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. Effective for basic skills tests taken September 1, 2017, and thereafter the Educational Testing Services (ETS) Praxis Core Academic Skills for Educators Tests will replace the ACT WorkKeys.

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

(c) Praxis Principles of Learning and Teaching assessments from ETS became effective September 1, 2013, as a precondition for initial certification in any teaching field.

(d) 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 current Educator Certification Chapter, Alabama Administrative Code, 290-3-2. ~~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 diverse P-12 schools and other appropriate settings 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 federal No Child Left Behind Act (NCLB) was in place, Alabama ~~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 Alabama certification, while the ~~National Council for Accreditation of Teacher Education (NCATE)~~

Council for Accreditation of Educator Preparation define~~d~~ 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 postsecondary 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) Higher Learning Commission of the 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, Senior College and University ~~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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-16 repealed and adopted new _____, effective _____.

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, and will not be altered with the demise of NCLB.

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

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 candidates 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 candidates 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 candidates demonstrate skills and commitment that afford all P-12 students access to rigorous Alabama college- and career-ready standards.
4. Providers ensure that candidates 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 D~~d~~uring 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/~~or~~ 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 to prepare pre-kindergarten (pre-K) teachers and 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) Except as noted in Rule 290-3-3-02(6)(e)(iv)-(v), t~~T~~he 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 pre-kindergarten education programs, field experiences must span birth through age 4 in both child care and Office of School Readiness programs.

(~~i~~v) 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~~ Office of School Readiness 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 pre-kindergarten education programs, the internship must span birth through age 4 in both child care and Office of School Readiness programs.

(vi) 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.

(vii) 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.

(viii) 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:

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

(II) 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)(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).

(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 an Interim Employment Certificate ~~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 Department of Early Childhood Education ~~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~~ Mr. Michael Sentance.
Statutory Authority: Ala. Code §§16-3-16, 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; amended 04-09-09, effective 05-04-09; repealed and adopted new 08-03-09; effective 10-01-0; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 leaner'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, the NASDTEC Model Code of Ethics for Educators, (MCEE), 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.

Author: ~~Dr. Thomas R. Bice~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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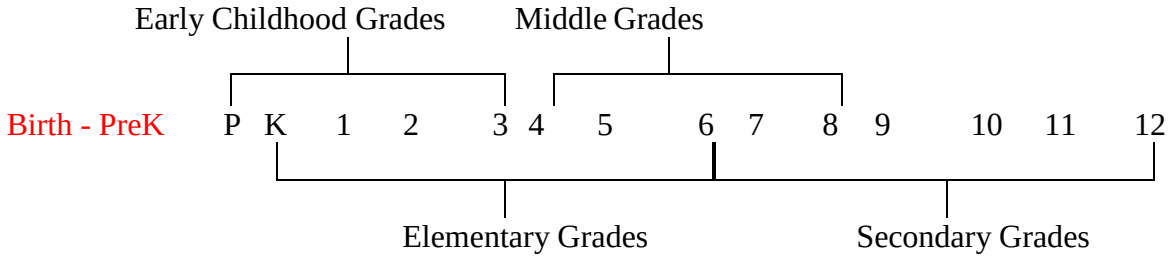
290-3-3-.04 Class B (Bachelor's Degree Level) Programs for Teaching Fields.

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

290-3-3-.04.01 Pre-Kindergarten (Pre-K) Education (Birth-Age 4).

(1) Rationale. This rule brings attention to those elements that are distinctive to The pre-K program. These elements represent the unique nature of pre-K 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.

(a) General Requirements. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1.(i)-(iv), and 2.(i) and (v), 290-3-3-.03, and 290-3-3-.04, the pre-K curriculum shall require a teaching field of at least 32 semester hours with at least 19 semester hours of upper-division credit, including at least 18 semester hours of courses specific to child development and/or early childhood education.

(b) Specific Requirements. The early childhood education standards in Rule 290-3-3-.05(2)(a)-(f) are applicable to pre-K programs.

(3) Unique Field Experience and Internship Placement Requirements.

(a) For pre-kindergarten education programs, field experiences must span birth through age 4 in both child care and Office of School Readiness programs.

(b) For pre-kindergarten education programs, the internship must span birth through age 4 in both child care and Office of School Readiness programs.

(4) Faculty. The faculty must include at least three full-time persons with appropriate earned doctorates in early childhood education and teaching experience (preferably Pre-K), one with a child development concentration; one with expertise in foundational reading; and one with expertise in numeracy or early intervention.

