning; Alabama-specific improvement initiatives; school improvement; ethics; and local, state, and federal laws and policies.
2. **Knowledge of:**
 - (i) Processes to obtain resources available through local, state and federal agencies, businesses and organizations to support special projects and program funding.
 - (ii) Safe practices in dance education.
3. **Ability to:**
 - (i) Collaborate, communicate, and evaluate to facilitate teaching and learning.
 - (ii) Determine student readiness for advancement based on student performance evaluations.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.31.02 Languages Other Than English.

(1) Program Curriculum.

(a) In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit in a single language other than English. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(b) P-12 programs for languages other than English must meet the knowledge and ability standards for secondary programs for languages other than English in Rule 290-3-3-.11(2)(a) through (f).

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: Adopted new 08-03-09; effective 10-01-09.

290-3-3-.32 Music (Choral and Instrumental).

(1) **Rationale.** By the end of undergraduate study, students must be able to work on musical problems by combining their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology. Prospective teachers must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work. Future teachers are expected to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Both choral and instrumental music programs must respond to (a) through (e) below. Only choral programs must respond to (f) below. Only instrumental programs must respond to (g) below.

(a) **Musicianship.** Prior to program completion, prospective teachers of music must demonstrate:

1. **Knowledge of:**

(i) Compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.

(ii) A wide selection of musical literature, the principal eras, genres, and cultural sources.

(iii) The language of music, including notational systems and vocabulary.

(iv) The common elements of music and their interaction in theory, form, analysis, arranging, and performance.

(v) Systems of composition and improvisation.

(vi) Music history and literature of Western and non-Western cultures, including ethnic/multicultural contributions to music, and the relationship of music to the other arts.

2. **Ability to:**

(i) Hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, and texture.

(ii) Read and realize musical notation.

(iii) Match pitch and sight sing a melody within a tonal framework.

(iv) Play pitched and non-pitched classroom instruments.

(v) Structure composition and improvisation opportunities (for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulation of the common musical elements in non-traditional ways).

(b) **Performance.** Prior to program completion, prospective teachers of music must demonstrate:

1. Knowledge of representative works of the past and present necessary to evaluate the quality of musical works and performances.
2. Ability to:
 - (i) Perform at an advanced level in one applied area, demonstrating technical accuracy and musical expression.
 - (ii) Perform in a variety of large and small ensembles.
 - (iii) Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment.
 - (iv) Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles.
 - (v) Compose, arrange, or adapt music from a variety of sources.
3. Demonstrate competence in a senior project or presentation in a major area.

(c) **Technology.** Prior to program completion, prospective teachers of music must demonstrate meeting the Alabama Quality Teaching Standard 3, Literacy, in Rule 290-3-3-.03(3).

(d) **Music education.** The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P-12 education. Prior to program completion, prospective teachers of music must demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:
 - (i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including learning environment.
 - (ii) AQTS 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration.
2. Knowledge of:
 - (i) Child growth and development and an ability to use principles of learning as they relate to music.
 - (ii) Current methods, materials, and music literature available in various fields and levels of music education appropriate to the teaching specialization.
 - (iii) The administrative aspects of the music program including scheduling; recruitment; support groups; selection, purchase, and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips.
 - (iv) The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.

- (v) Evaluative techniques.
- (vi) Typical school health and safety practices and procedures, ethics policies, and the importance of adhering to them at all times.
- 3. Ability to:
 - (i) Teach music at various levels to different age groups and in a variety of classroom and ensemble settings.
 - (ii) Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.
 - (iii) Teach students to play both rhythmic and melodic classroom instruments.
 - (iv) Demonstrate effective classroom management and rehearsal management.
 - (v) Assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
 - (vi) Accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
 - (vii) Apply evaluative techniques in assessing both the musical progress of students and the objectives and procedures of the curriculum.

- (e) **Professionalism.** Prior to program completion, prospective teachers of music must demonstrate the ability to:
 - 1. Articulate the commitment to the art of music, to teaching music, and to encouraging artistic and intellectual development of students.
 - 2. Articulate the importance of music as a component of students' intellectual and cultural heritage.
 - 3. Articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
 - 4. Communicate and collaborate with administrators, other faculty, and/or parent groups in the school in order to adapt the music program to school needs.
 - 5. Evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.

- (f) **Choral music.** Prior to program completion, prospective teachers of music must demonstrate:
 - 1. Knowledge of:
 - (i) Vocal and pedagogical skill sufficient to teach effective use of the voice.
 - (ii) Content, methodologies, philosophies, materials, technologies, and curriculum development for choral music.
 - (iii) Physical problems which may develop if the voice is used inappropriately.
 - (iv) Teaching strategies designed to develop and maintain vocal health and proper vocal production at all levels.
 - (v) The organization and training of singers in the performance of appropriate choral literature.

2. Ability to:
 - (i) Perform as a vocal soloist and in small and large vocal ensembles.
 - (ii) Use the keyboard as a teaching tool and to provide, transpose, and improvise accompaniments.
 - (iii) Teach beginning vocal techniques individually, in small groups, and in larger classes.
 - (iv) Use the voice effectively in demonstrations.
 - (v) Use woodwind, brass, percussion, and string instruments as teaching tools.
 - (vi) Conduct ensembles.

- (g) **Instrumental music.**
 1. Knowledge of:
 - (i) Wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
 - (ii) Content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
 2. Ability to:
 - (i) Perform on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
 - (ii) Play woodwind, brass, percussion, and string instruments with sufficient skill to teach.
 - (iii) Use the singing voice as a teaching tool.
 - (iv) Teach instrumental music to individual students and groups.
 - (v) Perform as a soloist and in both small and large instrumental ensembles.
 - (vi) Work with beginning instrumental students individually, in small groups, and in larger classes.

Author: Dr. Joseph B. Morton.

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290-3-3-.33 Physical Education.

(1) **Rationale.** The main goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality physical education program that develops skillful movers who value lifelong health and well-being. These standards are aligned with the National Association for Sport and Physical Education (NASPE) teacher education standards and the *Alabama Course of Study: Physical Education*. The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences.

(a) **Content area.** Physical education teacher candidates understand physical education content and content from related disciplines essential to the development of a physically educated person. Prior to program completion, prospective teachers of physical education shall demonstrate:

1. **Knowledge of:**

- (i) Life-span motor development.
- (ii) Psycho-social dimensions of physical activity.
- (iii) The biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.
- (iv) Historical, philosophical, and social perspectives of physical education and related legislation.
- (v) Critical elements of motor skill performance.
- (vi) Strategies for combining motor skills into appropriate sequences for the purpose of improving learning.
- (vii) Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body, human movement, and wellness (exercise, nutrition, and health-related fitness).
- (viii) Biomechanical principles of physical activity for analyzing movement, motor behavior, and learning.
- (ix) Techniques of instructing and officiating in a variety of activities.
- (x) Organization, rules, strategies, and safety considerations pertaining to activities taught in a comprehensive physical education program.
- (xi) Techniques for designing co-curricular activities, such as intramurals, field days, and other special events.
- (xii) National standards for physical education, the *Alabama Course of Study: Physical Education*, and local program goals for physical education.

(b) **Skill and fitness based competence.** Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 standards. Prior to program completion, prospective teachers of physical education must demonstrate ability to:

1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2. Achieve and maintain a health-enhancing level of fitness throughout the program.
3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

(c) **Planning and implementation.** Physical education teacher candidates plan and implement a variety of developmentally appropriate instructional learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Prior to program completion, prospective teachers of physical education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:
 - (i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.
 - (ii) AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications and technology.
 - (iii) AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity; language diversity; special needs; and learning styles.
2. Ability to:
 - (i) Develop and use appropriate instructional cues and prompts to facilitate competent motor skill learning.
 - (ii) Plan and adapt progressive and sequential instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
 - (iii) Implement modified activities for diverse populations to ensure maximum participation and learning.
 - (iv) Relate physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching.

(d) **Instructional delivery and management.** Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance active engagement in learning, self-motivation, and positive social interaction. Prior to program completion, prospective teachers of physical education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including organization and management and learning environment.

2. Knowledge of:
 - (i) Strategies to motivate students to participate in physical activity to promote lifelong health and fitness habits.
 - (ii) Potentially dangerous activities, exercises, equipment, and facilities.
 - (iii) Ways to avoid negligence in using facilities, equipment, and supplies.
 - (iv) Emergency procedures, including first aid and CPR.
3. Ability to:
 - (i) Use effective verbal and nonverbal communication skills across a variety of instructional formats.
 - (ii) Implement effective demonstration, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
 - (iii) Group students appropriately for activity and work effectively with large groups of students.
 - (iv) Use managerial routines and transitions that create safe and smoothly functioning learning experiences and environments.
 - (v) Analyze and correct critical elements of motor skills and performance concepts and provide effective instructional feedback for skill acquisition, student learning, and motivation.
 - (vi) Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
 - (vii) Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.
 - (viii) Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

(e) **Impact on student learning.** Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. Prior to program completion, prospective teachers of physical education shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.
2. Ability to:
 - (i) Use appropriate assessments to evaluate student learning before, during, and after instruction.
 - (ii) Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

(f) **Professionalism.** Physical education teacher candidates demonstrate professional attributes essential to becoming effective professionals.

1. Meeting the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration; continuous, lifelong professional learning; and ethics.

2. Knowledge of:
 - (i) Strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.
 - (ii) Professional organizations (e.g., local, state, and national) for physical education and the broader education field.
 - (iii) Community resources to enhance physical activity opportunities.
3. Ability to:
 - (i) Display behaviors that are consistent with the belief that all students can become physically educated individuals.
 - (ii) Participate in activities that lead to professional growth and development.
 - (iii) Demonstrate behaviors that are consistent with the Alabama Educator Code of Ethics.
 - (iv) Communicate in ways that convey respect and sensitivity.
 - (v) Implement change as a result of a critique of teaching performance.
 - (vi) Demonstrate professionalism, including appropriate attire and punctuality.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.33.01 Theatre.

(1) **Rationale.** The main goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality theatre program that develops skillful participants. The standards build upon the Alabama Quality Teaching Standards. Inherent to the expectations of theatre arts teachers are:

(a) Technical skills requisite for artistic self-expression in at least one major area of production (for example, acting design/technology, playwriting, directing) and those skills must be progressively developed to the highest level appropriate to the particular area of concentration.

(b) Fundamental and comprehensive understanding of the various elements and basic interrelated processes of creation, interpretation, performance, and production, along with the expressive possibilities of theatre, and sufficient skills to work in both collaborative and individual roles in theatre interpretation.

(c) Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular and repeated performance and production experiences.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semesters hours of credit with at least 19 semesters hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Prior to program completion, prospective teachers of theatre shall demonstrate:

(a) **Foundational responsibilities.** The prospective theatre teacher must understand the role and importance of theatre program in the education process as well as exhibit a knowledge base of fundamental components of theatre, whether it be educational, amateur, community, or professional theatre. Prior to program completion, prospective teachers of theatre shall demonstrate:

1. **Knowledge of:**

(i) Common elements and vocabulary of theatre, the interaction of these elements, and how to employ this knowledge in analysis of theatre activities.

(ii) Theatre as a social and aesthetic experience.

(iii) Theatre as a collaborative art form among students and peers, and the relationship between theatre and the total curriculum.

(iv) Safety rules and procedures for technical aspects of theatre, and safe practices for physical and vocal development.

(v) Legal and ethical ramifications of copyright and intellectual property rights.

(vi) Comparative production quality through performance, academic study, and attendance at productions.

(vii) Processes to obtain resources from local, state, and federal agencies, business and organizations to support projects and funding.

(viii) Technologies and equipment.

(ix) Theatre careers and other career opportunities utilizing theatre skills.

2. Ability to:

(i) Participate in and involve others in theatrical collaboration.

(ii) Assist students in forming and defending aesthetic and value judgments.

(iii) Demonstrate personal responsibilities required for a theatre professional, including:

(I) Engendering a respect and desire for theatre and theatre experiences.

(II) Seeking out, evaluating, and applying new ideas and developments in both theatre and education.

(III) Maintaining positive relationships with individuals and various social and ethnic groups.

(IV) Communicating the goals of the theatre program to students, colleagues, administrators, and parents in an effective and professionally responsible manner.

(iv) Collaborate with co-workers and participants as well as the school and community, evaluating interpersonal relationships among the various production areas.

(v) Communicate ideas, concepts, and requirements to theatre professionals and lay persons related to the practice of theatre.

(b) Production process. The prospective theatre teacher must be familiar with the basic expressive, technical, procedural, and organizational skills, including conceptual insights essential for theatrical performance. The prospective theatre teacher must be a competent director, able to create expressive performances with various types of groups in general classroom or performance situations. Prior to program completion, prospective teachers of theatre shall demonstrate:

1. Knowledge of:

(i) Basic design procedures including the design of sets, lighting, and costumes.

(ii) Administrative aspects of the theatre program, including scheduling, recruitment, appropriate use of support groups and partnerships, play selection, evaluation, purchase, and maintenance of resource materials and equipment, business management, performance, co-curricular and extra-curricular events such as festivals and competitions.

(iii) Diverse theatre forms such as musical theatre, children's theatre, reader's theatre, and oral interpretation.

2. Ability to:

(i) Employ creative drama and improvisational techniques with a variety of student groups and settings.

(ii) Work with students in the processes of creation, performance, and evaluation; coach them in movement, speech and characterization for formal and informal presentations in curricular, co-curricular, and extra-curricular activities.

(iii) Demonstrate proficiency in using production elements, including design, scenery, properties, lighting, sound, costumes, make-up, business management, and their appropriate technologies.

(iv) Develop support groups and partnerships and use them effectively.

(v) Coordinate all elements of production, including directing, selection of theatre form and material, analysis of resources, conceptualization, casting, planning, and conducting rehearsals, in the context of school time, facilities, monies, and standards specific to the community.

(c) **Theatre theory, theatre history, literature, and criticism.** The prospective theatre teacher should have an understanding of contending philosophies of theatre, the development of past and contemporary theatre forms, major styles and periods of theatre history, dramatic literature, theories of criticism, and an understanding of the fundamental and integral relationships of all these to theatre performance. Prior to program completion, prospective teachers of theatre shall demonstrate:

1. **Knowledge of:**

(i) Philosophies of theatre, major theatre genres, periods in theatre history, cultural influences, and the relationship of these to the theatre experience.

(ii) Significant dramatic works, both classical and contemporary.

(iii) Dramatic structure and analysis in playmaking and playwriting.

2. **Ability to:**

(i) Describe and use elements of dramatic structure and analysis as they relate to playmaking and playwriting.

(ii) Identify major developments of the past and contemporary Western and non-western theatre forms.

(iii) Identify significant plays and playwrights from the theatre canon.

(iv) Critique various elements of a theatrical production (such as acting, directing, design, technical, appropriateness, and the overall aesthetic value).

(d) **Synthesis.** While synthesis is a lifetime process, by the end of undergraduate studies, candidates should be able to work independently on a variety of professional problems by combining, as appropriate to the issue, their capabilities in performance, theory, history, technology, as well as other fields they have studied. Prior to program completion, prospective teachers of theatre shall demonstrate the **ability to:**

1. Demonstrate achievement of professional, entry-level, competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

2. Demonstrate competence in a senior project or presentation in a major area (such as acting, directing, design, playwriting, dramaturgy, or technical direction).

3. Communicate ideas, concepts, and requirements to theatre professionals and laypersons related to the practice of the major field (such as acting, directing, design, playwriting, dramaturgy, or technical direction).

(e) **Teaching competencies.** The theatre teacher is expected to understand the total contemporary educational program, including relationships among the arts, in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Prior to program completion, prospective teachers of theatre shall demonstrate:

1. Knowledge of:

(i) The philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs.

(ii) Current methods and materials available in all fields and levels of theatre education.

(iii) Principles and methods of developing curricula and the short and long term units that comprise them.

(iv) Apply rehearsal techniques and procedures with P-12 students during field experiences.

(v) Evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum.

(vi) Awareness of the need for continuing study, self evaluation, and professional growth.

(vii) Professional theatre organizations at the local, state, regional, and national level (such as the Alabama Conference of Theatre, Southeastern Theatre Conference, Alabama Arts Education Association, Educational Theatre Association, and International Thespian Society).

(viii) Typical school health and safety practices and procedures, ethics policies, and the importance of adhering to them at all times.

(ix) Care for the vocal, physical, and emotional health of performers and safety concerns for technical production (such as equipment, tools, construction, and paint).

2. Ability to:

(i) Assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively.

(ii) Utilize other subjects in the school curriculum to enhance the teaching of theatre and serve as a resource person to integrate theatre into the total curriculum.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 06-10-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.34 General Rules for All Special Education Teaching Fields. Additional information about specific programs within special education is provided in Rules 290-3-3-.35 through 290-3-3-.41.

(1) **Rationale.** Rules 290-3-3-.34 through 290-3-3-.41 are designed to ensure quality teacher education programs that lead to improved outcomes for students with exceptionalities, and have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC). The standards build upon the Alabama Quality Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c), 290-3-3-.03 and 90-3-3-.04, programs to prepare the prospective special education teacher shall meet the target special education rules (Rules 292-3-3-.35 - .41) and shall require a teaching field with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. A major in Arts and Sciences is not required.

(a) **Foundations.** Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic disciplines.

(ii) AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity and special needs.

(iii) AQTS 5, Professionalism, in Rule 290-3-3-.03(5), including continuous lifelong professional learning, and local, state, and federal laws and policies.

2. **Knowledge of:**

(i) Current federal and state laws and regulations governing and/or impacting on programs for students with exceptionalities.

(ii) Resource agencies that provide personnel and services for improving and strengthening educational programs for students with exceptionalities.

(iii) Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services.

(iv) Skills and services which students need as they make the transition from school to school, and school to the community, including community living, the world of work, and continuing education.

