RULES
OF THE
STATE BOARD OF EDUCATION

CHAPTER 290-3-3
TEACHER EDUCATION

PROFESSIONAL SERVICES

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Definitions.

(1) **32/19.** Thirty-two (32) semester hours in a teaching field, including at least 19 semester hours of upper division courses.

(2) **Academic Major.** The specialized area of study in a discipline that meets the institution’s requirements for an Arts and Sciences’ major (the intent of this definition is to designate majors outside the department/school/college of education) and is on the individual’s transcript. For the purpose of program approval, the major must require a minimum of 32 semester hours with at least 19 semester hours of upper-division credit.

(3) **Alabama Prospective Teacher Testing Program.** The statewide testing program required by the Alabama State Board of Education for prospective teachers as a precondition for certification. The program consists of three basic skills assessments from the ACT WorkKey’s System (Applied Mathematics assessment, Reading for Information assessment, and the Writing assessment) and the Educational Testing Service Praxis II subject-matter tests.

(4) **Approved Program.** A teacher education program offered by a college or university that has been formally approved by the State Board of Education.

(5) **Candidates.** Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P–12 schools.

(6) **Certification.** Issuance of certificates to persons who have successfully completed State Board of Education requirements.

(7) **Conceptual Framework.** An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

(8) **Clinical Faculty.** School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

(9) **Clinical Practice.** Student teaching or internships that provide candidates with an intensive and extensive culminating activity. 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. See Field Experience (.01(15)) and Internship (.01(20)).

(10) **Cooperating Teacher.** See qualifications for school faculty (rule .02(5)(r)).

(11) **Courses/Credit Acceptable to Meet “Highly Qualified Teacher” requirements.** Specific discipline (teaching field) courses that the institution could count toward requirements of an academic major or a state-approved program.

(12) **Cultural Diversity.** The variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, exceptionalities, gender, language, race, religion, socioeconomic status, etc.

(13) **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, responsibility, and social justice. For example, they 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.

14 Educational Experience. Teaching experience and instructional support experience, including full-time educational work in: (a) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (b) an accredited, state registered, state-approved, and/or church-related nonpublic school; and (c) rehabilitation facilities for P-12 students. Educational experience as an intern, graduate assistant, student teacher or in positions such as substitute teacher, aide, or clerical worker, shall not be considered appropriate. Experience which is not categorized as any of the above shall be considered on an individual basis.

15 Field Experience. A variety of early and ongoing (as specified in 3-3-.02(4)(e)) field-based contacts with children, youth, and adults which are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and actual teaching which contribute to the understanding and competence of the teacher education candidate. See Clinical Practice (.01(9)) and Internship (.01(20)).

16 Full-time Faculty. Employees of a higher education institution with full-time assignments with the professional education unit as instructors, professors at different ranks, administrators, and professional support personnel.

17 Highly Qualified Teacher (HQT). When the term “Highly Qualified Teacher” is used, the definition is based on the current “Alabama Model for Identifying Highly Qualified Teachers in Accordance with the No Child Left Behind Act of 2001 (NCLB).” NCLB does not apply to teachers of the following disciplines: driver and traffic safety education, health education, physical education, ROTC, and career/technical education (CTE) (unless CTE students taught earn embedded credit or substitute credit for mathematics or science.)

18 Initial Certificate. The first Alabama certificate in any teaching field or area of instructional support. (Examples: A person who earns her first Alabama Class B certification in Elementary Education would have earned initial certification in Elementary Education. If that person earns Class A certification in Elementary Education, she would have earned an advanced certificate in Elementary Education. If a person with Class B certification in Elementary Education earns Class B certification in Mathematics, she would have earned initial certification in Mathematics. Similarly, if a person with Class B certification in Elementary Education earns Class A certification in Library-Media, she would have earned initial certification in Library-Media. The same examples are applicable to a teacher whose initial certificate is issued at the Class A level.

19 Instructional Support Personnel. Professional administrative and support staff of a school or school system—educational administrator, (superintendent, principal, supervisor, vocational administrator), library-media specialist, school counselor, school psychometrist, school psychologist, etc.

20 Intern Supervisor. The person assigned by the college or university to supervise student interns.

21 Internship. Full-time experiences of a teacher education candidate in schools culminating in the exercise of responsibility for the teaching role for which the candidate is preparing under the supervision of personnel from a public school system or regionally
accredited private school and the institution of higher education in which the candidate is enrolled (see Clinical Practice (.01(9)) and Field Experience (.01(15)).

22) **Major Area of Specialization.** The concentrated area of academic study as determined by a statement on the faculty member’s doctoral transcript that indicates the area or the identification of 30 semester (45 quarter) hours of post-baccalaureate, graduate-level coursework appropriate to the area of primary assignment.

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

24) **Practicum.** A unit of instruction in the field of specialization of the candidate that combines formal study and instruction with practical experience in the area of specialization.

25) **Pre-service Education.** The academic and professional preparation which a prospective teacher must complete successfully before certification as a teacher.

26) **Professional Studies.** A coordinated and integrated, program of courses and experiences which includes foundations, methodology, curriculum, evaluation, reading, technology, and direct observation and participation in a variety of school settings.

27) **Program Approval Process.** The procedures followed in determining whether teacher education programs meet approved rules.

28) **Students.** Children and youth attending P–12 schools as distinguished from teacher candidates.

29) **Student Teaching.** Pre-service clinical practice for candidates preparing to teach.

30) **Teaching Field.** The specific discipline or concentrated area of study in a state approved program that leads toward teacher certification; e.g., elementary education, English language arts, mathematics.

31) **Unit.** The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the “professional education unit.”

**Author:** Dr. Joseph B. Morton

**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 1-9-97 effective 7-1-97; amended 06-14-99 effective 7-19-99; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and new adopted 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 4-14-05, effective 4-14-05; amended rule adopted 6-9-05, effective 7-14-05.

**290-3-3-.01 Effective Date.** Changes based on NCLB are effective for candidates recommended for certification after June 30, 2005. Institutions of higher education must document compliance with the standards provided in Chapter 290-3-3, as amended, no later than December 31, 2006. Those changes that directly affect candidates shall apply to those candidates admitted to teacher education programs approved under the new standards.

**Author:** Dr. Joseph B. Morton.

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

**History:** New 1-9-97 effective 7-1-97; repealed and new adopted 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.
290-3-3-.02 College and University Requirements. To offer teacher education programs, institutions shall be accredited by the Southern Association of Colleges and Schools. Coursework and/or a degree 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 Teacher Education and Certification Office. To provide a Class AA program in a secondary teaching field (excluding career/technical education) or art, music, or physical education, an institution shall also offer a non-teacher education master’s degree in that discipline.