(5) Additional Option. Information about an option for earning an Early Child Development Certificate (Birth-Age 4) will be provided in the Educator Certification Chapter of the *Alabama Administrative Code*.]

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 Office of School Readiness ~~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.

Author: ~~Dr. Thomas R. Bice~~ Mr. Michael Sentance.
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; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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)(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

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 08-13-2015.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

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.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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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; guide 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~~ Mr. Michael Sentance.
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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~~ Mr. Michael Sentance.
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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~~ Mr. Michael Sentance.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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.

Author: ~~Dr. Thomas R. Bice~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
.

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~~ Mr. Michael Sentance.
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.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-16; repealed and adopted new _____, effective _____.
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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 08-13-2015.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 08-13-2015.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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.

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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 repertories 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 repertories 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~~ Mr. Michael Sentance.
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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 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~~ Mr. Michael Sentance.
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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.

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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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

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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 08-13-2015.

291-3-3-.36 Reserved.
Author: Dr. Thomas R. Bice.
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291-3-3-.37 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 08-13-2015.

290-3-3-.38 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 08-13-2015.

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 08-13-2015.

290-3-3-.40. 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 08-13-2015.

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 08-13-2015.

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 for 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.~~

(4) Standards Applicable to Traditional Class A Educator Preparation Programs for Self-Studies submitted for Review in 2019 and Thereafter. The following standards are based on the Council for Accreditation of Educator Preparation's (CAEP) 2016 Standards for Advanced Programs and are applicable to all teaching fields and areas of instructional support. Self-studies are submitted two years before an onsite visit.

(a) Content and Pedagogical Knowledge. The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field or preparation and, by program completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of Alabama's college-and career ready standards.

1. **Candidate Knowledge, Skills, and Professional Dispositions.** Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

(i) Applications of data literacy;

(ii) Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;

(iii) Employment of data analysis and evidence to develop supportive school environments;

(iv) Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;

(v) Supporting appropriate applications of technology for their field of specialization; and

(vi) Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

2. Provider Responsibilities. Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved Alabama and/or national discipline-specific standards.

(b) 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 appropriate for their professional specialty field.

1. Partnerships for Clinical Preparation. Partners co-construction mutually Beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advance program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advance program 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 advanced candidate outcomes.

2. Clinical Experiences. The provide works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice

applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed method, action) that are characteristic of their professional specialization as detailed in Rule 290-3-3-.42(4)(a)1. (i)-(vi).

(c) Candidate Quality and Selectivity. The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification.

1. Admission of Diverse Candidates Who Meet Employment Needs. The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish the provider's mission. The admitted pool of candidates reflects the diversity of Alabama's teacher pool, and over time, should reflect the diversity of Alabama's P-12 students. The provider demonstrates efforts to know and address local and state needs for school and district staff prepared in advanced fields.

2. Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully. The provider set admissions requirements for academic achievement; gathers data to monitor candidates from admission to completion; and monitors disaggregated evidence of academic quality, mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed. Each applicant for admission to a traditional master's level (Class A) program must provide evidence of having earned a degree grade point average (GPA) of at least 2.50 printed on the transcript of the degree-granting college or university that was regionally accredited when the degree was earned. In addition, the cohort GPA must be at least 3.0. (See definition 10.)

3. Selectivity During Preparation. The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admission through completion.

4. Selection at Completion. Before the provider recommends any advanced program candidate for completion, the provider documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use collaborative skills, applications of technology, and applications for dispositions, laws, codes of ethics an professional standards appropriate for the field of specialization.

(d) Program Impact. The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

1. Satisfaction of Employers. The provider demonstrates that employers are satisfied with the completers' preparation and that completers reach employment milestones such as promotions and retention.

2. Satisfaction of Completers. The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that preparation was effective.

(e) 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 leaning 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.

(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 excellence.

(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). 373

(7) Interim Employment ~~Special Alternative~~ Certificate. An Interim Employment ~~Special Alternative~~ Certificate (IEC ~~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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

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).

(5) Interim Employment Certificate. An Interim Employment Certificate (IEC 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~~ Mr. Michael Sentance.
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; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.

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 <u>and</u> 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 <u>both</u> 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) Interim Employment ~~Special Alternative~~ Certificate.