3. **Ability to:**

(i) Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.

(ii) Plan and facilitate transition programs within and outside the school setting.

(b) Development and characteristics of learners. Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 4, Diversity, in Rule 290-3-3-.03(4).

2. Knowledge of:

(i) Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning.

(ii) Needs of and management techniques for, students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.

(iii) Medications, administration of medications and school healthcare protocols that have been determined educationally relevant.

(c) Individual learning differences. Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including learning environment and instructional strategies.

(ii) AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity; language diversity; special needs; and learning styles.

2. Knowledge of student learning styles and instructional strategies, including collaborative, co-teaching and direct instruction.

(d) Instructional strategies. Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2) including instructional strategies, oral and written communication, and mathematics.

(ii) AQTS 3, Literacy, in Rule 290-3-3-.03(3), including reading.

2. Ability to:

(i) Implement or collaborate with other teachers in implementing the student's standards-based individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment (including assistive technology devices), technological advances, and support personnel.

(ii) Continuously analyze the effectiveness of the standards-based individualized education program and make appropriate modifications.

(iii) Utilize effective teaching strategies designed to promote learning and improve student achievement.

(iv) Modify methods, materials, and equipment to meet student needs.

(e) **Learning environments and social interactions.** Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including learning environment.

2. **Knowledge of** research-based discipline interventions, which include school-wide, classroom, and individual proactive positive behavior supports.

3. **Ability to** implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports.

(f) **Language and communication.** Prior to program completion, candidates shall demonstrate meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

1. AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications.

2. AQTS 4, Diversity, in Rule 290-3-3-.03(4), including language diversity.

(g) **Instructional planning.** Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:

(i) AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline(s) and curriculum.

(ii) AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.

(iii) AQTS 3, Literacy, in Rule 290-3-3-.03(3), including technology.

2. **Knowledge of:**

(i) The five core components of a research-based reading program: phonological awareness, alphabetic principles or phonics, fluency, vocabulary, and comprehension.

(ii) Standards-based Individualized Education Program (IEP) format, development, and implementation.

(iii) Assistive technology, including assessment for and use of assistive technology devices.

3. **Ability to:**

(i) Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping.

(ii) Utilize a range of technologies that enhance instruction, support learning, and organize information.

(h) Assessment. Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.

2. Knowledge of student assessment instruments and techniques, including functional and vocational knowledge and skills.

3. Ability to:

(i) Develop, select, administer, and interpret formal and informal assessments.

(ii) Translate assessment information into goals and benchmarks.

(i) Professional and ethical practice. Prior to program completion, candidates shall demonstrate meeting Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including continuous, lifelong professional learning and ethics.

(j) Collaboration. Prior to program completion, candidates shall demonstrate:

1. Meeting the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration.

2. Knowledge of:

(i) Roles of professionals, students and families as members of a collaborative team.

(ii) Strategies for promoting coordination and collaboration between special education services and general education.

3. Ability to:

(i) Work collaboratively with members of the instructional team and professionals from related fields.

(ii) Effectively communicate the goals of the instructional program to the student, the student's primary caregivers, and appropriate professionals.

(3) Faculty. A specialist with identifiable appropriate expertise is required in each special education teaching field.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.35 Collaborative Special Education (Grades K-6).

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. The curriculum to prepare the prospective collaborative special education teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with:

(a) **Individual learning differences.** Prior to program completion, candidates shall demonstrate knowledge of physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development.

(b) **Instructional strategies.** Prior to program completion, candidates shall demonstrate knowledge of:

1. Effective instructional strategies for adapting curriculum.
2. Validated, research-based approaches to core content area instruction.

(c) **Learning environments and social interactions.** Prior to program completion, candidates shall demonstrate the ability to create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment.

(d) **Language and communication.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of approaches for communicating with families.
2. Ability to develop and enhance students' communication and social interaction skills through the development of appropriate language and conversational skills.

(e) **Instructional planning.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of:
 - (i) Processes for prioritizing appropriate learning goals.
 - (ii) Methods for determining appropriate curricular materials for individual students.
 - (iii) Content for Grades K-6 in the *Alabama Courses of Study* for English language arts, mathematics, science, and social studies.
 - (iv) The developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

2. Ability to:
 - (i) Plan and implement an instructional program for Grades K-6 using the *Alabama Courses of Study* or extended standards.
 - (ii) Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives.
 - (iii) Assist in the evaluation and use of assistive technology.
 - (iv) Implement appropriate behavioral interventions based on a functional behavioral analysis.
 - (v) Implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students.
 - (vi) Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

(f) **Assessment.** Prior to program completion, candidates shall demonstrate the ability to assess students' needs in order to plan a standards-based IEP.

(g) **Collaboration.**

1. Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).
2. Ability to:
 - (i) Collaborate with families and school/agency staff to coordinate instruction and service delivery.
 - (ii) Assist in the implementation of appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 01-09-97, effective 07-01-97, amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.36 Collaborative Special Education (Grades 6-12).

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. The curriculum to prepare the prospective collaborative special education teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with:

(a) **Individual learning differences.** Prior to program completion, candidates shall demonstrate knowledge of physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development.

(b) **Instructional strategies.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of validated, research-based approaches to core content area instruction.

2. Ability to utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program.

(c) **Instructional planning.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of:

(i) Methods for determining appropriate curricular materials for individual students.

(ii) Modifications of teaching and assessment methods, materials, techniques, and learning environments in the school and community.

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

(iv) Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

(v) Various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills.

2. Ability to:

(i) Plan and implement an instructional program in the areas of academics and transition.

(ii) Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals.

(iii) Implement appropriate behavioral interventions based on a functional behavioral analysis.

(iv) Implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students.

(v) Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

(d) **Assessment.** Prior to program completion, candidates shall demonstrate ability to assess students' needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan a standards-based IEP.

(e) **Collaboration.** Prior to program completion, candidates shall demonstrate:

1. **Knowledge of** collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).

2. **Ability to:**

(i) Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members.

(ii) Assist in the implementation of school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.

(iii) Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments.

(iv) Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 01-09-97, effective 07-01-97; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.37 Early Childhood Special Education (Grades P-3).

(1) **Proper Certification.** Holders of a valid early childhood special education certificate are properly certified to teach children with disabilities from birth through age eight.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3. and 5., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. The curriculum to prepare the prospective early childhood special education teacher shall provide the teacher with:

(a) **Foundations.** Prior to program completion, candidates shall demonstrate knowledge of:

1. Cultural and socioeconomic influences on young children with disabilities.
2. The impact of the young child with special needs on the family and aspects of family-focused intervention.

(b) **Development and characteristics of learners.** Prior to program completion, candidates shall demonstrate knowledge of:

1. The kinds and nature of exceptionalities and special needs of children from birth through age eight.
2. Human growth and development and developmental psychology stressing developmental and environmental influences affecting typically developing infants, toddlers, and young children, as well as those with disabilities and developmental delays.

(c) **Instructional strategies.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from birth through age eight.
2. Ability to adapt research-based strategies and resources to the needs of children with varying exceptionalities from birth through age eight.

(d) **Instructional planning.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of:
 - (i) Curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive behavior, and social-emotional development.
 - (ii) Assistive technology appropriate for children with disabilities from birth through age eight.

2. Ability to:
 - (i) Provide developmentally appropriate early childhood programs for infants, toddlers, and young children with disabilities.
 - (ii) Plan, implement, and evaluate family-centered programs designed to meet the needs of children with disabilities from birth through age eight.

- (e) **Assessment.** Prior to program completion, candidates shall demonstrate:
 1. Knowledge of family-centered assessment using formal and informal techniques and instruments appropriate for children with disabilities from birth through age eight.
 2. Ability to use family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight.

- (f) **Collaboration.** Prior to program completion, candidates shall demonstrate ability to:
 1. Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with disabilities.
 2. Work collaboratively with members of an interdisciplinary team, including the family, in assessment and intervention efforts.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.38 Gifted.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. The curriculum to prepare the prospective teacher of the gifted shall provide the teacher with:

(a) **Foundations.** Prior to program completion, candidates shall demonstrate knowledge of:

1. Cultural and socioeconomic factors that impact on the identification and instruction of the gifted, with particular emphasis on special populations, including minority students, underachieving students, and students with physical and emotional disabilities.
2. Definitions, characteristics, prevalence, and the incidence of giftedness.
3. Programming models for gifted students including a continuum of services and acceleration.

(b) **Development and characteristics of learners.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of:
 - (i) Affective needs of gifted students.
 - (ii) Creative and productive thought, critical thinking, leadership training, and visual and performing arts.
2. Ability to recognize unique cognitive and social characteristics and learning styles of gifted students.

(c) **Instructional planning.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of:
 - (i) Gifted Education Plan (GEP) format, development, and implementation.
 - (ii). The *Alabama Courses of Study* standards and curriculum in elementary and secondary education.
2. Ability to:
 - (i) Select, design, utilize, and evaluate curriculum materials for gifted students.
 - (ii) Maximize the use of technological advances in the instructional program.
 - (iii) Incorporate creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum.
 - (iv) Apply diverse theories and various approaches to manage behavior.
 - (v) Implement the student's gifted education plan.

(e) **Assessment.** Prior to program completion, candidates shall demonstrate ability to select, utilize, and evaluate assessment instruments appropriate to the unique needs of gifted students.

(f) **Collaboration.** Prior to program completion, candidates shall demonstrate ability to:

1. Solicit, manage, and evaluate the support and contribution of various professional groups and community services, including the development of mentor relationships.
2. Incorporate the contributions and participation of parents and other teachers in the instructional program.
3. Collaborate with other teachers to implement accommodations in general education classrooms.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.39 Hearing Impaired.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-3., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. The curriculum to prepare the prospective teacher of students with hearing impairment shall provide the teacher with:

(a) **Development and characteristics of learners.** Prior to program completion, candidates shall demonstrate knowledge of:

1. The implications of hearing impairment for the social/cultural, vocational, and educational development of students.
2. Normal speech and language development, and the general and specific effects of hearing impairment on the production of speech and communication.

(b) **Individual learning differences.** Prior to program completion, candidates shall demonstrate knowledge of normal and abnormal language development and the implications for language and reading programs for students with hearing impairment.

(c) **Instructional strategies.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of methods of adapting the general curriculum and instructional programs to accommodate the needs of students with hearing impairment.
2. Ability to:
 - (i) Address the needs of students with hearing impairment across school environments and activities.
 - (ii) Use appropriate instructional procedures to effect language learning in the student with hearing impairment.

(d) **Language and communication.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of various communication systems (such as signing, cued speech, and the importance of using an educational interpreter) for supporting language development.
2. Ability to communicate effectively with students with hearing impairment, using a variety of techniques.

(e) **Instructional planning.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of the need for and use of amplification for teaching and learning.
2. Ability to care for and maintain amplification technology.

(f) **Assessment.** Prior to program completion, candidates shall demonstrate knowledge of appropriate assessment instruments, administration of tests, and interpretation of test results for students with hearing impairment.

(g) **Collaboration.** Ability to collaborate with other professionals regarding the needs of students with hearing impairment.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.40 Speech and Language Impaired Options.

(1) General Information.

(a) A student who began collegiate study before July 1, 1992, may complete a Class B speech and language impaired teacher education program to which he/she was admitted prior to July 1, 1995.

(b) A teacher with a valid Class B Professional Educator Certificate in Speech and Language Impaired may renew that certificate by meeting the requirements prescribed in Rule 290-3-2-.21.

(2) **Other Approaches.** Persons who do not earn Class B certification in speech and language impaired by completing an approved program may earn Class A certification by meeting the requirements in Rule 290-3-2-.03(3)(c), Rule 290-3-2-.03(2)(d)2.(iii), Rule 290-3-2-.15, or Rule 290-3-3-.42 and Rule 290-3-3-.46.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.41 Visually Impaired.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(c)1.-4., 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. The curriculum to prepare the prospective teacher of students with visual impairment shall provide the teacher with:

(a) **Development and characteristics of learners.** Prior to program completion, candidates shall demonstrate knowledge of the implications of visual impairments for the social/emotional, vocational, and educational development of students.

(b) **Instructional strategies.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of:

(i) Curricular materials appropriate for students with visual impairment, including Braille and assistive technology devices.

(ii) Methods of adapting the general education programs for students with visual impairment and instructional approaches unique to their education.

2. Ability to:

(i) Provide instruction in reading in the medium that is appropriate for the individual abilities of the student with a visual impairment, including Braille, large print, and low vision devices.

(ii) Develop skills necessary to attain literacy in reading and writing.

(c) **Instructional planning.** Prior to program completion, candidates shall demonstrate ability to adapt the general curriculum to the specific needs of each student with visual impairment.

(d) **Learning environments and social interactions.** Prior to program completion, candidates shall demonstrate knowledge of orientation and mobility training and environmental modifications.

(e) **Assessment.** Prior to program completion, candidates shall demonstrate:

1. Knowledge of assessment instruments appropriate for the student with visual impairment.

2. Ability to use informal and formal methods of assessment appropriate for the evaluation of students with visual impairment.

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(f) **Collaboration**. Prior to program completion, candidates shall demonstrate ability to collaborate with other professionals regarding the needs of students with visual impairments.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-39-5. (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-9-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.42 Class A (Master's Degree Level) Programs for Teaching Fields.

(1) **Purposes of Class A Programs for Teaching Fields.** Class A teacher education programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the Class A program shall be to help the teacher develop higher levels of competence than is possible in the Class B program.

(2) **Institutional and Program Requirements.**

(a) The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b) Post-bachelor's degree coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools' *Principles of Accreditation*, section on Educational Programs.

(c) Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(d) Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

(3) **Unconditional Admission to Class A Programs for Teaching Fields.**

Requirements for unconditional admission shall include a valid bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, English for speakers of other languages, and reading specialist.

(a) Unconditional admission to a Class A special education program requires at least a valid bachelor's-level certificate in any teaching field.

(b) It shall be the responsibility of the teacher education institution to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the student does not hold a valid Class B Professional Educator Certificate.

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

(d) Admission to the graduate school is not equivalent to unconditional admission to an approved program. Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class A teaching field program may complete no more than five approved program courses prior to unconditional admission to the program.

(4) Program Curriculum. At the Class A level, the teacher may complete any of three types of programs, each of which requires at least 30 semester hours of graduate credit not used for prior level certification in any teaching field or area of instructional support.

(a) Options for types of programs.

1. Traditional teacher education program.

(i) At least one-third of the program shall consist of teaching field courses; and

(ii) English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

2. Alternative Class A program. Full information is provided in Rule 290-3-3-.44.

3. Strengthened subject matter option. An individual who pursues Class A certification through this option shall hold a valid bachelor's-level professional educator certificate with an endorsement in the same or broader field of study for which Class A certification is sought. The curriculum must meet the institution's requirements for a master's degree in the academic area for which certification is sought.

(b) Technology proficiencies. With regard to designing, implementing, and assessing technology-based learning experiences to engage students and improve learning; prepare students for successive education, careers and college; enrich professional practice; and provide positive models for students, colleagues, and the community, individuals enrolled in Class A programs shall demonstrate ability to:

1. Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources.

2. Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning.

3. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats.

4. Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies.

5. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators.

(c) Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS). Each traditional Class A and Alternative Class A program for a teaching field shall ensure that each program completer has demonstrated the Five Core Propositions of the National Board for Professional Teaching Standards, namely:

1. Teachers are Committed to Students and Their Learning.
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
3. Teachers are Responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically About Their Practice and Learn from Experience.
5. Teachers are Members of Learning Communities.

(d) Special education course requirement. A survey of special education course is required if not previously completed.

(5) Requirements for Class A Certification for Teachers. Readiness to serve on the Class A level as a teacher 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) Successful completion of an internship in the Alternative Class A Program, English for speakers of other languages, reading specialist, and speech and language impaired programs. In all disciplines except Alternative Class A programs, internship experiences may be integrated throughout the program. Internships must comply with Rule 290-3-3-.02(6)(c).

(d) Successful completion of a practicum for initial certification in a special education teaching field.

(e) A passing score on a comprehensive assessment documenting mastery of the curriculum, which may include, but may not be limited to, an oral examination.

(f) A valid Class B Professional Educator Certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A, English for speakers of other languages, and special education programs. English for speakers of other languages, reading specialist, and special education programs require a valid Class B Professional Educator Certificate in any teaching field.

(6) Testing for Class A Certification for Teachers. Applicants for initial Class A certification must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(7) Special Alternative Certificate. A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in a teaching field through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; amended 10-14-04, effective 11-18-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 6-14-12, effective 7-19-2012.

290-3-3-.43 Reserved.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-34-1 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.44 Alternative Class A Programs for Teaching Fields.

(1) **Purposes of Alternative Class A Programs.** The purposes of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skill above the level required for completion of a Class B program, including content knowledge, teaching and learning, literacy, diversity, and professionalism. Additional information is provided in Rule 290-3-3-.03.

(2) **Institutional and Program Requirements.**

(a) The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b) Post-bachelor's degree coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools' *Principles of Accreditation*, section on Educational Programs.

(c) Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(d) Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

(3) **Unconditional Admission to Alternative Class A Programs.**

(a) **Unconditional admission criteria.**

1. Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. Admission to the graduate school is not equivalent to unconditional admission to an approved program.

2. The policy must include all unconditional admission requirements specified in Rules 290-3-3-.44(3)(a)3. through .44(3)(d).

3. Candidates admitted or after October 1, 2009, may complete no more than five approved program courses prior to unconditional admission.

4. Teaching field course requirements specified in Rule 290-3-3-.44(3)(d) must be met prior to unconditional admission unless a graduate course will be used to meet the requirement of a course in each of the areas listed in a comprehensive middle level or secondary teaching field (English language arts, general science, general social studies).

5. Courses that were taken as part of the degree used to meet the admission requirement in Rule 290-3-3-.44(3)(b) for a bachelor's or higher degree with a minimum grade point average of 2.5 cannot be used again to meet Alternative Class A program requirements.