(1) Conceptual Framework(s).
(a) The unit’s conceptual framework(s) shall describe the vision, mission, philosophy, goals, and purpose of the unit’s efforts in preparing educators to work in P-12 schools. It is knowledge-based, including theories, research, the wisdom of practice, and education policies. It also is well articulated and consistent with the institution’s mission. The unit’s conceptual framework(s) shall clearly articulate its professional commitments to knowledge, teaching competence, and student learning. It shall outline the dispositions that the faculty value in teachers and other professional school personnel.

(b) The unit’s conceptual framework(s) shall reflect the unit’s commitment to preparing candidates to support learning for all students and shall provide a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(c) The unit’s conceptual framework(s) shall reflect the unit’s commitment to preparing candidates who are able to use educational technology to help all students learn; it also shall provide a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(d) The unit’s conceptual framework(s) shall provide the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

(2) General Studies. The teacher education unit shall ensure that candidates have completed general studies courses and experiences. The general studies shall include courses and/or experiences in the humanities, social science, mathematics, and science.

(a) Individuals in the Class B programs in early childhood education, elementary education, early childhood special education, collaborative teacher (K-6), or collaborative teacher (6-12) shall have earned at least 12 semester hours of acceptable credit in each of the following areas: English language arts, mathematics, science, and social science. Note: individuals pursuing collaborative teacher (6-12) who teach any course at the middle/secondary level for which the students receive credit in a core academic subject(s) must have earned an academic major in the appropriate discipline or the 32/19 equivalent.

(b) Individuals applying for admission to Alternative Class A programs in early childhood education, elementary education, early childhood special education, collaborative teacher (K-6), or collaborative teacher (6-12) shall have earned at least 12 semester hours of acceptable credit in each of the following areas: English language arts, mathematics, science, and social science. Note: Individuals pursuing collaborative teacher (6-12) who teach any
course at the middle/secondary level for which the students receive credit in a core academic subject(s) must have earned an academic major in the appropriate discipline or the 32/19 equivalent.

(3) **Teaching Field.** The teacher education unit shall ensure that teacher candidates attain academic competence in the content that they plan to teach. Teacher candidates shall know the subject matter that they plan to teach and shall be able to explain important principles and concepts delineated in professional, state, and institutional standards. Institutions may elect to meet appropriate State Board of Education knowledge and ability rules for specific teaching fields, NCATE-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies. Completion of a teaching field shall ensure that the candidate has completed all requirements for an academic major in the teaching field and has complied with the criteria for Highly Qualified Teachers as identified in the current “Alabama Model for Identifying Highly Qualified Teachers in accordance with the No Child Left Behind Act of 2001 (NCLB).” Compliance with NCLB does not apply to teachers of the following disciplines: driver and traffic safety education, health education, physical education, ROTC, and career/technical education (unless career technical education students taught earn embedded credit for mathematics or science.)

(a) The Class B Middle-Level, Secondary teaching, and P-12 fields shall include:

1. A comprehensive teaching field in English language arts, general science, or general social science which includes an academic major in an area included in the broad area and coursework in the other areas within the comprehensive field and includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work; or
2. A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work in a single teaching field; or
3. A single teaching field in an area of career/technical education (secondary education only).

(b) Each teaching field shall be supported by a methods course(s) specific to the teaching field or to the general area of the teaching field, e.g., science methods, social science 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). If the faculty of these methods courses have not had recent P-12 teaching experience that has provided knowledge of the trends and issues in the P-12 setting, each methods course shall be team taught with a P-12 teacher or be taught by a P-12 teacher.

(4) **Field Experiences and Clinical Practice (Internships).**

The unit, its school partners, and other members of the professional community, including faculty in academic disciplines, shall design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other professional school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The criteria for field experiences and internships designed by the unit and its school partners shall be approved by relevant local superintendents and the State Superintendent of Education. In school
systems that provide field experience and/or clinical practice sites for more than one educator preparation institution, a combined meeting of the units’ representatives and the superintendent is desirable.

   (a) All candidates shall participate in field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

   (b) Multiple assessment strategies shall be used to evaluate candidates’ performance and effect on student learning. Candidates, school faculty, and college or university faculty shall jointly conduct assessments of candidate performance throughout field experiences and clinical practice.

   (c) Both field experiences and clinical practice shall allow time for reflection and shall include feedback from peers and supervisors.

   (d) Field experiences and clinical practice shall provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn.

   (e) Both field experiences and clinical practice shall reflect the unit’s conceptual framework(s) and shall help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards.

   (f) Field Experiences.

   1. Field experiences shall facilitate candidates’ development as professional educators by providing opportunities for observing in schools and other agencies, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education-related community events prior to clinical practice.

   2. Beginning with the first professional course, each candidate shall participate in extended field experiences with specific purposes and assessment. At a minimum, each candidate shall have participated in 150 contact hours (90 of these 150 hours shall be in increments of at least three hours each) prior to the internship. The majority of field experiences must occur in a P-12 setting.

   3. At least half of the field experiences shall be in the candidate’s teaching field and shall emphasize the application of content knowledge.

   (g) Clinical Experiences.

   1. The internships in Class B and Alternative Class A programs shall be full-time in the schools for a full semester (the unit should use its discretion concerning days designated for final examinations), which should not be limited to one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days (exceptions may be requested for placements in schools operating on nontraditional schedules). For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., physical education and biology). For candidates who are seeking certification in two or more related field (e.g., chemistry and physics), the internship may be divided between the two teaching fields, if applicable. For P-12 programs, the internship shall be divided between early childhood/elementary and middle/secondary grades. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field
experiences were completed at those levels. For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels. In extenuating circumstances, the head of the unit may request a waiver from the State Superintendent of Education for the requirement to divide the internship.

2. The advanced internship shall require at least the equivalent of a full-time semester (the unit should use its discretion concerning days designated for final examinations).

3. The unit may require interns to meet on campus for special activities for no more than 5 days during the internship semester.

4. The unit and its school partners shall jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experience.

5. Entry and exit criteria shall be clearly identified for candidates in clinical practice.

6. Assessments used in clinical practice shall be linked to candidate competencies delineated in professional, state, and institutional standards and to the unit’s conceptual framework(s).

7. Clinical practice shall allow candidates to use information technology to support teaching and learning.

8. The unit shall enhance the candidate’s internship by maximizing the field experiences in the school(s) where the internship will be conducted.