(a) An Interim Employment ~~Special Alternative~~ Certificate (IEC ~~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 Interim Employment ~~Special Alternative~~ Certificates.

1. A teacher who is employed based on holding a valid Interim Employment ~~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 Interim Employment ~~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 Interim Employment ~~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 Interim Employment ~~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 Interim Employment ~~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 Interim Employment ~~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 <u>and</u> 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.

Author: ~~Dr. Thomas R. Bice~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 reparation 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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 reparation 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 <u>valid</u> 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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 08-13-2015.

290-3-3-.47 Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel Other Than Speech-Language Pathology and 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. Information specific to speech-language pathology is provided in Rule 290-3-3-.51.02.

(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) Programs must meet Standards Applicable to Traditional Class A Educator Preparation Programs for Self-Studies submitted for Review in 2019 and Thereafter. See Rule 290-3-3-.42(4).

(d) 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 Speech-Language Pathology and 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 Speech-Language Pathology and Instructional Leadership. 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) Except for Speech-Language Pathology, 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) Interim Employment ~~Special Alternative~~ Certificate. An Interim Employment ~~Special Alternative~~ Certificate (IEC ~~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*. An Interim Employment ~~Special Alternative~~ Certificate is not issued for school psychometry or sport management.

Author: ~~Dr. Thomas R. Bice~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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).~~ 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. [Rule spelled out to avoid confusion.]

(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) Interim Employment ~~Special Alternative~~ Certificate. An Interim Employment ~~Special Alternative~~ Certificate (IEC ~~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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 July ~~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).~~ 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. [Rule spelled out to avoid confusion.]

(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. 401.05

(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.

(f) Two full years of full-time, acceptable professional educational work experience if admitted prior to July 1, 2017.

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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).~~ 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. [Rule spelled out to avoid confusion.]

(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 600 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.

(g) Two full years of full-time, acceptable professional educational work experience if admitted prior to July 1, 2017.

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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. Requirements for unconditional admission shall include:

(a) ~~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 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).~~ 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. [Rule spelled out to avoid confusion.]

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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. Requirements for unconditional admission shall include:

(a) ~~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 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).~~ 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. [Rule spelled out to avoid confusion.]

(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.

(g) Two full years of full-time, acceptable professional educational work experience if admitted prior to July 1, 2017.

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 Completion of the Speech-Language Pathology Program. 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.

(4) Requirements for Certification of Speech-Language Pathologists. Individuals seeking certification based on completion of this program must apply through the Speech-Language Pathology Certificate Approach or the Speech-Language Temporary Certificate Approach as prescribed in the Educator Certification Chapter of the *Alabama Administrative Code*.

Author: ~~Dr. Thomas R. Bice~~ Mr. Michael Sentance.
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 08-13-2015; effective 07-01-2016; repealed and adopted new _____, effective _____.
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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) Interim Employment ~~Special Alternative~~ Certificate. An Interim Employment ~~Special Alternative~~ Certificate (IEC ~~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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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. 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 leaners 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 refection 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.~~ 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. [Rule spelled out to avoid confusion.]

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 an area of instructional support ~~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).

290-3-3-.53 Author **290-3-3-.53 History**

Author: ~~Dr. Thomas R. Bice~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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).~~ 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. [Rule spelled out to avoid confusion.]

(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.

(e) 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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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 or special education. An individual who holds a valid out-of-state professional educator certificate in school psychometry, school psychology, or special education 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, school psychology, or special education 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, school psychometry, or special education 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, school psychology, or special education.

(b) ~~Meet Rule 290-3-3-.53(4)(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, 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. [Rule spelled out to avoid confusion.]

(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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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:

l. 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~~ Mr. Michael Sentance.
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 08-13-2015, effective 07-01-2016; repealed and adopted new _____, effective _____.
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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).

3. If an EPP withdraws from CAEP or the CAEP decision for an EPP is either probationary accreditation or revocation of accreditation, ALSBE members may consider a resolution to extend state program approval for up to two years to allow for an onsite review to determine whether the EPP meets CAEP standards as adopted for use in

Alabama and Alabama-specific standards. If the resolution is adopted and all standards are deemed met, state approval may be extended for an additional five years. If the resolution is not adopted or if all Alabama standards are not met, the process to rescind approval will be initiated. Additional information is provided in Rule 290-3-3-.56.

(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 ALSBE: a resolution to authorize 401.53

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 that 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 Accredit 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.

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