(b) **Degree requirements.** A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum grade point average (GPA) overall of 2.50. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. In addition, the person must meet one of the following options:

1. Earned a bachelor's degree from a regionally accredited college or university.

2. Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and has attained a passing score on the prescribed Praxis II subject assessment of the Alabama Prospective Teacher Testing Program (APTTP). This option is permitted only when both of the following conditions are met:

(i) At the discretion of the administrative head of the unit and in accordance with institutional policy.

(ii) If there is a prescribed Praxis II subject assessment of the APTTP.

3. Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate in the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis II subject assessment of the APTTP. This option is permitted only when both of the following conditions are met:

(i) At the discretion of the administrative head of the unit and in accordance with institutional policy.

(ii) If there is a prescribed Praxis II subject assessment of the APTTP.

(c) **General studies.** Individuals applying for admission to:

1. Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies or, effective May 4, 2009, earned the current passing score on the prescribed Praxis II subject assessment of the Alabama Prospective Teacher Testing Program.

2. Alternative Class A programs in collaborative special education teacher (6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies.

3. Alternative Class A programs in teaching fields other than early childhood education, elementary education, early childhood special education, collaborative special education (K-6 or 6-12):

(i) Candidates admitted before October 1, 2009, must meet general studies requirements for courses including humanities, social science, science, and mathematics.

(ii) Candidates admitted on or after October 1, 2009, are not required to meet general studies requirements for courses including humanities, social science, science, and mathematics.

(d) **Teaching field.** Prior to unconditional admission, a person who wishes to earn certification in a teaching field listed below shall have completed one of the options in Rule 290-3-3-.44(3)(d)1.- 5. below:

1. For any teaching field, effective May 4, 2009, in lieu of Rule 290-2-3-3-.44(3)(d)2. through 5., verification of a current passing score on the prescribed Praxis II subject assessment of the Alabama Prospective Teacher Testing Program.

2. Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education Teacher K-6, Collaborative Teacher 6-12: At least 32 semester hours with at least 19 semester hours at the upper-division level courses appropriate to the curriculum indicated in *Alabama Courses of Study* and/or related pedagogy or, at a minimum, the institution must require 12 semester hours in each of the four areas of general studies as prescribed in Rule 290-3-3-.44(3)(c)1. and 2. The institution may have additional requirements as it deems appropriate.

3. Single Teaching Field for Middle Level or Secondary: An academic major in the teaching field, or if an academic major is not on the official transcript, 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

4. Comprehensive Middle Level or Secondary Teaching Fields:

(i) English Language Arts: An academic major in an area included in English language arts—e.g., English, speech, drama/theatre, and journalism—and at least one course in each of the other listed areas of English language arts. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to English language arts, including at least 19 semester hours of upper-division credit. At a minimum, coursework must include courses in literature, grammar, reading skills, writing, speech, theatre, and print or broadcast journalism. If an applicant does not have a course in each of the areas indicated, but meets all other admission requirements, then credit for that course(s) must be earned prior to program completion.

(ii) General Science: An academic major in an area included in the sciences—e.g., biology, chemistry, Earth or space science, and physics—and at least one course in each of the other listed areas of general science. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to general science including at least 19 semester hours of upper-division credit and at least one course in each of following areas: biology, chemistry, Earth or space science, and physics. If an applicant does not have a course in each of the areas indicated, but meets all other admission requirements, then credit for that course(s) must be earned prior to program completion.

(iii) **General Social Studies:** An academic major in an area included in the social studies—e.g., economics, geography, history, and political science—and at least one course in each of the other areas listed in the social studies. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to the social studies with at least 19 semester hours of upper-division credit and at least one course in each of the following areas: economics, geography, history, and political science. If an applicant does not have a course in each of the areas indicated, but meets all other admission requirements, then credit for that course(s) must be earned prior to program completion.

(iv) **Career and Technical Education:** At least 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

5. **P-12 Programs:** An academic major in the teaching field or, if an academic major is not on the official transcript, 32 semester hours of credit appropriate to the teaching field including at least 19 semester hours of upper-division credit.

(4) Curriculum of Alternative Class A Programs. A program in a given teaching field shall be designed to develop appropriate Class B teaching competencies. In addition, a program shall include:

(a) **Teaching field** of at least one-third of the total number of graduate hours in the program. English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b) **Alabama Quality Teaching Standards** in Rule 290-3-3-.03 and require study in the following areas: content knowledge; curriculum; methods of teaching; meeting the needs of diverse populations, including, but not limited to, students with special needs; literacy, including mathematics and technology; professionalism; and using assessment data to improve student learning.

(c) **Methods course.** Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). If the faculty members who teach methods courses have not had recent P-12 teaching experience that has provided knowledge of the trends and issues in the P-12 setting, then each methods course shall be team taught with a P-12 teacher who holds at least a valid master's-level certificate in an appropriate teaching field or shall be taught by that P-12 teacher. Additional information is provided in Rule 290-3-3-.02(4)(b). The requirement for Alternative Class A programs is effective for candidates admitted on or after August 1, 2011.

(d) **Five Core Propositions of the National Board for Professional Teaching Standards.** Additional information is provided in Rule 290-3-3-.42(4)(c).

(e) **Technology proficiencies** specified in Rule 290-3-3-.42(4)(b).

(f) **Field experiences** in a wide variety of school settings. The field experiences must comply with Rule 290-3-3-.02(6)(a) and (b).

(g) Internship.

1. The internship in Alternative Class A programs shall be full-time in the schools for a full semester in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days.

2. The internship must comply with Rule 290-3-3-.02(6)(c) regarding dividing the internship.

3. Entry and exit criteria shall be clearly identified for the internship.

(h) Survey of special education course if not previously completed.

(5) Requirements for Alternative Class A Certification. Readiness to serve as a teacher 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 students as demonstrated in an internship as described in Rule 290-3-3-.02(6)(a) and (c).

(d) A passing score on a comprehensive assessment documenting mastery of the curriculum of the Alternative Class A program, which may include, but may not be limited to, an oral examination.

(6) Testing for Alternative Class A Certification. Applicants for initial certification through the completion of an Alternative Class A program must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP). Additional information is provided in Rule 290-3-3-.42(6).

(7) Special Alternative Certificate.

(a) A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a State-approved Alternative Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06.

(b) Special provisions for holders of Special Alternative Certificates.

1. A teacher who is employed based on holding a valid Special Alternative Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten level may, at the discretion of the unit, complete a three semester hour practicum at the preschool and/or kindergarten level to meet the internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a

valid Special Alternative Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three semester hour practicum in Grades 1, 2, and/or 3 to meet the internship requirements applicable to early childhood education (or early childhood special education) programs.

2. A teacher who is employed based on holding a valid Special Alternative Certificate for elementary education (or collaborative special education K-6) and is teaching at the lower elementary level (grades K, 1, 2, and/or 3) may, at the discretion of the unit, complete a three semester hour practicum at the upper elementary level (grades 4, 5, and/or 6) to meet the internship requirements applicable to the elementary education (or collaborative special education K-6) program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for elementary education (or collaborative special education K-6) and is teaching at the upper elementary level may, at the discretion of the unit, complete a three semester hour practicum at the lower elementary level to meet the internship requirements applicable to the elementary education (or collaborative special education K-6) program.

3. A teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three semester hour practicum at the secondary level (6-12) to meet the internship requirements applicable to the P-12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three semester hour practicum at the elementary level to meet the internship requirements applicable to the P-12 program.

4. A teacher who is employed based on holding a valid Special Alternative Certificate for collaborative special education teacher (K-6) or (6-12) and who is enrolled in a collaborative special education program for both K-6 and 6-12 but whose employment is limited to the grade span for which certification is held may, at the discretion of the unit, complete a three semester hour practicum at the level for which certification is not held to meet the internship requirements applicable to both programs.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16; 16-23-1; 16-23-2 (1975).

History: New 02-13-86; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 04-09-09, effective 5-14-09; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

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 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) Ability to:

(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 identity affects their ESL learning and how levels of cultural identity 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.

(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 through 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 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).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

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 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.

2. **Cultural and linguistic diversity.**

(i) Knowledge of current research on cultural and linguistic diversity related to language development and reading acquisition.

(ii) Ability to use knowledge of cultural and linguistic diversity to scaffold instruction.

(b) **Instructional strategies and curriculum materials.** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction for learners at differing stages of reading and writing development and from differing cultural and linguistic backgrounds. Prior to program completion, prospective reading specialists shall demonstrate:

1. **Grouping options.**

(i) Knowledge of the purposes of various grouping options (individual, small-group, whole-class, and computer-based).

(ii) Ability to:

(I) Support classroom teachers and paraprofessionals in their use of instructional grouping options.

(II) Diagnose students' needs in order to select appropriate grouping options.

(III) Demonstrate grouping options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

2. **Instructional practices, approaches, and methods for reading.**

(i) Knowledge of:

(I) Effective early reading instruction and practices, including those identified in the current edition of the Alabama Reading Initiative publication: *Essential Skills of Teachers of Reading*.

(II) Early reading instruction that integrates the following components:

I. Nurturing oral language development (e.g., reading to students, providing verbal interaction about readings, expanding sentences).

II. Developing concepts of print.

III. Fostering a love of reading (e.g., reading with expression to students, providing opportunities for self selection, assisting students in matching interests and reading materials).

IV. Giving students ample time and support to read independently (e.g., help with book selection).

V. Developing phonemic awareness.

VI. Developing letter recognition.

VII. Providing systematic, explicit phonics instruction.

VIII. Developing vocabulary through direct and indirect instruction.

IX. Emphasizing reading for meaning.

X. Developing background knowledge.

XI. Enhancing reading proficiency through daily writing.

XII. Increasing students' listening comprehension.

XIII. Integrating the language arts in all content areas.

XIV. Developing fluency by integrating the major components of reading.

(III) Causes of reading difficulties including, but not limited to, deficits in phonological processing, limited understanding of the alphabetic principle, lack of letter recognition, letter reversals, insufficient prior knowledge, and limited proficiency with spoken English.

(IV) Common misconceptions about causes of reading difficulty including, but not limited to, poverty, race, perceptual difficulties, and dialect.

(V) Effective instruction identified in the current editions of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of Reading Specialists*.

(VI) Knowledge of the phonology and grapheme-phoneme correspondence of the English spelling system.

(ii) Ability to:

(I) Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices.

(II) Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of students.

(III) Demonstrate optional practices, approaches, and methods in their own teaching and in demonstration teaching.

3. **Oral language development.** Ability to:

(i) Implement effective strategies that develop students' language comprehension and expression.

(ii) Read to students and lead a discussion about what was read.

4. **Comprehension.**

(i) Knowledge of:

(I) The impact of amount of reading on reading comprehension.

(II) The impact of background knowledge on reading comprehension.

(III) Questioning and discussion strategies that yield literal, interpretive, and evaluative student responses to printed material.

(IV) The causal relationship between the size of vocabulary and reading comprehension.

(V) Strategies that increase reading comprehension, including but not limited to summarizing, retelling, rereading, outlining, note-taking, visualizing, clarifying, and predicting.

(ii) Ability to:

(I) Provide explicit instruction in comprehension strategies (i.e., teacher modeling, guided practice, independent practice).

(II) Activate prior knowledge to help students make meaningful connections to the text.

(III) Increase the motivation of students to read independently.

(IV) Teach effective study skills through using comprehension strategies and a variety of resources.

(V) Teach vocabulary through multiple encounters with words in a variety of contexts.

(VI) Teach students to vary their reading rate according to their purpose and the difficulty of the material.

5. Reading/writing connection.

(i) Knowledge of:

(I) The role of temporary spelling in developing phonemic awareness, promoting the alphabetic principle, and facilitating written expression.

(II) The role of writing in assisting students with comprehension.

(ii) Ability to:

(I) Promote the integration of reading and writing in content areas at all grade levels.

(II) Encourage extensive, authentic writing experiences in which students respond to their reading using various formats for different audiences.

6. Intervention instruction.

(i) Knowledge of:

(I) Effective intervention instruction identified in the current edition of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of Reading Specialists*.

(II) Accelerated, highly specialized instruction that significantly increases the pace of learning.

(III) How to identify and address the needs of struggling readers through systematic, explicit instruction.

(IV) The role that self-selected, independent reading practice plays in leading struggling readers to become fluent readers.

(V) The importance of increasing the motivation of struggling readers by fostering success and rapid progress.

(ii) Ability to:

(I) Teach struggling readers, including students with limited English proficiency, to read or to expand their reading power.

(II) Model the strategies referenced in the current edition of the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of Reading Specialists*.

(III) Respond appropriately to oral reading miscues.

7. Reading materials.

(i) Knowledge of:

(I) Classic and contemporary children's and young adult literature from a variety of genres and cultures.

(II) The uses and functions of various levels of texts (e.g., predictable, decodable, easy-to-read) in developing effective, fluent readers.

(III) The necessity of providing students with printed material at their independent and instructional levels.

(IV) How to evaluate, select, and integrate media (e.g., software) into the reading program.

(V) How to select, substitute, and/or rewrite content materials at students' reading levels.

(VI) How to evaluate core reading programs.

(ii) Ability to:

(I) Use a variety of literary genres, including culturally diverse literature.

(II) Match texts to the needs and interests of learners.

(III) Use instructional and informational technologies to support literacy.

(IV) Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.

(V) Help teachers to select appropriate materials and explain the evidence base for using these materials to best meet the needs of students.

(c) **Assessment, diagnosis, and evaluation.** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction for individuals and groups. Prior to program completion, prospective reading specialists shall demonstrate:

1. Assessment tools.

(i) Knowledge of a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

(ii) Ability to:

(I) Compare, use, interpret, and recommend a wide range of assessment tools and practices ranging from standardized tests to informal assessments, including technology-based assessments.

(II) Demonstrate appropriate use of assessments in their practice.

(III) Provide professional development on administering and interpreting selected assessments.

2. Individual assessment.

(i) Knowledge of assessment tools and practices used to monitor individual student progress and guide instruction.

(ii) Ability to:

(I) Support the classroom teacher in the assessment of individual students.

(II) Place students along a developmental continuum and identify students' proficiencies and difficulties.

(III) Extend the assessment of individual students to further determine proficiencies and difficulties in order that appropriate services and instruction may be provided.

(IV) Collaborate with other education professionals to implement appropriate reading instruction for individual students.

3. Program assessment.

(i) Knowledge of assessment tools, including ongoing assessment and evaluation practices to plan, evaluate, and revise the school's reading program to meet the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

(ii) Ability to:

(I) Assist the classroom teacher in using assessment to plan instruction for all students, including ELLs.

(II) Use in-depth assessment information to plan intervention instruction for struggling readers.

(III) Maintain data on student progress in reading achievement and determine implications for the school's reading program.

(IV) Collect, analyze, and use schoolwide assessment data to implement and revise school or school system reading programs.

4. Communicating assessment results.

(i) Knowledge of the importance of communicating assessment results to all stakeholders (e.g., students, parents, caregivers, colleagues, administrators, policymakers, policy officials, and/or community).

(ii) Ability to:

(I) Communicate assessment information to all stakeholders for accountability purposes.

(II) Communicate assessment information to all stakeholders for instructional purposes.

(d) Creating a literate environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge and appropriately using instructional practices, approaches and methods, curriculum materials, and assessments. Prior to program completion, prospective reading specialists shall demonstrate:

1. Students' interests, abilities, and backgrounds.

(i) Knowledge of the importance of the students' interests, abilities, and backgrounds in creating a literate environment.

(ii) Ability to assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

2. **Print-rich environment.**

(i) Knowledge of the importance of a print-rich environment that fosters all aspects of literacy.

(ii) Ability to:

(I) Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

(II) Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiples levels, broad interests, and cultural and linguistic backgrounds.

3. **Authentic uses of reading and writing in everyday life.**

(i) Knowledge of authentic uses of reading and writing in everyday life.

(ii) Ability to:

(I) Model reading and writing for real purposes in daily interactions with students and education professionals.

(II) Assist teachers and paraprofessionals in enthusiastically modeling reading and writing as valued lifelong activities.

4. **Lifelong readers.**

(i) Knowledge of the importance of being lifelong readers.

(ii) Ability to:

(I) Use methods to effectively revise instructional plans to motivate all students to read for pleasure and information.

(II) Model techniques and assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students to read.

(III) Promote family involvement in literacy development.

(IV) Articulate the research base that grounds best practice.

(e) **Professional development.** Candidates view professional development as a career-long effort and responsibility. Prior to program completion, prospective reading specialists shall demonstrate:

1. **Positive dispositions and an increasing knowledge base.**

(i) Knowledge of the importance of professional development related to reading and the teaching of reading.

(ii) Ability to:

(I) Display positive dispositions related to reading and the teaching of reading.

(II) Articulate the theories related to the connections between teacher dispositions and student achievement.

(III) Conduct professional study groups for paraprofessionals and teachers.

(IV) Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans.

(V) Advocate the advancement of a professional research base to expand knowledge-based practices.

2. Collaboration.

(i) Knowledge of:

(I) Adult learning theory.

(II) The importance of collaborating with colleagues to improve reading instruction.

(ii) Ability to:

(I) Establish collegial relationships in order to work effectively with classroom teachers, special educators, administrators, community agencies, and families.

(II) Share knowledge of research-based techniques with colleagues.

(III) Employ coaching or mentoring to improve reading instruction.

(IV) Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings.

(V) Assist classroom teachers and paraprofessionals as they strive to improve their practice.

3. Planning and implementing professional development.

(i) Knowledge of the Alabama Standards for Effective Professional Development.

(ii) Ability to:

(I) Exhibit leadership skills in professional development.

(II) Plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level.

(III) Identify and describe the characteristics of sound professional development programs based on the Alabama Standards for Effective Professional Development.