9. The head of the unit may request from the State Superintendent a waiver of the internship, except in educational administration, based on at least one full year of experience at the level(s) and in the teaching field or instructional support area. Accompanying the request for a waiver from the unit head shall be written evidence that a unit representative has observed the candidate on at least two occurrences to assess knowledge, skills, and dispositions for helping all students learn.

(5) Faculty Qualifications.

(a) Unit faculty at the institution shall have earned doctorates, or exceptional expertise that qualifies them for their assignments.

(b) The faculty specialist for each program shall possess an earned doctorate in the area of assignment, shall be a full-time employee of the institution, shall teach courses required in the program, and shall advise candidates seeking certification through program completion.

(c) Faculty shall have a thorough understanding of the content they teach, including current state initiatives.

(d) Teaching by unit faculty shall reflect the unit’s conceptual framework(s) and research, theories, and current developments in their fields and teaching.

(e) Faculty shall value candidates’ learning and assess candidate performance. Their teaching shall encourage candidates’ development of reflection, critical thinking, problem solving, and professional dispositions.

(f) Faculty shall use a variety of instructional strategies that reflect an understanding of different learning styles and the needs of diverse learners.
(g) Faculty shall integrate and model the use of current and emerging technology throughout their teaching.

(h) Unit faculty shall assess their own effectiveness on candidates’ learning and performance.

(i) Each semester, unit faculty, including faculty outside the unit who teach professional courses in the unit, shall have on-going, structured real-world experiences in P-12 school setting(s) to complement and add to their past educational experiences. An advisory committee composed of unit faculty and P-12 educators shall identify acceptable activities.

(j) Unit faculty shall demonstrate scholarly work in their fields of specialization. They shall be engaged in different types of scholarly work, based in part on the mission of their institution.

(k) Unit faculty shall provide service to the college or university, school, and broader communities in ways that are consistent with the institution’s and unit’s missions. They shall be actively involved with the professional world of practice in P-12 schools. They shall be actively involved in professional associations. They shall provide education-related services at the local, state, national, and/or international levels.

(l) Unit faculty shall collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(m) The unit shall conduct systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of unit faculty shall be used to improve teaching, scholarship and service of unit faculty.

(n) Based upon needs identified in faculty evaluations, the unit shall provide opportunities for its faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, state initiatives, and other emerging practices.

(o) Unit faculty shall participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence, and intellectual vitality.

(p) Higher education clinical faculty shall have had recent professional experiences in P-12 school settings at the levels that they supervise.

(q) Criteria for school faculty who supervise interns shall be clear and known to all of the involved parties.

(r) P-12 clinical faculty who supervise interns (cooperating teachers) shall be accomplished school professionals who are properly certificated for their present assignment, hold at least a master’s degree, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern’s area(s) of specialization.

(s) P-12 faculty shall provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.
(t) Faculty designated as program specialists and/or other faculty in academic disciplines agreed upon by the unit and the program area shall share responsibility for supervising interns seeking teacher certification in their academic areas.

(6) Assessment System.
   (a) Unit Assessment.
      1. The unit shall have developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit system shall include a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs.
      2. The unit shall take effective steps to eliminate sources of bias in performance assessments and shall work to establish the fairness, accuracy, and consistency of its assessment procedures.
      3. The unit shall maintain an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.
      4. Using multiple assessments from internal and external sources, the unit shall collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.
      5. The unit shall maintain a record of formal candidate complaints and documentation of their resolution. These data shall be regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations.
      6. The unit shall use information technologies to maintain its assessment system.
      7. The unit regularly and systematically shall use data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit shall analyze program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data shall be regularly shared with candidates and faculty respectively to help them reflect on their performance and improve it.
   (b) Competence of Candidates. The teacher education unit shall ensure that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points and at program completion. Data collected shall include data based on criteria included in Alabama’s Professional Education Personal Evaluation (PEPE) Program.

(7) Governance and Accountability of the Teacher Education Unit. The president of the institution shall designate the administrative head of the teacher education unit.

SUPP. NO. 05-2

TEACHER EDUCATION

290-3-3-.02(7)(a) 290-3-3-.02(7)(m)
(a) The teacher education unit shall have the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. The unit effectively manages or coordinates all programs so that candidates are prepared to meet standards.

(b) One person shall be authorized to represent the unit as the certification officer who certifies to the State Department of Education that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.

(c) The unit’s recruiting and admission practices shall be clearly and consistently described in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising shall be accurate and current.

(d) The unit shall ensure that candidates have access to student services such as advising and counseling.

(e) Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community shall participate in program design, implementation, and evaluation of the unit and its programs.

(f) The unit shall provide a mechanism for and facilitate collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

(g) The unit shall receive sufficient budgetary allocations at least proportional to other units on campus to provide programs that prepare candidates to meet standards. The budget shall adequately support on-campus and clinical work essential for preparation of professional educators.

(h) Workload policies, including on-line course delivery, shall allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and on-line generally shall not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice shall not generally exceed 18 candidates for each full-time equivalent faculty member.

(i) The unit’s criteria for promotion, tenure, and merit pay raises should include recognition of ongoing participation in real-world experiences in the P-12 setting.

(j) The unit should make appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are ensured.

(k) The unit shall provide an adequate number of support personnel so that programs can prepare candidates to meet standards.

(l) The unit shall provide adequate resources and opportunities for professional development of faculty, including training in the use of technology.

(m) Unless specified differently in other sections of this document, 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 or the equivalent (e.g., science education, social science, etc.). At the Class AA level, there shall be at least two specialists for each certification program.
(n) The unit shall have adequate campus and school facilities to support candidates in meeting standards.
(o) The facilities shall support faculty’s and candidates’ use of information technology in instruction.
(p) The unit shall allocate resources across programs to prepare candidates to meet standards for their fields. The unit shall provide adequate resources to develop and implement the unit’s assessment plan.
(q) The unit shall have adequate information technology resources to support faculty and candidates.
(r) Faculty and candidates shall have access to both sufficient and current library and curricular resources and electronic information.
(s) The unit shall offer programs that have sufficient enrollment to provide content and instruction appropriate for the academic levels of the candidates.