(IV) Articulate the evidence base that grounds best practice.

(4) Requirements for Certification as a Reading Specialist. Readiness to serve as reading specialist 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 reading specialist program.

(c) Competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours that complies with Rules 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 reading specialist program, which may include, but may not be limited to, an oral examination.

(e) A valid Class B Professional Educator Certificate in a teaching field.

(5) Testing for Certification as a Reading Specialist. Applicants for initial certification as a reading specialist 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 of certification. See Rule 290-3-3-.42(6).

(6) Faculty Qualifications for a Reading Specialist Program. The faculty specialist for the reading specialist program shall possess an earned doctorate in reading. Additional information is provided in Rule 290-3-3-.01(29). The faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading; shall understand the Alabama Reading Initiative (ARI), including the knowledge and skills expected for ARI schools, the assessment tools used in these schools, and the evaluation of these schools; shall be a full-time employee of the institution; shall teach courses required in the program; and shall advise candidates seeking certification through program completion.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-09-99 effective 01-13-00; amended 03-14-02 effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.46 Speech and Language Impaired (Grades P-12).

(1) Unconditional Admission.

(a) Requirements for unconditional admission to the Class A speech and language impaired program shall include completion of a bachelor's degree in speech and language impaired from a regionally accredited institution.

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

(2) Program Curriculum. The curriculum shall provide the speech-language pathologist with:

(a) Knowledge of:

1. Normal speech and language development.
2. The impact of communication disorders on pre-literacy/literacy and learning.
3. The characteristics of the following specific communication or associated disorders: articulation, language, voice, fluency, hearing, oral motor and dysphagia or other related aerodigestive function disabilities.
4. Augmentative communication methodology and application.
5. Various evaluation/assessment systems.
6. Causes, types, and degrees of communication disorders and implications for literacy and learning.
7. Principles of management appropriate for language, articulation, fluency, voice, pre-literacy/literacy and learning disorders, and augmentative communication and hearing loss.
8. Impact of multicultural variations in communication skills on pre-literacy/literacy and learning.
9. Materials and methods appropriate to the remediation of various communication disorders based on efficacy data.
10. Speech and language multi-dimensional evaluation and assessment and case selection criteria.
11. Factors which contribute to program effectiveness.
12. Procedures for identifying, assessing, remediating, and evaluating communication programs.

(b) Ability to:

1. Use instrumentation and procedures for hearing screening.
2. Collect case history information and interpret results for making appropriate referrals.

3. Design and implement appropriate communication systems for students with communication disorders.
4. Identify multicultural variations in communication for the purpose of program planning.
5. Apply intervention principles in planning management programs.
6. Serve as a resource person for colleagues.
7. Apply speech, language, hearing assessment, and therapeutic methods and techniques.
8. Implement a group speech and language stimulation program in a classroom.

(3) Requirements for Certification of Teachers of Speech and Language Impaired. Readiness to serve students with speech and language impairment 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 approved program for speech and language pathology.
- (c) Competence to serve as a speech and language pathologist as demonstrated in an internship in a P-12 school(s) setting of at least 300 clock hours that complies with Rules 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 speech and language impaired program, which may include but may not be limited to, an oral examination.

(4) Testing for Certification of Teachers of Speech and Language Impaired. Successful completion of the requirements of the Alabama Prospective Teacher Testing Program shall be required for initial certification in speech and language impairment. Additional information is provided in Rule 290-3-3-.42(6).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 01-09-97, effective 07-01-97; emergency rule to amend and adopt filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.47 Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel.

(1) **Purposes of Class A Programs for Areas of Instructional Support.** The purposes of a Class A program shall be to prepare educators to serve effectively in instructional support positions.

(2) **Unconditional Admission to Class A Programs for Areas of Instructional Support Personnel.**

(a) Other than instructional leadership programs [Rule 290-3-3-.48(1)], requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level certificate in another area of instructional support.

(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 at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(c) Admission to the graduate school is not equivalent to unconditional admission to an approved program. Individuals must be unconditionally admitted to the Class A program in instructional leadership before taking any courses, as prescribed in Rule 290-3-3-.48(1)(d). For other Class A programs in areas of instructional support, candidates admitted to the institution or graduate school on or after August 1, 2012, may complete no more than five approved program courses prior to unconditional admission to the program.

(3) **Program Curriculum.**

(a) Completion of a Class A program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

(b) A survey of special education course, if not taken previously.

(4) **Requirements for Certification for Class A Instructional Support Personnel.** Other than instructional leadership programs [Rule 290-3-3-.48(3)], readiness to serve in an instructional support capacity 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, including an internship, with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for instructional support personnel.

(c) Two full years of full-time, acceptable educational experience except for instructional leadership, which requires three full years of full-time, acceptable educational experience at the P-12 level which must include at least one full-year of full-time P-12 teaching experience.

(d) At least a valid Class B Professional Educator Certificate in a teaching field, or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support, or a valid Class A Professional Leadership Certificate.

(e) A passing score on a comprehensive assessment documenting mastery of the curriculum, which may include, but may not be limited to, an oral exam.

(5) Testing for Class A Certification for Instructional Support Personnel.

Applicants for initial Class A certification in an instructional support area must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(6) Special Alternative Certificate.

A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in library media, school counseling, or instructional leadership through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.07. A Special Alternative Certificate is not issued for school psychometry or sport management.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.48 Instructional Leadership.

(1) **Unconditional Admission to an Instructional Leadership Program.** In addition to a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or instructional support area, the applicant shall:

(a) Have a minimum of three full years of full-time, satisfactory professional educational experience in a P-12 setting, which must include P-12 teaching experience if admitted prior to August 2010 or have a minimum of three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience if admitted on or after August 1, 2010.

(b) Submit an admission portfolio before an interview. The portfolio will contain the following:

1. Three letters of recommendation to include the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.

2. Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available.

3. Evidence of ability to improve student achievement.

4. Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership.

5. Summary of candidate's reasons for pursuing instructional leadership certification.

6. Summary of what the candidate expects from the preparation program.

(c) Pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty.

(d) Individuals must be unconditionally admitted to the Class A instructional leadership program before enrolling in any instructional leadership courses in the program.

(2) **Curriculum of an Instructional Leadership Program.**

(a) With regard to **planning for continuous improvement**: This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of

personal and organizational performance in order to ensure implementation of this vision of learning. Effective instructional leaders engage the school community in developing and maintaining a shared vision; plan effectively; use critical thinking and problem-solving techniques; collect, analyze, and interpret data; allocate resources; and evaluate results for the purpose of continuous school improvement. Prior to program completion prospective instructional leaders shall demonstrate:

1. Knowledge to:
 - (i) Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center.
 - (ii) Align instructional objectives and curricular goals with the shared vision.
 - (iii) Allocate and guard instruction time for the achievement of goals.
 - (iv) Create a school leadership team that is skillful in using data.
 - (v) Use approved methods and principles of program evaluation in the school improvement process.
2. Ability to:
 - (i) Lead and motivate staff, students, and families to achieve the school's vision.
 - (ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.
 - (iii) Interact with the community concerning the school's vision, mission, and priorities.
 - (iv) Work with staff and others to establish and accomplish goals.
 - (v) Relate the vision, mission, and goals to the instructional needs of students.
 - (vi) Use goals to manage activities.
 - (vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.
 - (viii) Delegate tasks clearly and appropriately to accomplish organizational goals.
 - (ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.
 - (x) Use a process for gathering information to use when making decisions.
 - (xi) Use multiple sources of data to manage the accountability process.
 - (xii) Assess student progress using a variety of techniques and information.
 - (xiii) Monitor and assess instructional programs, activities, and materials.
 - (xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.
 - (xv) Use external resources as sources for ideas for improving student achievement.

(b) With regard to **teaching and learning**: This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that instructional leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Effective instructional leaders promote and monitor the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability. Prior to program completion prospective instructional leaders shall demonstrate:

1. Knowledge to:

- (i) Plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision.
- (ii) Collaborate with community, staff, district, state, and university personnel to develop the instructional program.
- (iii) Align curriculum, instructional practices, and assessments to district, state, and national standards including standards unique to career and technical education and to special education.

2. Ability to:

- (i) Use multiple sources of data to plan and assess instructional improvement.
- (ii) Engage staff in ongoing study and implementation of research-based practices.
- (iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.
- (iv) Communicate high expectations and standards for the academic and social development of students.
- (v) Ensure that content and instruction are aligned with high standards resulting in improved student achievement.
- (vi) Coach staff and teachers on the evaluation of student performance.
- (vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.
- (viii) Develop curriculum aligned to state standards, including standards unique to career and technical education and to special education.

- (ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.
- (x) Use multiple sources of data to manage the accountability process.
- (xi) Assess student progress using a variety of formal and informal assessments.
- (xii) Monitor and assess instructional programs, activities, and materials.
- (xiii) Use the methods and principles of program evaluation in the school improvement process.

(c) With regard to **human resources development**: This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish school goals and continuously improve the school's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles. Effective instructional leaders: recruit, select, organize, evaluate, and mentor faculty and staff to accomplish school and system goals; work collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning; and initiate and nurture interpersonal relationships to facilitate teamwork and enhance student achievement. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Set high expectations and standards for the performance of all teachers and staff.
 - (ii) Use the accepted methods and principles of personnel evaluation.
 - (iii) Operate within the provisions of each contract as well as established enforcement and grievance procedures.
 - (iv) Hire and retain high-quality teachers and staff.
2. Ability to:
 - (i) Coach staff and teachers on the evaluation of student performances.

- (ii) Work collaboratively with teachers to plan for individual professional development.
- (iii) Use a variety of supervisory models to improve teaching and learning.
- (iv) Apply adult learning strategies to professional development.
- (v) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.
- (vi) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.
- (vii) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.
- (viii) Provide opportunities for teachers to reflect, plan, and work collaboratively.
- (ix) Create a community of learners among faculty and staff.
- (x) Create a personal professional development plan for his/her own continuous improvement.
- (xi) Foster development of aspiring leaders, including teacher leaders.

(d) With regard to **diversity**: This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve opportunities for all students. Effective instructional leaders respond to and influence the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students. Prior to program completion the prospective instructional leader shall demonstrate:

- 1. Knowledge to:
 - (i) Involve a school community in appropriate diversity policy implementations, program planning, and assessment efforts.
 - (ii) Handle crisis communications in both oral and written form.
 - (iii) Recruit, hire, develop, and retain a diverse staff.
 - (iv) Represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community.
 - (v) Recognize and respond effectively to multicultural and ethnic needs in the organization and the community.

2. Ability to:
 - (i) Conform to legal and ethical standards related to diversity.
 - (ii) Perceive the needs and concerns of others and deal tactfully with them.
 - (iii) Arrange for students and families whose home language is not English to engage in school activities and communications through oral and written translations.
 - (iv) Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
 - (v) Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.

(e) With regard to **community and stakeholder relationships**: This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their children and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community. Effective instructional leaders identify the unique characteristics of the community to create and sustain mutually supportive family-school-community relations. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Serve as primary school spokesperson in the community.
 - (ii) Make parents partners in their student's education.

2. Ability to:
 - (i) Address student and family conditions affecting learning.
 - (ii) Identify community leaders and their relationships to school goals and programs.
 - (iii) Communicate the school's vision, mission, and priorities to the community.
 - (iv) Share leadership and decision-making with others by gathering input.
 - (v) Seek resources of families, business, and community members in support of the school's goals.
 - (vi) Develop partnerships, coalitions, and networks to impact student achievement.
 - (vii) Actively engage the community to share responsibility for student and school success.
 - (viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

(f) With regard to **technology**: This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should be competent users of information and technology tools common to information-age professionals. The effective educational leader should be a hands-on user of technology. While technology empowers instructional leaders by the information it can readily produce and communicates, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs. Effective instructional leaders plan, implement, and evaluate the effective integration of current technologies and electronic tools in teaching, management, research, and communication. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Discover practical approaches for developing and implementing successful technology planning.
 - (ii) Increase access to educational technologies for the school.
2. Ability to:
 - (i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.
 - (ii) Develop a plan for technology integration for the school community.
 - (iii) Model the use of technology for personal and professional productivity.
 - (iv) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.

(v) Promote the effective integration of technology throughout the teaching and learning environment.

(vi) Provide support for teachers to increase the use of technology already in the school/classrooms.

(vii) Use technology to support the analysis and use of student assessment data.

(g) With regard to **management of the learning organization**: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure the management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication. Effective instructional leaders manage the organization, facilities, and financial resources; implement operational plans; and promote collaboration to create a safe and effective learning environment. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:

(i) Develop and administer policies that provide a safe school environment.

(ii) Identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources.

(iii) Build and ability to support a culture of learning at the school.

(iv) Manage financial and material assets and capital goods and services in order to allocate resources according to school priorities while complying with regulations unique to the expenditure of funds available for career and technical education, and numerous other sources of state and federal funds.

(v) Use an efficient budget planning process that involves staff and community.

(vi) Create and ability to empower a school leadership team that shares responsibility for the management of the learning organization.

2. Ability to:
- (i) Apply operational plans and processes to accomplish strategic goals.
 - (ii) Attend to student learning goals in the daily operation of the school.
 - (iii) Identify and organize resources to achieve curricular and instructional goals.
 - (iv) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.
 - (v) Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.
 - (vi) Use goals to manage activities.

(h) With regard to **ethics**: This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect the *Alabama Educator Code of Ethics*. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Effective instructional leaders demonstrate honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators. Prior to program completion the prospective instructional leader shall demonstrate:

- 1. Knowledge and ability to:
 - (i) Adhere to the *Alabama Educator Code of Ethics*.
 - (ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.
 - (iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.
 - (iv) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.
- 2. Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.
- 3. Ability to make decisions within an ethical context.

(3) Requirements for Certification in Instructional Leadership. Readiness to serve as an instructional leader 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 in all courses in the Alabama State Board of Education approved program in instructional leadership.

(c) A passing score on a comprehensive assessment documenting mastery of the curriculum of the instructional leadership program, which may include, but may not be limited to, an oral examination.

(d) A valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or instructional support area.

(e) An internship that allows candidates to benefit from purposeful hands-on experiences that would prepare them to lead the essential work of school improvement and higher student achievement prior to being placed at the helm of a school. Leadership is learned through studying the key concepts and skills used by effective leaders, observing good models, and by experiencing one's own trial and error in the workplace.

1. Components: Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:

(i) Collaboration between the university and LEA that anchors internship activities in real-world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.

(ii) An explicit set of school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in state standards and research and incorporated in the preparation programs' design.

(iii) A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real-life problems at each level.

(iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.

(v) Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing instructional leaders (principals), and LEA personnel.

(vi) Ongoing supervision provided by program faculty who have the expertise and time to provide frequent formative feedback on interns' performance that lets them know how they need to improve.

(vii) Directing instructional leaders (principals) model the desired leadership behaviors and know how to guide interns through required activities that bring their performance to established standards.

(viii) Rigorous evaluations of interns' performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures.

2. Design. Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating school during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active school with students present. A residency shall be no less than ten consecutive full days in the school setting with students present. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended by the university for instructional leadership certification.

(4) Testing for Certification in Instructional Leadership. Applicants for initial certification in instructional leadership 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 provided in Rule 290-3-3-.47(4).

(5) Faculty. An institution shall meet the following criteria.

(a) At least two faculty members who are full-time to the instructional leadership program shall hold earned doctorates in instructional leadership (educational administration) or related fields.

(b) A minimum of two full-time faculty members in instructional leadership (educational administration) shall each have a minimum of three years of experience as a practicing assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or any three years combination thereof.

(c) Instructional leadership faculty with recent experience in instructional leadership shall supervise interns. The institution shall have and follow a written policy pertaining to teaching load credit for supervising candidates in field experiences and residencies.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 09-08-05, effective 10-13-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013.

290-3-3-.49 Library Media.

(1) **Rationale.** Programs for library media specialists develop leadership, collaboration, and technology skills to design and manage up-to-date, comprehensive, and integrated library media centers. The library media specialist possesses the knowledge and skills to enable the learning community to become effective users of ideas and information. These standards are aligned the standards of the American Library Association/American Association of School Librarians (ALA/AASL), the *Alabama Course of Study: Technology Education*, and the *Alabama School Library Media Handbook for the 21st Century Learner*.

(2) **Unconditional Admission to a Library Media Program.** The study of library media begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level certification in another area of instructional support. 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 at least a valid Class B Professional Educator 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 library media program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) **Program Curriculum.**

(a) **Use of information and ideas.** Prior to program completion, prospective library media specialists shall demonstrate:

1. **Efficient and ethical information-seeking behavior.**

(i) Knowledge of:

(I) Strategies to locate, analyze, evaluate, and synthesize information in a variety of formats for diverse and multicultural purposes.

(II) Strategies for identifying individual interests, needs, and capabilities.

(III) Twenty-first century digital citizenship.

(ii) Ability to:

(I) Assist students and teachers in the application of information skills.

(II) Model and teach legal and ethical practices.

(III) Demonstrate the use of current and relevant information processes and resources, including emerging twenty-first century technologies.

(IV) Plan reference services, using traditional and electronic services that are comprehensive and address the needs of the users.

2. Literacy and reading.

(i) Knowledge of:

(I) Available literature and resource materials, including community resources.

(II) Factors to be considered when selecting materials that match instructional goals and satisfy the interests of a multicultural school population.

(III) Historical and contemporary trends and multicultural issues in reading materials for children and young adults.

(IV) Research in literacy and reading.

(ii) Ability to:

(I) Relate literature for children and young adults to their interests and abilities.

(II) Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.

(III) Select and recommend diverse materials in multiple formats and at levels that facilitate the reading process and the development of readers.

(IV) Model the enjoyment of reading to promote leisure reading, creative expression, and lifelong reading.

3. Access to information.

(i) Knowledge of:

(I) Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library media centers, collections, and services.