(8) **Unit Accountability.** The unit shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals:
(a) Who receive less than the required minimum composite score on the Alabama Professional Education Personnel Evaluation (PEPE) Program (or less than an equivalent score on a comparable evaluation system approved by the State Board of Education). For teachers, the required minimum score is 18; for central office certificated personnel, 39 [see .56(3)]; and for principals and assistant principals, 36.
(b) Within two years of the valid date of the Professional Educator certificate, which was issued based on recommendation by the unit (in no case, shall the unit be required to provide remediation for more than the first two years of employment).

(9) **New Programs.** Authorization by the State Board of Education shall be secured before a proposal for a new program is reviewed.

(10) **Role of Institutions Regarding Alternative Certification Options.** Institutions responsible for the preparation of teachers and other school personnel shall inform all prospective candidates of the alternative approaches to certification.

(11) **Role of Colleges and Universities in Compiling State and/or Federal Reports.** Institutions that do not provide requested data in a timely manner may have any or all of the unit’s program approval rescinded as authorized in .56(3)(e).

**Author:** Dr. Joseph B. Morton.
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**History:** New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.
290-3-3-.03 Basic Programs.

(1) Overview. Formal preparation of educators occurs at two stages, basic and advanced. Successful completion of the basic program may qualify the candidate for Class B certification. Advanced programs are extensions of basic preparation and are divided into fifth-year (Class A) and sixth-year (Class AA) programs. Advanced programs differ from basic programs not in general purpose but in the competence they seek to develop.

(2) Relationship of Teacher Preparation Programs and Grade Placement

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<th>Early Childhood</th>
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Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.04 Professional Studies, Basic Programs.

(1) Purpose and Rationale. The purpose of a teacher education program shall be to prepare prospective teachers to select, implement, and evaluate diverse strategies and resources to provide early childhood, elementary, middle level, and secondary students with the skills and knowledge appropriate for the individual teaching fields.

(2) Curriculum. The professional studies component of each teacher education program shall include an internship and be designed to meet the following rules:
   (a) With regard to subject matter knowledge: The candidate understands central concepts, tools of inquiry, and structure of the discipline(s) the candidate is preparing to teach. The candidate shall demonstrate:
      1. Knowledge of:
         (i) Major concepts, assumptions, current issues, and processes of inquiry in education and in subject matter content areas that they teach.
         (ii) Scope and sequence of the content area.
         (iii) The Alabama Course(s) of Study applicable to his/her teaching field(s) and how his/her teaching field(s) relates to other teaching fields.
         (iv) Laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504 and ADA).
      2. Ability to:
         (i) Demonstrate the process of inquiry in subject matter content areas that they teach.
         (ii) Provide accommodations, modifications, and/or adaptations to general curriculum.
(iii) Use students’ prior knowledge and experiences to introduce new subject-area related concepts and ideas.

(iv) Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

(v) Access resources to gain information about state, district and school policies and procedures.

(vi) Appropriately structure activities that reflect the scope and sequence of the content area.

(b) With regard to student development: The candidate understands how students learn and develop. The candidate shall demonstrate:

1. Knowledge of:
   (i) Physical, social, emotional, language and cognitive development.
   (ii) The role of language in learning.
   (iii) General characteristics and impact of disabilities on learning and development.
   (iv) Levels of readiness in learning and different learning styles.
   (v) Multiple learning theories and research-based teaching practices.
   (vi) How individual students learn.

2. Ability to:
   (i) Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning activities; apply knowledge of student learning and development in planning, selection of instructional strategies, classroom management techniques, communication, assessment, and collaboration to create appropriate, challenging and supportive learning opportunities for students.

(c) With regard to diversity: The candidate understands how students differ in approaches to learning and creates instructional opportunities adapted to diverse learners. The candidate shall demonstrate:

1. Knowledge of:
   (i) How student learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and conditions and that each disability has many ability levels.
   (ii) Areas of exceptionality in learning and indicators of the need for special education services, as well as policies and procedures to be followed in referring students for special education services and/or to community agencies for assistance.
   (iii) The importance of understanding and sensitivity to cultural, ethnic, gender, linguistic and family differences that may be confused with manifestations of a disability.
   (iv) Characteristics of one’s own culture and use of language and how they differ from other cultures.
   (v) How to teach students whose first language is not English.

2. Ability to:
   (i) Build students’ awareness, sensitivity, acceptance and appreciation of all students including those with manifestations of a disability.
   (ii) Model, teach and integrate multicultural awareness, acceptance, and appreciation.
   (iii) Communicate in ways that demonstrate a sensitivity to diversity (cultural, gender, disability, linguistic and family differences) such as appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation.
(d) With regard to **instructional strategies**: The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skill. The candidate shall demonstrate:

1. **Knowledge of**:
   (i) Advantages and limitations associated with various instructional strategies.
   (ii) How to select and support the use of instructional and assistive technologies.
   (iii) Teaching and learning theory.
   (iv) Developmentally appropriate teaching practices.
   (v) Multiple ways for students to participate in learning activities.
   (vi) Methods for assessing advantages and limitations of current and emerging technologies and tools for instruction, student assessment, management, reporting purposes and communication.
   (vii) How to use a wide variety of school and community materials and human and technological resources.

2. **Ability to**:
   (i) Share responsibility for education of students with diverse needs including students with disabilities to ensure implementation of appropriate instructional strategies
   (ii) Use research-based practices.
   (iii) Modify tasks and/or accommodate individual needs.
   (iv) Provide a variety of ways for students with diverse needs including students with disabilities to demonstrate their learning.
   (v) Adjust instruction in response to information gathered from ongoing monitoring of performance and progress of students with diverse needs including students with disabilities.
   (vi) Use strategies that promote the independence, self-control and self-advocacy of all students.
   (vii) Make developmentally appropriate choices in selecting teaching strategies to meet the needs of diverse learners.

   (viii) Provide accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension that significantly expands and increases students’ pace of learning and competence in reading, writing, speaking and listening.
   (ix) Simulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.
   (x) Provide integration of reading and writing instruction.
   (xi) Provide the application of technology across all content areas.
   (xii) Provide opportunities for all students to develop skills and strategies in critical thinking and problem solving.
   (xiii) Evaluate, select and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning and direct instruction.
   (xiv) Vary teaching roles such as instructor, facilitator, coach, listener and mentor.
   (xv) Facilitate students’ individual and collaborative use of technologies.

(e) With regard to **classroom management and the learning environment**: The candidate uses an understanding of how individual and group motivation and behavior affect learning. The candidate shall demonstrate:
1. Knowledge of:
   (i) How to identify the interests and preferences of students with diverse needs including students with disabilities.
   (ii) Factors and situations that promote or diminish intrinsic motivation.
   (iii) How to participate in the design and implementation of individual behavioral support plans.
   (iv) Appropriate classroom/behavior management and discipline techniques such as positive behavior support strategies.
   (v) The importance of teacher expectations and their relationship to student performance.
   (vi) Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.
   (vii) School emergency response, juvenile law, and nonviolent conflict resolution.