(II) Attributes of different information formats.

(III) Flexible, open, and equitable access to the library media center and its services.

(ii) Ability to:

(I) Assist students, teachers, and others in locating, retrieving, and interpreting information in various formats.

(II) Retrieve needed information from global sources through networking.

(III) Identify means of providing remote access to information.

(IV) Model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.

4. Stimulating learning environment.

(i) Knowledge of:

(I) Roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.

(II) Procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection.

(III) Learning environments designed to meet the diverse needs of all users.

(IV) Management of physical resources for use by individuals, small groups, and whole classes.

(ii) Ability to:

(I) Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use.

(II) Create and maintain an attractive, positive, educational climate in a technology-rich library media center.

(III) Provide an environment that is conducive to independent discovery and interactive learning.

(b) **Instruction.** Prior to program completion, prospective library media specialists shall demonstrate:

1. **Learners and learning.**

(i) Knowledge of:

(I) Instruction that motivates students to become information literate, independent in their learning, and socially responsible in their use of information and information technology.

(II) Characteristics of learners in a multicultural society, including their diverse abilities, interests, needs, and learning styles.

(III) Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum.

(ii) Ability to:

(I) Design, develop, implement, and evaluate learning activities and units of instruction across curricula and grade levels.

(II) Design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.

2. **Collaborative instruction for student achievement.**

(i) Knowledge of:

(I) Roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.

(II) The impact of collaborative instruction on student achievement.

(III) A variety of instructional strategies and assessment tools.

(IV) Collaboration in a learning community.

(V) Procedures for developing curriculum and for producing instructional materials to meet learning objectives and characteristics.

(VI) Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum.

(VII) Various models of flexible scheduling.

(VIII) Project-based learning modules.

(ii) Ability to:

(I) Produce instructional materials that meet specific objectives and learner needs.

(II) Collaborate with the learning community as a member of the instructional team to design, implement, and evaluate teaching-learning activities.

(III) Motivate students to read, listen, and view a variety of appropriate resources.

3. Information literacy curriculum.

(i) Knowledge of:

(I) The *Alabama Course of Study: Technology Education*.

(II) Strategies for integrating technology into the curriculum.

(III) The National Technology Education Standards of the International Society for Technology in Education (ISTE).

(IV) The use of electronic portfolios for organizing and sharing knowledge.

(ii) Ability to:

(I) Employ strategies to integrate information literacy with the content curriculum.

(II) Incorporate technology to promote efficient and equitable access to information beyond print resources.

(III) Provide opportunities for the learning community to use technology to access, analyze, and present information.

(IV) Ensure that responsibility for an integrated information literacy curriculum is shared across the school.

(V) Assist students and teachers in locating, retrieving, and interpreting information in various formats.

(c) **Collaboration and leadership.** Prior to program completion, prospective library media specialists shall demonstrate:

1. **Connection with the library community.** Knowledge of:

(i) Professional organizations, including the Alabama Instructional Media Association and the American Library Association/American Association of School Librarians.

(ii) The importance of continuous professional development, professional literature, and peer and social networks for the library community, such as the Listserv (Alabama Library Media Specialists Listserv (ALMS) and the Alabama Library Media Online webpage (ALMO).

(iii) The importance of advocacy in communicating the contributions of the library media program to administrators, teachers, parents, school board members, and the general public.

(iv) Procedures for organizing a school library media advisory committee.

2. **Instructional partner.**

(i) Knowledge of:

(I) The importance of participating on school and district committees and in faculty staff development opportunities.

(II) Procedures for planning, conducting, and evaluating in-service programs to meet the needs of media staff and school faculty.

- (ii) Ability to:
 - (I) Design appropriate learning tasks and assessments.
 - (II) Design an in-service program concerning library media center materials and services.
 - (III) Evaluate an in-service program appropriate for a library media specialist.
 - (IV) Participate as a member of the instructional team in the design, implementation, and evaluation of instruction.

3. Educational leader.

- (i) Knowledge of:
 - (I) The characteristics of a twenty-first century library media program as articulated in *Alabama's School Library Media Plan for the 21st Century Learner*.
 - (II) The overall program of each school level, including its organization and program of instruction.
 - (III) The role of other educational professionals and professional associations.
 - (IV) Roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.
 - (V) Research findings related to school library media programs.
 - (VI) The importance of advocacy for the library media program to the learning community.
 - (VII) Ways the school library media program can enhance school improvement efforts.
 - (VIII) Procedures for organizing a school library media advisory committee.
- (ii) Ability to articulate the relationship of the library media program with current educational trends and important issues.

(d) Program administration. Prior to program completion, prospective library media specialists shall demonstrate:

1. Managing information resources: Selecting, organizing, and using.

- (i) Knowledge of:
 - (I) Ethical and legal principles related to school library media programs, including intellectual freedom, copyright, and confidentiality of information, and procedures for responding to intellectual freedom challenges.
 - (II) Legislation, requirements, policies, procedures, and professional recommendations that affect school library media programs.
 - (III) Selection, analysis, and evaluation of print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.
 - (IV) Techniques to promote the use of information in different formats by students and other members of the learning community.
 - (V) Attributes of different information formats.
 - (VI) Methods for organizing the library media facility and its collections (print, nonprint and electronic), according to standard accepted practice.

(VII) Electronic databases, including those available in the Alabama Virtual Library.

(ii) Ability to:

(I) Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.

(II) Maintain and circulate a collection of materials and related equipment.

(III) Develop procedures to analyze the effectiveness of library media policies, procedures, and operations.

2. **Managing program resources: human, financial, and physical.**

(i) Knowledge of:

(I) State and local procedures for budget preparation, justification, and administration.

(II) Policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials, and acceptable use policies.

(III) Accepted management principles and practices that relate to personnel, financial, and operational issues.

(ii) Ability to:

(I) Plan, implement, and evaluate an in-service education program.

(II) Assist students and teachers in the application of information skills.

(III) Retrieve needed information from global sources through networking and other strategies to meet the requests of users.

(IV) Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.

(V) Maintain and circulate a collection of materials and related equipment.

(VI) Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use.

3. **Comprehensive and collaborative strategic planning and assessment.**

(i) Knowledge of:

(I) Collaboration with the learning community to develop, implement, and assess the school library media program to meet information needs.

(II) Alignment of information literacy standards, resources, and services with the school's mission, vision, goals, and standards to ensure higher levels of student achievement.

(III) Emerging technology used to collaboratively manage, administer, and implement a twenty-first century school library media program.

(ii) Ability to use quantitative and qualitative methods of data collection in assessing the library media program to make decisions that promote student achievement.

(4) Requirements for Certification in Library Media. Readiness to serve as a library media specialist shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for library media specialists.

(d) Competence to perform as a library media specialist in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in library media and who are employed as librarians. The internship must comply with Rule 290-3-3-.02(6)(a) and (d).

(e) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the library media program, which may include but may not be limited to, an oral examination.

(f) Two full years of full-time, acceptable educational experience.

(5) Testing for Certification in Library Media. Applicants for initial certification in library media 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 provided in Rule 290-3-3-.47(4).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.50 School Counseling.

(1) **Rationale.** School counselors should be knowledgeable of effective counseling theories, practices, and techniques in order to meet the needs of a multicultural school population and to facilitate academic, career, and personal/social success. They also analyze and use data to enhance the school counseling program. These standards are aligned with the standards for the preparation of school counselors of the Council for Accreditation of Counseling and related Educational Programs (CACREP) and the *Comprehensive Counseling and Guidance Model for Alabama Public Schools*.

(2) **Unconditional Admission to a School Counseling Program.** The study of school counseling begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. 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 in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator 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 school counseling program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) **Program Curriculum.**

(a) **Professional orientation and ethical practice.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) History, philosophy, and trends in school counseling and educational systems.

(ii) Professional roles and responsibilities including relationships and collaborations with other service providers.

(iii) Ethical and legal standards, as determined by appropriate professional organizations, legislation, and court decisions.

2. Ability to:

(i) Collaborate with other professionals.

(ii) Carry out the roles and responsibilities of a school counselor.

(iii) Maintain confidentiality and abide by ethical and legal standards.

(b) School and cultural diversity. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Attitudes, values, and behaviors of multicultural groups and factors that influence these characteristics.

(ii) Theories of multicultural counseling and identity development.

(iii) Counselors' roles in developing and promoting self-awareness.

(iv) Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

2. Ability to:

(i) Apply counseling practices that meet the needs of the multicultural population.

(ii) Advocate for the elimination of biases and prejudices towards multicultural populations.

(iii) Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

(c) Human growth and development. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Human development and behavior across the life span with special emphasis on pre-school and school age populations.

(ii) Effects of crises, disasters, and other trauma-causing events on persons of all ages.

(iii) A general framework for understanding exceptional abilities and strategies for differentiated interventions.

(iv) The influence of multiple factors, (such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

(v) Various forms of needs assessments for academic, career, and personal/social development.

2. Ability to:

(i) Utilize knowledge of human development and behavior to provide services to students.

(ii) Make appropriate referrals to school and/or community resources.

(d) Career development. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Career development theories and decision-making models.

(ii) Career development program planning, organization, implementation, administration, and evaluation.

(I) Career clusters, pathways, and programs of study.

(II) Secondary/postsecondary course articulation and dual enrollment.

(iii) Assessment instruments and techniques relevant to career planning and decision making.

(iv) Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

2. Ability to promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.

(e) **Helping relationships.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Counseling theories and techniques.

(ii) Family relationships and interaction patterns.

(iii) A general framework for understanding and practicing consultation.

(iv) Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

2. Ability to:

(i) Apply appropriate counseling theories and techniques.

(ii) Establish and use appropriate methods of consultation with stakeholders.

(iii) Implement crisis intervention and suicide prevention models.

(f) **Group work.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Principles of group dynamics, including group members' roles and behaviors and therapeutic factors of group work.

(ii) Group leadership or facilitation styles and approaches.

(iii) Theories of group counseling.

(iv) Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

2. Ability to:

(i) Use appropriate counseling techniques in groups.

(ii) Evaluate the effectiveness of groups as a method of addressing specific counseling concerns in the school setting.

(g) Student achievement. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:
 - (i) Assessment methods and procedures, including assessing groups and individuals; gathering data and information; and selecting and using valid and reliable instruments.
 - (ii) Using assessment results in counseling students and in consultation with parents, teachers, and administrators.
 - (iii) Limitations of assessment results.
 - (iv) Legal and ethical issues in assessment.
2. Ability to administer assessments, gather data, and use appraisal results in counseling students and consulting with parents, teachers, and administrators.

(h) Research and statistics. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research.
2. Ability to apply basic statistics and research.

(i) Foundations. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:
 - (i) Ethical and legal considerations specifically related to the practice of school counseling.
 - (ii) Roles, functions, settings, and professional identity of the school counselor.
 - (iii) Current models of school counseling programs (such as American School Counseling Association, ASCA National Model) and their integral relationship to the total educational program.
2. Ability to:
 - (i) Apply and adhere to ethical and legal standards in school counseling.
 - (ii) Articulate, model, and advocate for an appropriate school counselor identity and program.

(j) Counseling, prevention, and intervention. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:
 - (i) How to design, implement, manage, and evaluate programs to enhance the academic, career and personal/social development of students.
 - (ii) Individual counseling, including establishing facilitative relationships.
 - (iii) Small group counseling, including group development, dynamics, and processes.

(iv) Career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes.

(v) How to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

2. Ability to:

(i) Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

(ii) Plan a comprehensive, developmental school-counseling program.

(iii) Recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

(k) Diversity and advocacy. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Cultural, ethical, economic, legal and political issues surrounding diversity, equality, and excellence in terms of student learning.

(ii) Community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal/social development of students.

(iii) The ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

(iv) Multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

2. Ability to:

(i) Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

(ii) Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

(iii) Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

(iv) Engage parents, guardians, and families to promote the academic, career, and personal/social development of students.

(l) Research and evaluation. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) How to critically evaluate research relevant to the practice of school counseling.

- (ii) Models of program evaluation for school counseling programs.
- (iii) Basic strategies for evaluating counseling outcomes in school counseling (such as behavioral observation and program evaluation).
- (iv) Current methods of using data to inform decision making and accountability (such as school improvement plan and school report card).
- (v) The outcome research data and best practices identified in the school counseling research literature.

2. Ability to:

- (i) Apply relevant research findings to inform the practice of school counseling.
- (ii) Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.
- (iii) Analyze and use data to enhance school counseling programs.

(m) Academic development. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

- (i) The relationship of the school counseling program to the academic mission of the school.
- (ii) The concepts, principles, strategies, programs, and practices designed to close achievement gaps, promote student academic success, and prevent students from dropping out of school.
- (iii) Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.

2. Ability to:

- (i) Conduct programs designed to enhance student academic development.
- (ii) Implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.
- (iii) Implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

(n) Collaboration and consultation. Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

- (i) Coordination, placement, and referral procedures.
- (ii) Consultation models and their application in assisting teachers and administrators to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, and agency personnel to enhance students' learning.
- (iii) In-service activities related to test administration and interpretation; developmental needs of students; and implementation of guidance interventions.

(iv) Early identification, remediation, and referral of children with developmental deficiencies.

(v) Curriculum strategies that emphasize relationships between educational choices and lifestyle/career choices.

2. Ability to:

(i) Consult with parents, teachers, other school personnel, and agency personnel.

(ii) Locate resources in the community that can be used in the school to improve student achievement and success.

(iii) Use peer helping strategies in the school counseling program.

(o) **Leadership.** Prior to program completion, prospective school counselors shall demonstrate:

1. Knowledge of:

(i) Planning, implementation/management, and evaluation of a comprehensive, developmental counseling program which includes conducting needs assessments, setting goals, and measuring and evaluating performance; and budgeting.

(ii) Time management techniques that will maximize the number of student served.

(iii) The important role of the school counselor as a system change agent.

(iv) The school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

2. Ability to:

(i) Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

(ii) Plan and present school-counseling-related educational programs for use with parents and teachers (such as parent education programs, materials used in classroom guidance, and advisor/advisee programs for teachers).

(4) Requirements for Certification in School Counseling. Readiness to serve as a school counselor shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school counseling.

(d) Practicum. For candidates admitted prior to August 1, 2010, a practicum that includes a minimum of 30 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students. For candidates admitted on or after August 1, 2010, a practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students, effective for candidates admitted on or after August 1, 2010.

(e) Internship. For candidates admitted prior to August 1, 2010, competence to perform all activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 300 clock hours, begun subsequent to completion of the practicum. For candidates admitted on or after August 1, 2010, competence to perform all the activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 600 clock hours in a school-based setting, begun subsequent to the completion of the practicum, including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in school counseling and who are employed as counselor.

(f) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school counseling program, which may include, but may not be limited to, an oral examination.

(g) Two full years of full-time, acceptable educational experience.

(5) Testing for Certification in School Counseling. Applicants for initial certification in school counseling through the completion of a Class A Program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP). See 290-3-3-.47(4).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09, effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.51 School Psychometry.

(1) **Rationale.** The main goal of these standards is to provide individuals with the necessary knowledge and abilities to become effective school psychometrists.

(2) **Unconditional Admission to a School Psychometry Program.** The study of school psychometry begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level professional educator certificate in another area of instructional support. 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 at least a valid Class B Professional Educator 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 school psychometry program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) **Program Curriculum.**

(a) **Data-based decision making and accountability.** Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of:

(i) Assessment, including:

(I) Appropriate instruments and methods for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles.

(II) Selection, administration, interpretation, and utilization of assessment instruments and report writing.

(ii) Varied methods of assessment (e.g., norm-referenced, curriculum-based) and data collection to measure response to, progress in, and effective outcome for services.

(iii) Modern technology and its practical application in the field of psychometry.

2. Ability to:

(i) Conduct psychological and psycho-educational assessment, including:

(I) Non-biased assessment of personal-social adjustment, intelligence, adaptive behavior, language and communication skills, academic achievement, environmental-cultural influences, and vocational interests.

(II) Formal instruments, procedures, and techniques.

(III) Interviews, observations, and behavioral evaluations.

(IV) Explicit regard for the context in which assessments take place and will be used.

(ii) Systematically collect data and other information about individuals and utilize this data for decision making.

(iii) Access information and technology resources to enhance data collection and decision-making.

(b) Consultation and collaboration. Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of strategies for consultation and collaboration that link home, school, and community settings and are effective across diverse situations and contexts.

2. Ability to:

(i) Consult and collaborate in planning, problem solving, and decision-making processes among diverse school personnel, families, community professionals, and others.

(ii) Provide in-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.

(c) Interventions and instructional support to develop cognitive and academic skills. Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of:

(i) Intervention strategies, both direct and indirect, with schools and families which may include counseling and consultative techniques, instructional strategies, and behavior management techniques.

(ii) Instructional and remedial techniques, and organization and operation of schools.

2. Ability to provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (such as parents, families, school personnel, community agencies).

(d) Diversity in development and learning. Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of:

(i) Child and adolescent development and learning in the cognitive, physical, social, and emotional areas.

(ii) Multicultural, socio-economic, and ethnic factors and their effect on the teaching-learning and assessment processes.

2. Ability to apply knowledge of diversity in development and learning while providing professional effective services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

(e) **Research application.** Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice.

2. Ability to evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

(f) **Legal, ethical, and professional practice.** Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of professional issues, standards, and legal and ethical issues, as determined by regulations, statutes, court decisions, and professional associations.

2. Ability to:

(i) Provide services consistent with ethical, legal, and professional standards in school psychology.

(ii) Collaborate with local and state education agencies to implement accountability systems.

(iii) Advocate for school psychometrists' professional roles to provide effective services.

(4) **Requirements for Certification in School Psychometry.** Readiness to serve as a school psychometrist shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school psychometry.

(d) Competence to perform as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a school psychometrist or school psychologist with a valid master's level professional educator certificate in school psychometry or school psychology. Additional information is provided in Rule 290-3-3-.02(6)(a) and (d).