2. Ability to:
   (i) Use interests and preferences of students to design activities that encourage students with diverse needs including students with disabilities to make positive contributions.
   (ii) Take action to promote positive social relationships among students, including age-appropriate peers and students with disabilities.
   (iii) Create learning environments that encourage engagement, self-motivation, academic and social learning.
   (iv) Use individual behavioral support plans to proactively respond to the needs of all students.
   (v) Design learning environments to respect and accommodate diverse needs.
   (vi) Create a print/language rich environment that develops/extends students’ desire and ability to read, write, speak and listen extensively.
   (vii) Encourage students to assume increasing responsibility for themselves and promote each others’ learning.
   (viii) Organize, allocate and manage the resources of time, space and activities.
   (ix) Use appropriate classroom/behavior management and discipline techniques.
   (x) Communicate optimal expectations for each student.
   (xi) Organize, use and monitor a variety of student groupings for instruction.
   (f) With regard to communication: The candidate uses knowledge of effective verbal, nonverbal, and media communication technologies. The candidate shall demonstrate:
      1. Knowledge of:
         (i) Standard speech and written communication.
         (ii) Media communication technologies to enrich learning opportunities.
         (iii) The impact of native language and linguistic background on language acquisition.
      2. Ability to:
         (i) Provide multiple opportunities to foster effective verbal and nonverbal communication including assistive technologies.
(ii) Demonstrate appropriate listening strategies that include questioning and reflective listening.

(iii) Use effective nonverbal communication and respond appropriately to nonverbal cues from students.

(iv) Model appropriate verbal and written communication.

(g) With regard to **planning:** The candidate plans instruction based on knowledge of subject matter, students, community and curriculum goals. The candidate shall demonstrate:

1. **Knowledge of:**
   (i) How to determine objectives based on the Alabama Course(s) of Study and the needs and abilities of the students.

   (ii) How to assist students to transition smoothly from early intervention to preschool; from grade to grade; school to school; and school to work or post secondary education as appropriate for the candidate’s teaching field and certification grade levels.

2. **Ability to:**
   (i) Plan learning opportunities based on the Alabama Course(s) of Study applicable to his/her teaching field and appropriate for diverse learners.

   (ii) Use data to guide instruction.

   (iii) Collaborate to plan instruction for an expanded curriculum in general education to include IEPs and other plans such as Section 504 goals for students with disabilities.

   (iv) Select teaching resources, curriculum materials, and technology appropriate for students with diverse backgrounds and reading skills.

(h) With regard to **assessment:** The candidate understands and uses formal and informal assessment strategies to evaluate student progress. The candidate shall demonstrate:

1. **Knowledge of:**
   (i) Purposes, strengths and limitations of formal and informal assessment approaches.

   (ii) Assessment tools to monitor the acquisition of reading strategies, improve reading instruction and identify students who require additional instruction.

   (iii) Measurement-related issues such as validity, reliability, norms, bias, scoring concerns and ethical uses of tests and test results.

   (iv) Current state assessment requirements and procedures.

2. **Ability to:**
   (i) Design and use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure and report student progress related to curriculum objectives.

   (ii) Collaborate with others to incorporate accommodations into all assessments.

   (iii) Engage all students in assessing and understanding their own learning and behavior.

   (iv) Use technology to assess student progress and manage records.

   (v) Use classroom observation, student response and other sources to evaluate students’ learning and revise practice.

   (vi) Evaluate students’ technology proficiency and students’ technology-based products within curricular areas.
(vii) Focus on student learning based on interpretation of reports from standardized tests currently required statewide, other assessments of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.

(i) With regard to **professionalism**: The candidate is a reflective practitioner who engages in professional development and exhibits professional behavior. The candidate shall demonstrate:

1. **Knowledge of**:
   (i) Appropriate professional behavior and dispositions expected of professionals.
   (ii) Professional literature, research, organizations and other resources including the applications of technology for continuing professional development.
   (iii) Importance of keeping accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications.
   (iv) How to reflect on and modify personal/cultural biases that can affect teaching practice.
   (v) How to evaluate one’s performance as a teacher.
   (vi) Current educational issues and trends.
   (vii) Laws related to students’ and teachers’ rights and responsibilities, including Alabama statutes on child abuse and neglect, and the importance of complying with those laws.

(viii) The warning signs in students of physical, emotional, and sexual abuse and procedures for reporting child abuse and neglect.

(ix) The operation of local schools, including basic knowledge of employment practices, finance, law, and governance.

(x) Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

2. **Ability to**:
   (i) Engage in and reflect on meaningful professional development activities in order to enhance teaching and learning.
   (ii) Keep accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications.
   (iii) Communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.
   (iv) Conduct professional activities in an ethical manner consistent with the requirements of law, rules, regulations, policies and procedures.
   (v) Articulate a personal philosophy and its relationship to teaching practices.
   (vi) Use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.
   (vii) Maintain confidential student information in a professional manner.
   (viii) Practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable use policies including fair-use and copyright guidelines and Internet-user protection policies.
(ix) Exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

(j) With regard to collaboration: The candidate fosters relationships with school colleagues, families, and agencies. The candidate shall demonstrate:

1. Knowledge of:
   (i) The roles and responsibilities of members of different types of teams including but not limited to Building Based Student Support Teams within the education process.
   (ii) Roles and responsibilities of para-educators and other paraprofessionals.
   (iii) The importance of families as active partners in planning instruction and services.
   (iv) How to access school, community, state and other resources and referral services.

2. Ability to:
   (i) Share instructional responsibility for students with diverse needs, including students with disabilities, and develop collaborative teaching relationships and instructional strategies.
   (ii) Participate as reflective members of different types of teams including but not limited to Building Based Student Support Teams within the education process.
   (iii) Collaborate with para-educators and other paraprofessionals.
   (iv) Use confidential student information in a professional manner.

(3) Admission to Teacher Education.

(a) Admission to college does not qualify an individual for admission to teacher education.

(b) The college or university shall have clearly defined criteria for admitting candidates to teacher education which include the following:

   1. A formal written application for admission to professional studies.
   2. Minimum grade point average (GPA) of at least 2.50 overall, in professional studies, and in the teaching field. Note: In this document, all GPA requirements pertain to calculations on a 4-point scale. Appropriate adjustments shall be made for other scales.
   3. Satisfactory interviews designed to provide information on the applicant's dispositions, interests, and aptitudes consistent with the requirements for successful teaching.
   4. Experiences in the schools, designed to assist the candidate in making a wise career choice, shall be required as a part of the process of selection and admission to teacher education.

(c) A candidate who fails to meet the criteria described above upon initial application may, consistent with institutional policy, take further work and repeat required examinations in an effort to meet admission standards.

(d) Program Admission. Each institution shall establish and enforce a policy that specifies when the candidate must meet admission criteria before he or she is admitted to the program. A candidate may not enroll in more than five professional studies courses before meeting all criteria for unconditional admission to a teacher education program. The candidate may repeat any of the five courses in which she or he received a grade of “C” or below. On the checklist for each approved Class B program, the institution shall indicate up to five professional studies courses in which a candidate may enroll prior to being unconditionally admitted to that program. Courses listed as teaching field courses on the state-approved checklist are exempt from the five-course limit. This policy shall be
submitted to the Teacher Education and Certification Office of the State Department of Education.

(4) Completion. The following minimum requirements shall be met to qualify for Class B certification:

(a) Satisfactory completion of a state approved program with at least a 2.50 GPA overall, in the teaching field, and in professional studies with no grade below a "C" in professional studies.

(b) A passing score on a comprehensive written test required by the Alabama State Board of Education and designed to cover both professional studies and the teaching field(s).

Author: Dr. Joseph B. Morton
History: New 12-19-78; amended 12-13-90 effective 2-1-91; amended 6-1-94; repealed and adopted new 1-9-97 effective 7-1-97; amended 12-9-99 effective 1-13-00; 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.

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

(1) Proper Certification. Holders of an early childhood certificate are properly certificated to teach children from birth through Grade 3.

(2) In addition to meeting rules .02(1) and .04, the early childhood education curriculum shall include a teaching field of at least one-third upper-division coursework and shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:

1. Techniques for using manipulative materials and play as instruments for enhancing development and learning.
2. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.
3. The components of comprehensive, researched-based, and effective reading, math, and science programs.
4. Diagnostic tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction.
5. Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for early childhood students in accordance with the Alabama courses of study for health education including nutrition and safety; language arts, including writing and spelling; mathematics; music; physical education, including movement; reading; sciences; social sciences; and visual and performing arts.
6. Democracy, democratic institutions, values, and behavior which will foster respect for self and others.
7. Developmentally appropriate inquiry strategies for teaching math and science, including those advocated by the Alabama Math, Science, and Technology Initiative.
8. Various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods for students with special needs, interdisciplinary instruction, flexible grouping patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills.
9. Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the early childhood education curriculum.

10. Strategies for involving families in planning for and assisting with their children’s reading development.

11. The phonology and grapheme-phoneme correspondences of the English spelling system.

12. Effective early reading instruction and practices including those identified in the Alabama Reading Initiative publication: Essential Skills of Teachers of Reading.

   (b) Ability to:

   1. Use manipulative materials and play as instruments for enhancing development and learning.

   2. Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in preschool and elementary-aged children.

   3. Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative.

   4. Facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

   5. Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.

   6. Respond to children at the appropriate developmental level.

   7. Work effectively with children at both the preschool/Kindergarten level and in the primary grades over an extended period of time.

   8. Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.

   9. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

   10. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

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

Author: Dr. Joseph B. Morton
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 12-9-99 effective 1-13-00; repealed and new adopted 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.

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

   (1) In addition to meeting rules .02(1) and.04, the elementary education curriculum shall include a teaching field of at least one-third upper-division coursework and shall provide the teacher with the following knowledge and abilities:

   (a) Knowledge of:

   1. The components of comprehensive, researched-based, effective reading, math, and science programs.
2. Diagnostic tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction.
3. Techniques for using manipulative materials and play as instruments for enhancing development and learning.
4. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.
5. Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama courses of study for health education including nutrition and safety; language arts including writing and spelling; mathematics; music; physical education including movement; reading; sciences; social sciences; and visual and performing arts.
6. Democracy, democratic institutions, values, and behavior which will foster respect for self and others.
7. Various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods for students with special needs, interdisciplinary instruction, flexible grouping patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills.
8. The phonology and grapheme-phoneme correspondences of the English spelling system.
9. Effective reading instruction and practices including those identified in the Alabama Reading Initiative publication, *Essential Skills of Teachers of Reading*.
10. Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the elementary education curriculum.
11. Alternative patterns of elementary school organization.
12. Approaches to knowledge construction and application in all disciplines.
13. Strategies for involving families in planning for and assisting with their children's reading development.
14. Developmentally appropriate inquiry strategies for teaching math and science, including those advocated by the Alabama Math, Science, and Technology Initiative.

(b) Ability to:
1. Use manipulative materials and play as instruments for enhancing development and learning.
2. Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.
3. Facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.
4. Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.
5. Respond to children at the appropriate developmental level.
6. Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts.
7. Work effectively with children in kindergarten, primary and upper elementary grades over an extended period of time.
8. Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative.
9. Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.
10. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

11. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

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

Author: Dr. Joseph B. Morton
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 12-9-99 effective 1-13-00; repealed and new adopted 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.

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

(1) Curricula. Teaching-Field Specific Option. In addition to meeting the rules in .04, each program shall include an academic major in the teaching field(s) or in one following comprehensive teaching fields included in English language arts, general science, and general social science, as prescribed in rules .10, .11, .13-.22, .31, .31.01, .32, and .33.01. The comprehensive field must include an academic major in an area included in the broad area and coursework in the other areas within the comprehensive field.

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

(1) The prospective secondary teacher may select one of three options:

(a) A comprehensive teaching field in English language arts, general science, or general social sciences which includes an academic major that includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work in an area included in the broad area and coursework in the other areas within the comprehensive field.

(b) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work; or

(c) A single teaching field in an area of career/technical education (secondary education).

Author: Dr. Joseph B. Morton.
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290-3-3-.09 Driver and Traffic Safety Education.

(1) Curriculum. In addition to meeting rule .04, the curriculum to prepare the
prospective driver and traffic safety education teacher shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:
1. The effects of alcohol and other drugs on motor vehicle operators, bicyclists, and pedestrians.
2. The importance of various types of safety restraining devices.
3. Rules of the road to include local ordinances and state traffic laws.
4. Basic and advanced driving maneuvers and defensive driving techniques.
5. Special population groups including students with impairments.
7. Traffic signs, signals, and highway markings.
8. Techniques for handling driving emergencies.
9. Operation of motor vehicles on urban, rural, and limited-access highways.
10. How to economize in purchasing and operating motor vehicles.
11. The components of a two, three, and four phase driver education program.