(e) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school psychometry program, which may include, but may not be limited to, an oral examination.

(f) Two full years of full-time, acceptable educational experience.

(5) Testing for Certification in School Psychometry. Applicants for initial certification in school psychometry through the completion of a Class A program must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.47(4).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

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290-3-3-.51.01 Sport Management.

(1) Unconditional Admission to Class A Programs for Sport Management.

The study of sport management begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. 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 in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator 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 sport management program may complete no more than five approved program courses prior to unconditional admission to the program.

(2) Program Curriculum. The curriculum shall provide the prospective sport manager with:

- (a) Knowledge of:
1. The interrelationships among sports, culture, and society, including:
 - (i) The historical relationship between sports and education.
 - (ii) The role and function of sports in contemporary society.
 - (iii) The socio-cultural factors that influence participation in sports.
 - (iv) Local, state, and national professional and regulatory organizations.
 2. Organization and administration of sports programs, including:
 - (i) Program development, operation, and assessment.
 - (ii) Leadership styles and their impact on the management process.
 - (iii) Personnel management and development of human resources.
 - (iv) Accounting, budgeting, marketing, and fundraising.
 3. Facilities management, including planning, construction, use, and maintenance of indoor and outdoor sports, physical education, and recreational facilities.
 4. Sports marketing, public relations, and media.
 5. Sports law and risk management, including:
 - (i) Legal structures and terminology.
 - (ii) Tort liability and negligence.
 - (iii) Personal and school board liability.
 - (iv) Documentation of injuries, circumstances, and care.
 6. Issues in sports, including:
 - (i) Gender equity.

- (ii) Title IX of the Educational Amendments of 1972 to the Civil Rights Act of 1965.
- (iii) Drug use and abuse.
- (iv) Diversity.
- 7. Ethics in sport management.
- 8. Health and safety in sports programs, including:
 - (i) Adaptive physical activities, nutrition, and exercise.
 - (ii) Certification in first aid, cardiopulmonary resuscitation (CPR) for the adult and child, and automated external defibrillator (AED) for the adult and child.
- (b) Ability to:
 - 1. Work collaboratively and effectively with students, parents, teachers, administrators, athletic staff, community members, and others to establish and reach program goals.
 - 2. Use a variety of problem solving-techniques and decision-making skills to solve problems.
 - 3. Use effective and appropriate written and oral communications.
 - 4. Model appropriate behavior for students, parents, teachers, administrators, athletic staff, community members, and others.
 - 5. Develop and administer policies that promote safety and equity.
 - 6. Make decisions based on the legal and ethical principles.
 - 7. Manage staff, budgets, and facilities effectively.
 - 8. Develop and produce materials for diverse purposes (promotional, informational, media news releases).
 - 9. Plan, organize, staff, market, and implement an athletic event.

(3) Requirements for Certification for Class A Sport Management.

Readiness to serve as a sport manager 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 in all courses in the Alabama State Board of Education approved program for sport management.
- (c) Competence to perform as a sport manager in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school settings. Internships in P-12 schools must be supervised by individuals who have a valid master's level professional educator certificate and three years of educational experience in a P-12 setting in sport management, physical education and health education, or physical education. If no person with these qualifications is available, then an athletic director who has at least master's-level certification and three years of experience as an athletic director may serve as supervisor of an internship. Additional information is provided in Rule 290-3-3-.02(6)(a) and (d).

(d) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the sport management program, which may include but may not be limited to, an oral exam.

(e) Two full years of full-time, acceptable educational experience.

(f) At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

(4) Testing for Class A Certification for Sport Management. Applicants for initial certification in sport management must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.47(5).

(5) Faculty. The faculty specialist for the program shall have an earned doctorate from a regionally accredited institution in sport management, physical education, or a closely related field.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.52 Class AA (Sixth-Year Level) Programs for Teaching Fields.

(1) **Purposes of Class AA Programs for Teaching Fields.** The purposes of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in teaching positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program.

(2) **Unconditional Admission to a Class AA Program for Teaching Fields.** Requirements for unconditional admission shall include a valid master's-level professional educator certificate in the same teaching field(s) in which the Class AA Professional Educator Certificate is sought, except as prescribed below:

(a) Special circumstances:

1. A teacher with a valid bachelor's-level professional educator certificate in early childhood education and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in early childhood education. A teacher with a valid bachelor's-level professional educator certificate in elementary education and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in elementary education.

2. A teacher with a valid bachelor's-level professional educator certificate in any teaching field and a valid master's-level professional educator certificate in English for speakers of other languages may be unconditionally admitted to a Class AA program in the same teaching field for which the teacher holds a valid bachelor's-level professional educator certificate.

3. A teacher with a valid bachelor's-level professional educator certificate in English language arts and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in English language arts.

4. A teacher with a valid master's level professional educator certificate in a teaching field may be unconditionally admitted to a Class AA program in special education.

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

(c) Admission to the graduate school is not equivalent to unconditional admission to an approved program. Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class AA teaching field program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) Purposes of a Class AA (Sixth-Year Level) Program for Teaching Fields. The essential objective of the Class AA program shall be to extend upward the level of competence of the teacher.

(4) Curriculum of Class AA Programs for Teaching Fields. The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards of quality for study at the sixth-year level. The institution shall be accredited by the Southern Association of Colleges and Schools to award education specialist degrees.

(a) A Class AA program for a teaching field must require at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

1. At least one-third of the program shall consist of teaching field courses.

2. English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for credit in a Class A program from taking the same course for credit in a Class AA program.

(c) A survey of special education course, if not previously completed.

(5) Requirements for Class AA Certification in a Teaching Field.

(a) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved teacher education program as verified on an official transcript.

(b) Successful completion of a practicum shall be required for initial certification in a special education teaching field.

(c) A passing score on a comprehensive written assessment documenting mastery of the curriculum of the teacher education program, which may include, but may not be limited to, an oral examination.

(d) A valid Class A Professional Educator Certificate in the same teaching field(s) which was used as a basis for admission to the Class AA program, except for areas of special education as provided for in Rule 290-3-3-.52(2)(a).

(6) Testing for Class AA Certification for a Teaching Field. At the present time, there is no testing requirement for Class AA certification for teachers except for teachers who earn initial Class AA certification as a collaborative special education teacher (K-6). Such teachers must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(7) **Special Alternative Certificate.** A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class AA certification in a special education teaching field through a State-approved Class AA program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-39-5 (1975).

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290-3-3-.52.01 Teacher Leader.

(1) **Rationale.** To realize the mission of enhancing school leadership among teacher leaders in Alabama resulting in the improvement of academic achievement for all students, prospective teacher leaders will achieve the standards below. It should be assumed that the prospective teacher leader will have opportunities to work collaboratively with school administrators, colleagues, students, parents and families, and the larger community to achieve school-wide goals.

(a) Program content should be primarily focused on supporting the development and improving the practice of shared leadership.

(b) All candidates should understand and be able to support leadership that is shared with all stakeholders to increase student learning.

(c) All candidates must support the concept and the practice of collective learning with faculties and schools.

(2) **Unconditional Admission to a Teacher Leader Program.** Initial certification for a teacher leader shall be at the Class AA level.

(a) Criteria for unconditional admission to teacher leader programs shall include:

1. A valid master's level professional educator certificate in any teaching field or area of instructional support.

2. A minimum of three full years of full-time teaching experience in a P-12 setting.

3. A portfolio containing:

(i) Three letters of recommendation.

(ii) Evidence of ability to positively affect student achievement.

(iii) Evidence of collaborative leadership potential.

(b) If an individual is unconditionally admitted to an Alabama Class AA teacher leader program based on a valid master's level professional educator certificate in a teaching field or area of instructional support from another state, completes the Class AA teacher leader program, and subsequently applies for Class AA teacher leader certification, then the individual must hold at least a valid Class A Professional Educator Certificate in a teaching field or area of instructional support before applying for Class AA certification.

(c) Candidates who have not met requirements for unconditional admission to a Class AA teacher leader program prior to August 1, 2012, may complete no more than five courses in the Class AA teacher leader program prior to unconditional admission.

(3) **Program Requirements.** Each State-approved program must:

(a) Include at least 30 semester hours of course work at the sixth-year level or above.

(b) Include periodic focus sessions for candidates to share problem-based concerns and successes and to collaborate on issues and solutions.

(c) Include meaningful P-12 school-based field experiences in any course used to meet a teacher leader standard.

(d) Include a minimum of six semester hours reserved for a problem-based research project in a school or school system.

(4) Collaboration. The program should continue aspects of the University/LEA partnerships created for the Class A Instructional Leadership program to include:

(a) Joint curriculum design.

(b) Joint mentoring decisions.

(c) Joint planning for field experiences.

(d) Joint planning for the problem-based research project.

(5) Curriculum of a Teacher Leader Program.

(a) Content knowledge. To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students. Successful teacher leaders are able to identify, explain, and clarify core components of their disciplines for colleagues and communicate the importance of developing multiple teaching and learning strategies for those components. In addition, teacher leaders model and encourage continuous, life-long inquiry into academic disciplines from which teachers derive their content knowledge. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep knowledge of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and LEA curriculum for subjects taught at particular instructional levels. Teacher leadership in the area of content knowledge is of primary importance. Prospective teacher leaders demonstrate the ability to:

1. Use comprehensive knowledge of subject matter and student development to provide resources and coaching to colleagues designed to enhance their ability to select, organize, and present factual, conceptual, and procedural knowledge in ways that deepen all students' understanding within and across content areas.

2. Promote instructional teams' understanding of the importance of student preconceptions of new content and facilitate development of questions to surface preconceptions and strategies designed to correct misconceptions.

3. Structure opportunities for colleagues to inquire into the extent to which they are deepening students' understanding of content knowledge by strategically linking student experiences, knowledge, and interests to content throughout instruction (e.g., through action research or structured reflection).

4. Collaborate with colleagues to plan, assess, and revise a systematically integrated curriculum, both horizontally and vertically, that engages all students in rigorous, relevant academic challenge across academic disciplines.

5. Facilitate teams of teachers in the creation of varied and differentiated opportunities for learners to develop, monitor, and extend learning related to State standards.

6. Provide leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.

(b) Teaching and learning. To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies to motivate, engage, and maximize the learning of all students. An effective teacher leader further advocates for and monitors the success of all students in the learning environment by engaging teams of teachers in alignment of the curriculum, instruction and assessment processes to ensure optimal student achievement. An effective teacher leader also promotes high expectations for all students and supports colleagues in the provision of ongoing formative feedback to students that is connected to learning benchmarks. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Research also shows that a classroom learning culture that is strategically organized and managed is essential to the effective use of these strategies. Teacher leaders create a learning culture with shared norms and strategic structures that cultivate students' ability and motivation to assume increased responsibility for their own learning. Prospective teacher leaders demonstrate the ability to:

1. Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors.

2. Lead all stakeholders, including students, parents, educators, and community members to develop learners' capacity to take responsibility for maintaining and monitoring behavior of self and others.

3. Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities.

4. Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students.

5. Engage with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development to set high academic goals for all learners.

6. Provide leadership to colleagues schoolwide to engage students in setting challenging, standards-based goals that are differentiated to meet individual needs.

7. Lead colleagues in the analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual and diverse learner needs and ensure success.

8. Develop and model the use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions.

9. Engage with colleagues to develop and refine common summative assessment options to demonstrate students' knowledge and skills and to respond to students' needs in relation to learning targets.

10. Coach and support colleagues in improving practices to collect, record, and share learning performance data.

11. Use analysis to guide ongoing schoolwide instructional modifications that result in higher student achievement.

(c) **Literacy.** To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction. Teacher leaders are deeply grounded in knowledge and skills associated with these four types of literacy, and they effectively communicate with colleagues to advocate for integrating reading, mathematics, and technology instruction across the curriculum. Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate skill in the use of spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction. Teacher leaders work with teams of teachers to facilitate their planning for inclusion of these literacies across all curricula. Prospective teacher leaders demonstrate the ability to:

1. Collaborate with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments.

2. Support colleagues in the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement.

3. Model effective questioning skills and facilitate the development of a professional learning community in which adults engage in active inquiry and dialogue.

4. Collaborate with grade-level and/or content-area teams to develop or seek out innovative techniques that improve learners' literacy skills across content areas.

5. Observe colleagues and provide formative feedback to support improvement in the integration and differentiation of literacy instruction in the content areas.
6. Design model lessons and schedule opportunities for colleagues to observe differentiation of literacy skills across content areas.
7. Lead colleagues in action research focused on the teaching of literacy across the curriculum and facilitate the use of results to improve instruction.
8. Collaborate with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners.
9. Engage with teams of teachers across grade levels and content areas to design and implement instructional activities that integrate mathematical concepts, processes, and symbols consistently and in meaningful ways.
10. Support individual and team efforts to ensure that learners develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.
11. Collaborate with teams of teachers to evaluate, adapt, design, and integrate technological resources routinely into instructional activities to enhance and extend learning opportunities for students and colleagues.
12. Work with colleagues to design and refine individual and collaborative instructional activities that support all stakeholders in locating, selecting, evaluating, and using technological resources effectively.

(d) Diversity. To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance. Successful teacher leaders identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations to colleagues and other stakeholders. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms. Teacher leaders have an academic background that provides them with a framework for seeking and using new research and information to coach colleagues in the areas of best practice instruction with diverse populations. Further, teacher leaders possess the skill and the will to lead colleagues in closing achievement gaps. Prospective teacher leaders demonstrate the ability to:

1. Model and coach colleagues in expanding culturally responsive curricula and instruction in the school and district.
2. Work with colleagues to design strategies to engage learners in lessons that are relevant to their lives and that reflect value of their background experiences.
3. Coach colleagues in building learners' capacity to take responsibility for maintaining a learning environment that fosters safe and equitable participation for all.
4. Collaborate with colleagues in using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments to help ensure objective instruction and assessment.
5. Work with colleagues to build English language learners' capacity to actively reference and utilize their linguistic backgrounds to accelerate learning.
6. Advocate for schoolwide outreach to families/guardians whose first language is not English.
7. Collaborate with colleagues to analyze student work for both academic and language errors.
8. Provide modeling and coaching for colleagues on approaches to differentiated instruction that support learners' cognitive and linguistic development.
9. Lead colleagues in reflecting on how they can encourage students to identify their needs for accommodations and modifications before and during lessons.
10. Employ and share with colleagues a variety of differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation.
11. Lead colleagues in collaborative efforts to identify and/or develop effective self-assessment tools and protocols to enhance learners' confidence and self-knowledge.
12. Collaborate with colleagues to design lessons and units of study that provide opportunities to utilize all learning modalities and allow for choice in meeting the needs of diverse learners.

(e) Professionalism. To increase the achievement of all students, teachers engage in continuous learning and self improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies. The teacher leader's contact with students, parents, and colleagues reflects concern for others as well as for the school or school system and public education in general. Teacher leaders develop the ability to examine personal and professional values as they interface with established ethical and legal standards. They serve as role models, using their position responsibly, ethically, and constructively, on behalf of the school/district communities and the profession. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded

learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession. An underlying premise of professional learning communities is that there is power in ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they pursue their professional pathways. Teacher leaders are models for ethical and professional behavior. They hold themselves and colleagues to high standards regarding behaviors that compromise professional integrity. Prospective teacher leaders demonstrate the ability to:

1. Initiate and facilitate parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels.
2. Work with administrators to nurture a network of instructional teams who share responsibility for mobilizing all stakeholders for ongoing improvement of opportunities for all students.
3. Collaborate with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve teaching and learning at the school and district levels.
4. Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.
5. Model the use of Alabama Professional Development Standards while leading professional learning for colleagues.
6. Facilitate and/or lead standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives.
7. Demonstrate a deep understanding of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technology and other resources.
8. Model ethical conduct and facilitate dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels and advocate for positive solutions.
9. Enlist colleagues in relevant dialogue regarding federal, state, and local regulations, requirements, and legislation, with emphasis on their implications for classroom teaching and learning.

(6) Requirements for Class AA Certification in Teacher Leader.

Readiness to serve as a teacher leader shall include:

(a) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 for all courses in the Alabama State Board of Education approved teacher leader program as verified on an official transcript.

(b) Satisfactory completion of a problem-based research project.

(c) A passing score on a comprehensive assessment documenting mastery of the curriculum of the teacher leader program which may include, but may not be limited to, an oral examination.

(d) A survey of special education course, if not previously completed.

(e) A valid Class A Professional Educator Certificate in any teaching field or area of instructional support or a valid Class A Professional Leadership Certificate.

(7) Testing for Certification in Teacher Leader. Applicants for initial certification in teacher leader through the completion of a Class AA program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition of certification. Additional information is provided in Rule 290-3-3-.53(4).

(8) Faculty. An institution shall meet the criteria listed below.

(a) The program shall include at least two faculty members who hold earned doctorates and are full-time to the professional education unit. One faculty member shall hold an earned doctorate in educational administration or instructional leadership and shall be actively involved in the preparation of instructional leaders at the Class AA level. One faculty member shall hold an earned doctorate and be actively involved in the preparation of teachers at least at the Class A level for grades P-3, K-6, 6-12, or P-12.

(b) Faculty members shall teach courses required in the teacher leader preparation program, advise candidates seeking certification through program completion, and demonstrate a thorough understanding of current State initiatives.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 5-13-2010, effective 06-17-2010; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013.

290-3-3-.53 Class AA (Sixth-Year Level) Programs for Areas of Instructional Support.

(1) Purposes of Class AA Programs for Areas of Instructional Support.

The purposes of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program.

(2) Unconditional Admission to a Class AA Program for Instructional Support Personnel Other than Class AA Instructional Leadership.