(b) Ability to:
1. Plan and implement driver and traffic safety education lessons, units, and general programs for the beginning driver and special population groups.
2. Present controversial issues in a non-judgmental manner and lead students in a discussion of those issues.

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

(1) Curriculum. In addition to meeting rule .04, the curriculum to prepare the prospective English language arts teacher shall include an academic major that includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work in English, speech, drama/theatre, journalism, or English language arts and coursework in the other areas within the comprehensive area included in English language arts--i.e., English (including grammar and reading), speech, drama or theatre, and journalism. The teaching field shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:
1. Language including history and grammatical systems; acquisition and development; standard American English, to include clarity of enunciation and expression; and regional and ethnic dialects as expressions of cultural diversity in America.
2. The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum.
3. The impact of purpose, occasion, and audience on written and spoken discourse.
4. Literature including theories and methods of literary analysis and classical and contemporary American, English, and world literature including literature for youth/adolescents, works by female and minority authors, works of theory and criticism, and the short story, novel, poetry, drama, and the essay.
5. Effective listening techniques.
6. Speech communication and theater including basic concepts; the process of oral communication including activities such as improvisation, acting, speech, group discussion, directive communication, storytelling, creative drama, and argument; the impact of
communication media upon society; theatrical production and performance; the role of communication in resolving conflicts; and the role of speech across the curriculum.

7. Journalism including basic principles; the relationship between nonprint and print media and between media and other aspects of culture; processes of producing print and non-print journalistic media; ethical, moral, and legal rights and responsibilities of journalists; and the potential political, economic, social, and cultural impact of journalism.

8. Appropriate communication tasks consistent with the developmental levels of students and the inter-relatedness of listening, speaking, reading, and writing.

9. Reading including the process and the role of reading across the curriculum; the relationship between the purposes for and the techniques of reading; and strategies for improving reading and writing skills, including comprehension.

10. Strategies that enable students to read fluently at grade level and to be able to learn from reading.

(b) Ability to:

1. Promote language acquisition and development.

2. Direct a variety of speech and theatre activities.

3. Teach journalism including how to produce magazine and newspaper layout; develop copy and/or story board for radio and television production; apply techniques of advertising, reporting, and editing; and use current and emerging technology in the production of print and nonprint journalism.

4. Teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity.

5. Incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication.

6. Select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure.

7. Interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities.

8. Use group interaction for collaborative learning in the language arts (e.g., discussion, debate, creative problem-solving, composition, drama, reading, and improvisation).

9. Teach students to explore and relate personal experiences and develop interpretations.

10. Teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse.

11. Teach students to structure and expand ideas into coherent writing.

12. Teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing.

13. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

14. Teach students to apply discipline-specific reading and writing strategies in all content areas.

15. Select appropriate research-based strategies and materials to meet the needs of struggling readers.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 12-9-99 effective 1-13-00; repealed and new adopted 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.
290-3-3.11 Foreign Languages.

(1) Curriculum. In addition to meeting rules .04 and .08(1)(b), the curriculum to prepare the prospective foreign language teacher (for grades 6-12 or P-12) shall provide the teacher with the following knowledge and abilities:

(a) Modern Languages and Latin.

1. Knowledge of:
   (i) The phonology, orthography, morphology, vocabulary, and syntax of the target language.
   (ii) The nature of language acquisition and its implications for language teaching as related to the characteristics and needs of students.
   (iii) The target societies, including the daily life, customs, and cultural patterns; the geography, history, social structure, and technological contributions; and the major literary and artistic masterpieces and their relationship to the historical and social context of the target society.
   (iv) Student organizations and extracurricular activities.

2. Ability to:
   (i) Use appropriate phonology, orthography, morphology, vocabulary, and syntax.
   (ii) Communicate a rationale for the target language study.

(b) Modern Foreign Languages.

1. Knowledge of:
   (i) The target language by listening to and understanding a proficient speaker, speaking at a normal conversational tempo, reading and comprehending general materials, and writing general, non-technical prose.
   (ii) The historical and current role of foreign language study as a basis for participating in a multicultural society and strategies for increasing cultural knowledge and cross-cultural understanding.
   (iii) Strategies for teaching and evaluating target language skills with appropriate attention to the integration of the foreign language skills.

2. Ability to:
   (i) Listen to, read, and comprehend main ideas and most details in connected discourse in the target language; speak proficiently; and write general, non-technical prose.
   (ii) Discuss the target societies including the daily life, customs, and cultural patterns; the geography, history, social structure, and technological contributions; and the major literary and artistic masterpieces.
   (iii) Use a variety of strategies and techniques to teach and evaluate cultural knowledge; cross-cultural understanding; and the integrated skills of listening with comprehension, speaking, reading, and writing.

(c) Latin.

1. Knowledge of:
   (i) Common Greek and Latin roots, the Greco-Roman influence on the development of the Romance languages and English and on the Western world and contemporary society.
   (ii) The principal similarities and differences between Latin and English.

2. Ability to:
   (i) Identify and explain the principal similarities and differences between Latin and English.
   (ii) Read aloud a variety of Latin prose and poetry using classical pronunciation and ecclesiastical pronunciation.
(iii) Show the impact of Greco-Roman culture on Western culture and contemporary society.

(iv) Read for comprehension, translate from English to Latin and from Latin into literal and idiomatic English, and interpret critically prose and poetry commonly taught in the Latin curriculum of the school.

(v) Present strategies for the infusion of classical languages and civilization into the general school curriculum.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.12 Health Education.

(1) Curriculum. In addition to meeting rule .04 and .08(1)(b), the curriculum to prepare the prospective health education teacher shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:
   1. The concept of total health and the effects of lifestyle on total health, including health decision-making and factors influencing health behavior;
   2. The effects on health and behavior of chemical substances, including prescription drugs, over-the-counter drugs, street drugs, alcohol, and tobacco.
   3. Human anatomy and physiology and the benefits of physical fitness.
   4. Nutrition and weight control, including anorexia nervosa and bulimia.
   5. Communicable diseases and their prevention.
   6. Chronic, inherited, and disabling diseases and their prevention or management;
   7. Environmental and community health.
   8. Physical, social, and emotional aspects of human sexuality.
   9. Family relationships, including teen pregnancy and parenting skills.
   10. Health as it relates to aging and dying.
   11. Stress management, coping skills, and promotion of positive mental health.
   12. Consumer health, including health services, health information sources, health insurance, health products, and quackery.
   13. Safety, first aid, and emergency medical services, including CPR.
   14. The components of a comprehensive school health program.
   15. The relationship between the cultural backgrounds of students and their health attitudes and behavior.
   16. Techniques for assessing individual and community needs for health education and methods for coordinating health education services.
   17. How to interpret the purposes, theories, concepts and processes of health education to individuals, groups, and organizations.
   18. Current trends, issues, and problems in health, including AIDS.