(a) Requirements for unconditional admission shall include a valid master's-level professional educator certificate in the instructional support field in which the Class AA Professional Educator Certificate is sought, except for programs in school psychology as prescribed in Rule 290-3-3-.54(2), and at least two full years of full-time acceptable experience. Individuals seeking a Class AA Professional Educator Certificate in instructional leadership shall hold a valid master's-level professional educator certificate as a superintendent/principal, superintendent, principal, supervisor, vocational administrator, educational administrator, or instructional leader.

(b) If an individual is unconditionally admitted to an Alabama Class AA program based on a valid master's-level professional educator certificate in another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate before applying for Class AA certification. Individuals who hold an out-of-state professional educator certificate in another state must meet all requirements, including experience requirements in Rule 290-3-2-.22(d) or (e).

(c) Admission to the graduate school is not equivalent to unconditional admission to an approved program. Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class AA program for an area of instructional support may complete no more than five approved program courses prior to unconditional admission to the program.

(d) Requirements for admission to a Class AA program in instructional leadership are in Rule 290-3-3-53.01(2).

(3) Curriculum of a Class AA Program for Instructional Support Personnel.

The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards for study at the sixth-year level. The institution shall be accredited by the Southern Association of Colleges and Schools to award education specialist degrees.

(a) Programs in instructional leadership shall require mentor training and a problem analysis project.

(b) Completion of a Class AA program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

(c) A survey of special education course, if not previously completed.

(4) Requirements for Class AA Certification of Instructional Support Personnel. Other than instructional leadership programs, readiness to serve in an instructional support capacity at the Class AA level shall include:

(a) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program as verified on an official transcript.

(b) A passing score on a comprehensive written examination covering the content of the area of instructional support which may include, but may not be limited to, an oral examination.

(c) A valid Class A Professional Educator Certificate in the instructional support field or a valid Class A Professional Leadership Certificate which was used as the basis for admission to the Class AA program, except as prescribed in Rule 290-3-3-.54(2)(a).

(5) Testing for Class AA Certification of Instructional Support Personnel. Applicants for initial certification in an instructional support area through the completion of a Class AA program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.53.01 Instructional Leadership.

(1) **Rationale.** Grounded in the Alabama Standards for Instructional Leaders, and building on the knowledge and abilities developed at the Class A (master's degree) level, candidates in the Class AA Instructional Leadership programs will use their skills to create and practice successful instructional leadership. Class AA Instructional Leadership programs will rely on leadership experiences in school and school district settings to translate candidates' leadership knowledge into sound leadership practices. A core principle of Class AA Instructional Leadership programs will be the development of shared leadership practices with all who have a stake in improving student achievement, especially parents and teachers.

(2) **Unconditional Admission.** Advanced certification for an Instructional Leader shall be at the Class AA level and shall minimally ensure the following:

(a) All candidates must undergo a criminal history background check. Additional information is provided in Rule 290-3-3-.02(5).

(b) All candidates must hold a valid Class A Professional Leadership Certificate or a valid Class A Professional Educator Certificate in Instructional Leadership or one of the other Class A leadership certificate designations [Instructional Leader, Principal, Superintendent, Superintendent-Principal, Educational Administrator, Supervisor (any subject and/or grade level), Administrator of Career and Technical Education].

(c) Candidates must meet one of the following criteria:

1. Hold a valid Class A Professional Educator Certificate in Instructional Leadership or a valid Class A Professional Leadership Certificate earned after completing a redesigned program at an Alabama university.

2. Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.

3. Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.53.01(2)(b) is proper certification according to the current edition of the *Subject and Personnel Codes* of the Alabama State Department of Education.

4. Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program.

(d) Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must submit a portfolio which includes:

1. Three letters of recommendation.

2. Most recent performance appraisals.
3. Evidence of ability to lead student achievement.
4. Evidence of leadership and management potential.
5. Reasons for pursuing the Class AA certificate in Instructional Leadership.

(e) Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and instructional leadership faculty. (Questions in the interview should reflect a higher level of knowledge and ability than those used as part of the admission process for the Class A Instructional Leader program.)

(f) Individuals must be unconditionally admitted to the Class AA instructional leadership program or the institution's Class AA teacher leader program before enrolling in any leadership courses in the program.

(3) Program Requirements. To provide a Class AA Instructional Leadership program, an institution must provide a Class A Instructional Leadership program. Each State-approved program must meet the following specifications:

(a) **Curriculum.** All Class AA programs in Instructional Leadership must:

1. Include no fewer than 30 semester hours of course work at the sixth-year level or above.
2. If the program is administered on a cohort basis, place candidates in cohorts of no more than 25 students.
3. Include periodic cohort or group focus sessions for member candidates to share problem-based concerns and successes and to collaborate on issues and solutions.
4. Include meaningful P-12 school-based field experiences in any course used to meet an instructional leadership standard.
5. Set aside three to nine semester hours for problem-based experiences.

(b) **Collaboration.** All programs shall continue the University/LEA partnerships created for the Class A Instructional Leadership program that include:

1. Joint selection and admissions process. [See Rule 290-3-3-.53.01(2).]
2. Joint curriculum design.
3. Joint mentoring decisions.
4. Joint planning for field experiences.
5. Joint planning for problem-based activities.

(c) **Content.** Program content shall ensure the following:

1. The core of the instructional content portion of the Class AA program shall be the Alabama Standards for Instructional Leaders. The content shall be an extension rather than a repetition of instructional approaches used in the Class A Instructional Leadership programs. Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation.

2. The core of instructional content shall be anchored in practical experiences.

3. Practical experiences shall be carefully planned and linked to at least one central instructional problem which will serve to focus the candidate's research and problem-solving efforts.

4. Program content shall incorporate experiences that encourage candidates to engage in alternative ways of thinking about educational settings, planning, scheduling, and approaches to teaching to accomplish learning goals for student populations with ever-changing needs.

5. The program shall include a significant content focus on adult learning theory. All candidates should develop a clear understanding of how adults learn and that schools are places where adults and students learn together.

6. Mentor training shall include, at a minimum:

(i) Understanding the mentor's role.

(ii) Providing high-quality learning experiences, coaching, and feedback to new and experienced professional educators and other staff.

(iii) Improving teacher performance using EDUCATE Alabama.

7. The program shall include significant content and practice in shared leadership. It should include opportunities for each candidate to understand and be able to implement leadership that is shared with all stakeholders in meaningful ways to support improved student learning.

8. The program shall include a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and adolescent literacy.

9. The program shall include study of content appropriate to the National Board Core Propositions for Accomplished Educational Leaders from the National Board for Professional Teaching Standards:

(i) Skills.

(I) Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.

(II) Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.

(III) Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

(ii) Applications.

(I) Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.

(II) Accomplished educational leaders are committed to student and adult learners and to their development.

(III) Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

(iii) Dispositions.

(I) Accomplished educational leaders model professional, ethical behavior and expect it from others.

(II) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.

(III) Accomplished educational leaders advocate on behalf of their schools, communities and profession.

10. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change.

(4) Requirements for Certification. Readiness to serve as a Class AA Instructional Leader shall include:

(a) An official transcript from a regionally accredited institution documenting a minimum of 30 semester hours of post-master's degree work at the sixth-year level or above.

(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved Class AA Instructional Leadership program.

(c) Competence to serve as a Class AA Instructional Leader as partially demonstrated through completion of mentor training.

(d) Competence to serve as a Class AA Instructional Leader as partially demonstrated through completion of a problem analysis project.

(e) A passing score on a comprehensive assessment documenting mastery of the Class AA Instructional Leader program curriculum. The assessment may include but may not be limited to an oral examination.

(f) A valid Class A Professional Educator Certificate in instructional leadership or one of the other Class A leadership certificate designations listed in Rule 290-3-3-53.01(2)(b) or a valid Class A Professional Leadership Certificate.

(5) Testing for Class AA Certification for Instructional Leadership. Applicants for Class AA certification who are meeting requirements for a certificate which covers a grade span different from the grade span covered by the certificate used as the basis for admission to the Class AA Instructional Leadership program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP). Some individuals hold an Alabama certificate for principal 1-6 or 7-12 rather than P-12. A person holding one of those certificates and completing the Class AA Instructional Leadership P-12 program must meet the Praxis II requirements as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(6) Faculty. In order to offer both Class A and Class AA programs in Instructional Leadership, the institution must employ at least three faculty members who are full-time to the institution, hold an earned doctorate in instructional leadership (educational administration) or a related field, and have a minimum of three years of experience as an assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or administrator of career and technical education, or any three years combination thereof.

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(7) Phase-out of Class AA Educational Administration Programs.

(a) An institution may not admit candidates to the Class AA educational administration program after Fall semester 2010 or after the institution is approved by the State Board of Education to provide the Class AA instructional leadership program, whichever occurs first.

(b) Applications for certification in Class AA educational administration must be received prior to September 1, 2012.

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 5-13-2010, effective 06-17-2010; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013.

290-3-3-.54 School Psychology.

(1) **Rationale.** These standards are aligned with the standards of the National Association of School Psychologists (NASP) for the preparation of school psychologists.

(2) **Unconditional Admission to a School Psychology Program.** Initial certification for a school psychologist shall be at the Class AA level.

(a) Criteria for unconditional admission to school psychology programs shall include at least a valid master's-level professional educator certificate in school psychometry. An individual who holds a valid out-of-state professional educator certificate in school psychometry or school psychology at the master's level may be admitted to a Class AA program for school psychology.

(b) If an individual who is unconditionally admitted to an Alabama Class AA program in school psychology based on a valid master's-level professional educator certificate in school psychometry or school psychology from another state, completes the Class AA program in school psychology, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate in School Psychology or School Psychometry before applying for Class AA certification.

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

(3) **Program Curriculum.**

(a) **Data-based decision making and accountability.** Prior to program completion, prospective school psychologists shall demonstrate:

1. **Knowledge of:**

(i) Assessment, including:

(I) Appropriate instruments and methods for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles.

(II) Selection, administration, interpretation, and utilization of assessment instruments and report writing.

(ii) Varied methods of assessment (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and data collection to measure response to, progress in, and effective outcome for services.

2. Ability to:
 - (i) Conduct psychological and psycho-educational assessment, including:
 - (I) Non-biased assessment of personal-social adjustment, intelligence, adaptive behavior, language and communication skills, academic achievement, sensory and perceptual-motor functioning, environmental-cultural influences, and vocational development, aptitude, and interests.
 - (II) Formal instruments, procedures, and techniques.
 - (III) Interviews, observations, and behavioral evaluations.
 - (IV) Explicit regard for the context and setting in which assessments take place and will be used.
 - (ii) Systematically collect data and other information about individuals, groups, and environments and utilize these data for decision making.
 - (iii) Access information and technology resources to enhance data collection and decision-making.
- (b) **Consultation and collaboration.** Prior to program completion, prospective school psychologists shall demonstrate:
 1. Knowledge of strategies for consultation and collaboration that link home, school, and community settings and are effective across diverse situations and contexts.
 2. Ability to provide effective consultation, including:
 - (i) Consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.
 - (ii) Design and development of procedures for preventing disorders, promoting mental health and learning, and improving educational systems.
 - (iii) In-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.
 - (iv) Development of collaborative relationships with clients and involvement of clients in assessment, intervention, and program evaluation procedures.
- (c) **Interventions and instructional support to develop cognitive and academic skills.** Prior to program completion, prospective school psychologists shall demonstrate:
 1. Knowledge of strategies and advances to promote curriculum, instruction, and children's academic achievement, including literacy development, student-centered strategies, instruction and interventions for self-regulation, study skills, self-monitoring, planning/organization, and time management.
 2. Ability to use empirically supported strategies to develop and implement services at the individual, group, and system levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.

(d) Mental health services to develop socialization, learning, and life skills.

Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of strategies and advances in mental health, social-emotional, and behavioral services that promote children's learning, academic, and life skills, including counseling, behavioral intervention, social skills interventions, and instruction for self-regulation and self-monitoring.

2. Ability to use assessment and data collection methods to develop and implement appropriate mental health, social-emotional, and behavioral goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.

(e) Diversity in development and learning. Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of:

(i) Biological bases of behavior; cultural diversity; child and adolescent development (typical and atypical); exceptionalities; learning theory; and social bases of behavior.

(ii) Multicultural, socioeconomic, and ethnic factors and their effect on the teaching-learning process, consultation, assessment, intervention, and other school psychology services.

2. Ability to apply knowledge of diversity in development and learning while providing professional effective services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

(f) School-wide practices to promote safe and effective learning environments. Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings.

2. Ability to work with others to design and implement empirically supported practices and policies in areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transition at all levels of schooling, grading, retention, and home-school partnerships.

(g) Crisis prevention and support. Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of:

(i) Psychological and educational principles and research related to resilience and risk factors in learning and mental health.

(ii) Empirically supported strategies for effective crisis preparation, prevention, and response.

2. Ability to contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, and response at the individual, family, and system levels taking into account diverse needs and characteristics.

(h) **Family-school collaboration services.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of psychological and educational principles and research related to family systems and their influences on children's academic, motivational, cultural, mental health, and social characteristics.

2. Ability to design, implement, and evaluate educational, support, and other types of programs that assist parents with enhancing the academic and social/behavioral success of their children.

(i) **Research and program evaluation.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of:

(i) Statistics and research design.

(ii) Program evaluation methods at the individual, group, and systems level.

(iii) Techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice.

2. Ability to:

(i) Participate in the overall development, implementation, and supervision of school psychological service programs.

(ii) Conduct program planning and evaluation, including services to assist in decision-making activities; and serve on committees responsible for developing and planning educational and educationally-related activities.

(j) **Legal, ethical, and professional practice.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of legal, ethical, and professional issues and standards, and multiple roles and functions of the school psychologist.

2. Ability to:

(i) Provide services consistent with ethical, legal, and professional standards in school psychology.

(ii) Collaborate with local and state education agencies to implement accountability systems.

(iii) Advocate for school psychologists' professional roles to provide effective services.

(4) Requirements for Certification in School Psychology. Readiness to serve as a school psychologist shall include:

(a) A valid Class A Professional Educator Certificate in school psychometry or school psychology.

(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program for school psychology as verified on an official transcript.

(c) Competence to perform as a school psychologist in a supervised P-12 internship of at least 300 clock hours supervised by an individual holding valid Alabama certification in school psychology. Additional information is provided in Rule 290-3-3-.02(6)(a) and (d).

(d) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school psychology program, which may include, but may not be limited to, an oral examination.

(5) Testing for Certification in School Psychology. Applicants for initial certification in school psychology through the completion of a Class AA program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.53(6).

Author: Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02 effective, 04-18-02; repealed and adopted new 09-11-03 effective, 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12.

290-3-3-.55 Innovative Programs.

(1) **Rationale.** Efforts to develop innovative ways of preparing teachers and instructional support staff shall be encouraged. The rules below are designed to facilitate approval of innovative approaches to preparing teachers or instructional support personnel.

(2) **Justification.** A proposal justifying the request for the review and for approval of an innovative program shall be required. This proposal shall define the need for the program, purposes it is to serve, and assumptions upon which it is based.

(3) **Objectives.** Each proposal shall be built upon a statement of the objectives of the area of the public school program with which the proposal deals. The objectives shall be developed cooperatively by the institution and its P-12 partners and shall be based on current research-based practices and trends.

(4) **Program Curriculum.**

(a) Programs may be proposed at the Class B, Class A, or Class AA level. The institution must comply with any general standards appropriate to the proposed teaching field or area of instructional support. (As examples, career and technical programs must address Rule 290-3-3-.23; a proposal for an innovative special education program must address Rule 290-3-3-.34; and any innovative Class A program must meet Rule 290-3-3-.42.) If a Class B program is proposed, the institution must document compliance with Rules 290-3-3-.03 and 290-3-3-.04. If an Alternative Class A program is proposed, the institution must document compliance with Rule 290-3-3-.03.

(b) Each proposed program shall include a clearly formulated written statement of the knowledge and abilities necessary for certification as a teacher or instructional support staff member, the proposed curriculum, and a description of any internship to be required. This statement shall be based upon the preceding rules regarding the objectives enumerated in response to Rule 290-3-3-.55(3).

(5) **Schedule.**

(a) Proposed innovative programs shall include a timetable which establishes the starting and ending dates of the project, as well as:

1. The sequence of activities as they are to occur.
2. The anticipated schedule of evaluation checkpoints.
3. The identification of the kinds of evidence needed to show results of the program.

(b) The timetable shall give the approximate date on which program reports are to be submitted to appropriate institutional officials and the Alabama State Department of Education. Additional information on the review of a proposed program is provided in Rule 290-3-3-.56(2)(a).

(6) Requirements for Certification Based on an Innovative Program. The innovative program shall include provisions for continuing evaluation based on performance criteria to be met by candidates completing the program. The evaluation plan shall include the definition and specification of kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas of the program that need strengthening and the support needed for further program development. An annual report shall be provided to the Alabama State Department of Education, Teacher Education and Certification Office.

(7) Testing for Certification Based on Completion of an Innovative Program. Applicants for initial certification based on completion of an innovative program must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition of certification. Additional information is provided in Rule 290-3-3-.01(3)

(8) Approval. Proposals for innovative programs designed to lead to certification of teachers or instructional support personnel shall be approved by the Alabama State Board of Education prior to implementation and only for the duration of approval of existing programs. However, continuation of the program for more than two years is contingent upon the institution's submission of a progress report at the end of the second year and the approval of the report by the Teacher Education and Certification Office of the Alabama State Department of Education.

(9) Progress Report. The institution shall submit a progress report at the end of two years. Receipt of the report will be acknowledged by the Alabama State Department of Education. If a review of the report indicates areas of concern, the Alabama State Department of Education reserves the right to schedule a site visit.

(10) Summative Report. The innovative program shall continue until the performance of its first program completers has been evaluated during their first three years of employment in Alabama public schools in the roles for which they were prepared. Information acquired in the program may result in the development and submission of standards to the Alabama State Board of Education for program approval through existing routes as described in Rule 290-3-3-.56(2).

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

290-3-3-.56 Alabama State Department of Education.

(1) **Leadership.** The Alabama State Department of Education, through its Teacher Education and Certification Office, shall provide the necessary leadership for coordinating teacher education and certification in the State. This Office shall work on a continuing basis to provide appropriate advisory and consultative services to the institutions in developing and maintaining quality preparation programs that meet all Alabama State Board of Education standards.

(2) **Program Approval and Rescission.**

(a) **Approved program approach.** The Approved Program Approach to Teacher Education and Certification shall involve:

1. The development of programs of teacher education by institutions of higher education according to approved rules and procedures listed in Rule 290-3-3-.56(2)(b).

2. The official application of the standards and procedures by appropriate teams of educators. Each program deemed to meet all applicable rules will be submitted to the Alabama State Board of Education with a recommendation for consideration and possible approval.

3. The understanding that the prospective teacher, upon successful completion of the approved program, will be eligible to apply for certification by the Alabama Department of Education.

(b) **Application of rules.**

1. **Continuing review of approved programs.** The institution's approved programs shall be reviewed on a seven-year cycle, unless the Alabama State Board of Education initiates a special review. A continuing review shall use an on-going accountability model which shall include:

(i) An annual report containing the following:

(I) Number of candidates admitted to each teacher education program.

(II) Continued compliance with faculty rules.

(III) Efforts to enhance internships and/or other field-based components of approved programs.

(IV) Efforts to involve local education agency practitioners.

(V) Assistance provided to recent graduates.

(VI) NCATE/AACTE Joint Data Report (from NCATE accredited institutions).

(ii) A narrative report with information about program status, changes, program summary data from the performance assessment templates (PATs), and changes based on data analyses according to the following schedule:

(I) Year 1: Professional Studies

(II) Year 2: Early Childhood, Elementary, and Special Education

(III) Year 3: Secondary and P-12 Class B Programs

(IV) Year 4: Class A and Class AA Teaching Field Programs

- (V) Year 5: Instructional Support Programs
- (VI) Year 6: Preparation of Comprehensive Review Materials
- (VII) Year 7: Formal, Comprehensive Review and Site Visit

2. Review of proposed program(s) and/or program(s) affected by significant changes in program approval rules.

(i) The chief administrative officer of the institution shall submit a written request to the State Superintendent of Education for a review, indicating the specific program(s) to be developed for review and/or the program(s) affected by significant changes in program approval rules.

(ii) The development and review of proposed program(s) shall be authorized by the Alabama State Board of Education. The development and review process involves two separate actions by the Alabama State Board of Education: a resolution to authorize development of the program(s) and a resolution to approve the newly developed program(s). Candidates shall not be enrolled in courses unique to a proposed program prior to approval by the State Board of Education. Approval of a request to review a program does not authorize an institution to admit students to the program(s).

(iii) The review process shall be coordinated by staff members in the Teacher Education and Certification Office of the Alabama Department of Education. The review process shall include the training of review team chairpersons and members, as well as the evaluation of their effectiveness.

(iv) The institution shall use Performance Assessment Templates (PATs), Analysis Forms, Checklists, and other means to document compliance with program approval rules.

(v) The State Superintendent of Education shall appoint teams to review the documentation provided by the institution, ensuring that the teams:

- (I) Represent diversity.
- (II) Include representatives of local education agencies, institutions of higher education, and the Alabama Department of Education.
- (III) Include only persons who have a high degree of competence in the area(s) of assignment, have been trained to evaluate teacher education programs, have never been employed by the institution, and have no current professional or personal relationship with the institution.

(vi) To the greatest possible extent, the documentation provided by the institution shall be evaluated prior to a site review.

(vii) For the site review, the institution shall provide work space, support services, lodging, reimbursement for travel expenses, and information needed by the team to complete the review process.

(viii) The report of the site team shall include a summary statement(s) concerning all standards, as well as recommendations for any standards deemed unmet, and shall be sent from the State Superintendent of Education to the chief academic officer. A copy of the report will also be sent to the unit head, along with a list of standards that are deemed unmet by the review team.

(ix) The chief administrative officer of the institution shall provide written acknowledgement of having received the review team report and indicate whether the institution will comply with recommendations contained in the report or withdraw the affected program(s).

(x) The head of the unit and the Alabama Department of Education staff member responsible for the review shall facilitate documentation of compliance with recommendations contained in the review team report.

(xi) All recommendations shall be met by the institution before the affected program(s) is submitted to the Alabama State Board of Education for approval.

3. Special reviews. The Alabama State Board of Education reserves the right to require special reviews in response to the adoption of new standards, significant changes to existing standards, or evidence of factors such as:

(i) Significant percentages of candidates recommended for certification have not met approved program requirements.

(ii) Significant changes in enrollment patterns.

(iii) Frequent changes in unit and/or program leadership.

(iv) Significant reductions in financial support for unit operations and/or programs.

(v) Evidence that the unit is not implementing its approved assessment system.

(vi) Fewer than five candidates are recommended for certification during a scholastic year (July 1 to June 30).

(c) Appeals procedure.

1. In the event the reviewed institution feels that it has justifiable reasons to question the validity of any part of the team report, it may request that appeals procedures be invoked. Such procedures shall include the appointment of an appeals panel made up as follows:

(i) The Alabama Department of Education administrator who is responsible for both teacher education program and certification (chairperson).

(ii) Two active members of the Alabama Association of Colleges for Teacher Education to be appointed by the president of the Association (such members shall not be involved in the review under consideration).

(iii) At least one representative of an association of professional educators.

(iv) The chairperson of the review team or a team member designated by the team chairperson.

(v) At least two staff members of the Teacher Education and Certification Office of the Alabama Department of Education.

(vi) The chairperson of the review team and the two staff members of the Alabama Department of Education shall be non-voting members of the appeals panel.

2. The administrative head of teacher education programs and/or other designated personnel from the teacher preparation institution involved shall be invited to attend the meeting(s) of the panel and shall be given ample opportunity to present evidence and otherwise represent the interests of the institution in the matter under consideration.

3. After sufficient study and deliberation as determined by the chairperson, the panel shall make its decision in closed session with only voting members present.

4. All parties involved in the appeals process shall receive from the State Superintendent of Education written notification of the decision within ten working days.

5. If the appeal results in a favorable decision for the institution and all pertinent standards are deemed met, the resolution for program approval shall be presented to the Alabama State Board of Education.

6. In the event that the teacher education program(s) in question is not approved by the State Board of Education, the report of the review team and all related actions by the appeals panel shall not apply to the institution after a period of one year from the date of the team visit. The entire program approval process shall be repeated if the institution of higher education decides to continue seeking State approval for the program(s) which was not approved.

(d) **Annual list of approved programs.** The Teacher Education and Certification Office shall maintain a current list of each institution's approved programs.

(e) **Changes in approved programs.** When an institution wishes to make changes in an approved program that involve a course(s) used to meet a knowledge or ability rule, the head of the unit shall submit written documentation of the changes to be made. The documentation shall be reviewed by Alabama Department of Education personnel.

(f) **Rescinding Alabama State Board of Education approval of teacher education programs.** Institutions that recommend for certification candidates who have not met approved program requirements will jeopardize the continuation of their teacher education programs.

1. Following a due process procedure enumerated in the Alabama Administrative Procedure Act, Ala. Code §§41-22-1, et seq. (1975), approval of a teacher education program may be rescinded for just cause, including failure of a significant number of program completers to receive satisfactory ratings based on performance evaluations established by the Alabama State Board of Education.

2. Once program approval is rescinded, an institution shall wait until the next comprehensive review of all teacher education programs at that institution before seeking reinstatement of approval for that program. In requesting State Board of Education authorization to submit the program for review, the institution shall describe in detail the steps that will have been taken to ensure that all candidates recommended for certification will have met approved program requirements and be eligible for certification.

3. Candidates who have been admitted to a program that has had its State Board of Education approval rescinded shall have the right to finish that program to which they have been admitted. No other candidates may be admitted to that program.

4. The notice of a proposed action shall be given consistent with provisions of Ala. Code §41-22-12 (1975).

5. The State Superintendent or his designee shall serve as the hearing officer for hearings conducted under this rule. If the number of witnesses seems excessive in the judgment of the hearing officer, the party requesting the witnesses may be required to justify this necessity. The hearing officer may decline to listen to numerous character witnesses or witnesses testifying to the same or substantially the same facts and/or circumstances.

6. In taking testimony and in considering the evidence, the hearing officer shall follow the provisions of Ala. Code §41-22-13 (1975), insofar as practicable, but shall not be bound by the technical rules of evidence observed in courts of law. The hearing officer may listen to hearsay testimony and accept depositions and affidavits if such testimony is material and relevant to the issue(s).

7. The conduct of a hearing under this rule shall follow the below order of presentation:

- (i) Reading of notice of proposed program rescission and grounds therefore.
- (ii) Preliminary matters, if any.
- (iii) Opening statements by the parties, if desired.
- (iv) Presentation of evidence supporting the proposed program rescission.
- (v) Presentation of evidence in support of the institution's position.
- (vi) Rebuttal evidence to the institution's presentation, if any.
- (vii) Summation by the parties, if desired.

8. The parties are responsible for securing the attendance of their witnesses.

9. The hearing officer may establish a pre-hearing conference and any other schedule to facilitate the hearing.

10. The hearing officer shall prepare a proposed order containing a statement of facts and reasons to justify the decision rendered. The hearing officer shall issue his/her recommendation (in the form of a proposed order) no later than forty-five (45) days from the date of the conclusion of the hearing.

11. The proposed order shall become the final decision unless a party files an exception within ten (10) days from receipt thereof.

12. If an exception is filed, it shall include a request for oral argument before the Alabama State Board of Education, if desired. Written argument, not to exceed 10 pages of 8 1/2 x 11 inch paper, double-spaced, shall be filed with the Alabama State Board of Education within ten (10) days after the filing of the exception.

13. Oral argument shall be limited to ten (10) minutes per party, with the party filing the exception making the first presentation, unless modified by the State Board of Education.

(3) Report Card on the Preparation of Teachers and Instructional Support Personnel.

(a) The State Superintendent of Education shall issue an annual report card on approved educator preparation programs in Alabama institutions of higher education. The institutions shall be held accountable for candidates who were recommended for initial professional certification in a teaching field or area of instructional support by the institution and are currently in their first year of professional employment in Alabama public schools at the level and in the area for which they are certified. To be included in the accountability process, the first year of employment must occur within five years of completing the teacher education program.

(b) The graded quality indicators in the report card are:

1. On-the-job performance. First-year teachers and instructional support personnel shall demonstrate satisfactory performance on the Professional Education Personnel Evaluation (PEPE) program, EDUCATEAlabama, or another State-adopted evaluation instrument. Satisfactory performance on PEPE, EDUCATEAlabama, or another State-adopted evaluation instrument is a current, validated composite score level determined by the Alabama State Board of Education. The report card shall also use surveys of employers and recent graduates to assess on-the-job performance. Additional information is provided in the rating scales in Rule 290-3-3-.56(3)(d)1.

2. Alabama Prospective Teacher Testing Program (APTTP). The report card shall include separate grades for the basic skills component (ACT WorkKeys) and the content knowledge component (Praxis II) of the Alabama Prospective Teacher Testing Program (APTTP). The pass rates on both components shall be assessed using the rating scale described in Rule 290-3-3-.56(3)(d)2.

3. Pre-teaching experiences. Each institution will be graded on the number of hours of pre-teaching experiences in Class B and Alternative A programs prior to the internship and on research-based indicators of high quality pre-teaching experiences. Additional information is provided in the rating scale(s) in Rule 290-3-3-.56(3)(d)3.

4. Partnerships with Alabama elementary and secondary schools. Each institution will be graded on its partnership activities with Alabama elementary and secondary schools using the rating scale described in Rule 290-3-3-.56(3)(d)4.

(c) The following programs or groupings of similar teacher preparation programs within an institution will be used for assessing data related to the Professional Education Personnel Evaluation (PEPE) instrument, EDUCATEAlabama, or another State-adopted evaluation instrument and the Alabama Prospective Teacher Testing Program (APTTP):

1. Early childhood and elementary education.
2. English language arts, English for speakers of other languages, and reading specialist.
3. Languages other than English.
4. Mathematics.
5. Sciences.
6. Social studies.

7. Fine arts (dance, choral music, instrumental music, theatre, and visual arts).
8. Physical education, health education, and driver and traffic safety education.
9. Special education.
10. Career and technical education.
11. Instructional leadership.
12. Library media specialist.
13. School counseling, school psychometry, and school psychology.

(d) The rating scales for each of the quality indicators will form the basis for assigning a letter grade of A, B, C, D, or F to each program or group of programs and to the institution:

1. On-the-job performance.

(i) The following rating scale shall be used for determining the letter grade based on PEPE scores or other data from a State-adopted evaluation instrument:

- (I) A = 95 to 100% = 4 points.
- (II) B = 90 to 94% = 3 points.
- (III) C = 85 to 89% = 2 points.
- (IV) D = 80 to 84% = 1 point.
- (V) F = 0 to 79% = 0 points.

(ii) The following rating scale shall be used for determining the letter grade based on the results of the surveys of employers and recent graduates:

- (I) A = 3.25 to 4.00 = 4 points.
- (II) B = 2.75 to 3.24 = 3 points.
- (III) C = 2.25 to 2.74 = 2 points.
- (IV) D = 1.75 to 2.24 = 1 point.
- (V) F = below 1.75 = 0 points.

2. Alabama Prospective Teacher Testing Program (APTTP). The rating scale in (3)(d)1.(i) shall be used for the determining the letter grades for the basic skills component (ACT WorkKeys) and the content knowledge component (Praxis II).

3. Pre-teaching experiences in elementary and secondary schools.

(i) The following rating scale shall be used for determining the letter grade for the average number of required hours of pre-teaching experiences prior to the internship:

- (I) A = 201 or more hours = 4 points.
- (II) B = 176 to 200 hours = 3 points.
- (III) C = 150 to 175 hours = 2 points. (Note: Alabama standards require a minimum of 150 hours of pre-teaching experiences prior to the internship.)

(ii) The following rating scale will be used for determining the letter grade for the existence of research-based indicators of high quality pre-teaching experiences:

- (I) A = 4 or more indicators.
- (II) B = 3 indicators.
- (III) C = 2 indicators.
- (IV) D = 1 indicator.
- (V) F = 0 indicators.

4. Partnerships with Alabama elementary and secondary schools. The following rating scale shall be used to determine scores for partnership activities:

(i) A = 4 or more activities.

(ii) B = 3 activities.

(iii) C = 2 activities.

(iv) D = 1 activity.

(v) F = 0 activities.

(e) The State Superintendent of Education shall determine if other quality indicators will be included in the report card as graded items or informational items.

(f) The State Superintendent of Education has the responsibility for determining the formula for calculating the grade for a program or group of programs and for the institution.

(g) Following issuance of the report card grades:

1. No action is required if the grade for a program or group of programs as listed in Rule 290-3-3-.56(3)(c) is a C or higher. If, over a period of two consecutive years, a program or a group of programs receives two Ds, two Fs, or a combination of a D and an F, then the State Superintendent of Education shall authorize a special review of the program(s) and, based upon the evidence, shall recommend that the Alabama State Board of Education rescind approval of the program(s).

2. No action is required if the institution's grade is an A or B. If the unit receives a grade of C, D, or F in any year, then the unit must develop and submit a plan to the State Superintendent of Education within four months after the institution receives its grade, and all candidates admitted to the unit's programs must be notified in writing concerning the institution's grade. After the State Superintendent of Education acknowledges acceptance of the plan, the unit shall have two scholastic years to implement its plan for achieving a grade of A or B for all programs.

3. The State Superintendent of Education shall recommend that the Alabama State Board of Education rescind approval of all of an institution's programs if, over two consecutive years:

(i) An institution receives two Ds, two Fs, or a combination of a D and an F.

(ii) An institution's grade of C, D, or F is not raised to at least a B within two scholastic years after the unit's plan is implemented.

4. The Alabama State Board of Education will determine the effective date of rescission, with the timeframe not to exceed twelve months subsequent to the date of State Board of Education action.

5. An institution that has approval of any or all programs rescinded by the Alabama State Board of Education must wait at least five scholastic years to request permission to develop a program in the teaching field(s) or instructional support area(s) for which approval was rescinded or in any teaching field or instructional support area if approval of all programs was rescinded.

(4) Studies of Educator Supply and Demand. Studies necessary to provide current data on the numbers of teachers available for employment in each teaching and instructional support field in the public schools and the likely number of vacancies in each field shall be the responsibility of the Teacher Education and Certification Office of the Alabama Department of Education, with the cooperation of the educator preparation units and local education agencies. The information compiled from these studies shall be made available to institutions that offer programs for preparing teachers for use in planning programs and counseling candidates.

(5) Liaison With Other Agencies Which Accredite or Develop Standards for Teacher Education Programs. The Teacher Education and Certification Office shall maintain contact with other entities affecting teacher education programs in the State. Three entities of particular significance in this respect are the National Council for Accreditation of Teacher Education (NCATE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers. The Teacher Education and Certification Office shall facilitate maximum cooperation with these agencies and shall coordinate the approval of teacher education programs with the functions of these agencies whenever feasible. Although State approval of programs is required, accreditation by NCATE is voluntary. Whenever feasible, cooperative and concurrent evaluations shall be facilitated.

(6) Advisory Panel. The State Superintendent of Education shall appoint an advisory panel to review proposed changes to teacher education programs and certification rules prior to their submission to the Alabama State Board of Education. The panel shall be representative of the education profession, with the majority of the members being P-12 teachers and instructional support including representatives of higher education, business and industry, parents, and the general public. Terms of membership shall be staggered in order to provide continuity.

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