(b) Ability to:
   1. Assess individual and community needs for health education and evaluate student health needs, knowledge, interests, attitudes, and behavior.
   2. Present controversial issues in a nonjudgmental manner and lead students in a discussion of those issues.
   3. Coordinate the provision of health education services by developing a plan; facilitating cooperation among program personnel and collaboration among health agencies.
and organizations; and organizing professional development programs for teachers, volunteers, and others.

4. Communicate health education needs/concerns and act as a resource person.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.13 Mathematics.

(1) Curriculum. In addition to meeting rule .04 and .08(1)(b), the curriculum to prepare the prospective mathematics teacher shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:
1. Basic concepts of arithmetic; algebra; elementary and trigonometric functions; Euclidean and non-Euclidean geometry; analytic geometry; integral and differential calculus; probability; statistics; linear and abstract algebra; discrete mathematics; and computers.
2. Concepts of number (such as equivalency, greater than, and less than), number theory, and number systems, and computational algorithms, including estimation and approximation.
3. The intellectual, historical, philosophical and sequential nature of mathematics and the interrelated nature of the various branches of mathematics.
5. Various problem-solving strategies, including reading the problem, interpreting the problem, writing/using appropriate mathematical models, solving the problem, and reflecting on the reasonableness of the answer; working problems backwards; and estimating, making predictions, and checking.
6. Spatial relationships.
7. Mathematics vocabulary and symbols and mathematics as the basic language of science and the relationship of mathematics to emerging technologies.
8. The role, nature, and limitations of calculators and computers as tools in solving problems.
9. Computer applications sufficient to be able to evaluate, modify, and/or use available programs to solve problems.
10. Inquiry and its use in effectively teaching mathematics.
11. Technological advances that affect the teaching of mathematics, such as calculators, computers, satellite classes, video taping, and videodiscs.
12. A variety of teaching strategies to address the needs of students, including the value of concrete models to assist with the development of mathematical concepts; methods of making the transition from concrete to abstract learning; and tools to enhance classroom discourse, i.e. speaking and writing mathematics.
13. A mathematics curriculum that integrates mathematical concepts across mathematics courses and in other disciplines such as art, music, language arts, natural and physical sciences, social sciences, and business.
14. Co-curricular activities, such as mathematics tournaments and clubs.
(b) Ability to:
   1. Use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics.
   2. Construct logical arguments for mathematical statements that are consistent within an axiomatic framework.
   3. Use language and symbols of mathematics accurately in communications.
   4. Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts.
   5. Conduct and lead students in inquiry math activities.
   6. Use estimation and approximation skills and assess the reasonableness of solutions to problems.
   7. Use technology in problem solving and in exploring mathematical concepts.
   8. Present and interpret data in graphical form.
   9. Develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create appropriate mathematical models to solve problems in mathematics and in other disciplines.
   10. Use technology and other resources to enhance the teaching of mathematics and to promote students’ understanding of mathematical concepts.
   11. Integrate problem-solving strategies learned in mathematics into the solution of problems encountered in daily living.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.14 Sciences. In addition to meeting rule .04, programs to prepare the prospective science teacher shall meet the target science rules (rules .15 through .18).

(1) Curriculum. The teaching field to prepare the prospective science teacher shall provide the teacher with the following knowledge and abilities:
   (a) Knowledge of:
       1. Scientific facts and the history, principles, issues, generalizations, and laws of the target science, contributions from different countries and cultures to the knowledge of science, and the relationship of each science to the other sciences and their implications and applications.
       2. The methods of science and scientific inquiry and the ethical, technological, and environmental implications of the target science.
       3. Measurement, mathematics (at least to the pre-calculus level for general science and biology, calculus for chemistry, and calculus and differential equations for physics), and statistics, and the use of technology in scientific investigations.
       4. Inquiry and its use in effectively teaching the target science.
       5. Procedures for organizing and administering a science laboratory, including health and safety procedures, purchase and control of supplies, proper disposal of waste materials, and proper care of instruments and laboratory equipment, and how to conduct laboratory demonstrations and field activities, investigate scientific phenomena, interpret findings, and communicate them to others.

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6. The role and implications of the target science for daily living and techniques for addressing global and ethical issues in science.
7. Media and technology applications for instruction, including the use of microcomputers and related probeware and emerging technology.
8. Types of school and community resources for the target science program.
(b) Ability to:
1. Investigate scientific phenomena, interpret findings, and communicate them to others.
2. Address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities.
3. Organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times.
4. Set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities.
5. Conduct and lead students in inquiry target science activities.
6. Inform students about career opportunities in science and technology.
7. Apply contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science.
8. Use media and appropriate instructional technologies.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.15 General Science.

(1) Curriculum. In addition to meeting rules .04 and .14, the curriculum to prepare the prospective general science teacher shall include an academic major that includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work in biology, chemistry, earth and space science, physics, or general science and coursework in the each of the other areas included in the sciences. The teaching field shall provide the teacher with:
   (a) Knowledge of:
      1. Biology content, including:
         (i) Theories of the origin and development of life, living processes, and the interdependency of organisms.
         (ii) Significant biological phenomena as they appear in microorganisms, plants, and animals, and the relation of these phenomena to the broad areas of biology, including genetics, physiology, and ecology.
         (iii) The interrelationships of living organisms with their environment.
         (iv) The characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, and systematics.
      2. Chemistry content, including fundamental principles of chemistry and the origin, structure, composition, classification, and inter-relatedness of matter.
      3. Earth and space sciences content, including:
         (i) Physical characteristics of the earth and the forces which affect those characteristics.
         (ii) Earth's atmospheric makeup and weather and their implications for organisms.
         (iii) The universe, the solar system, space, and space exploration.
         (iv) The nature of the physical environment and the importance of conservation.
4. **Physics content**, including:
   (i) Energy and matter (including their conservation), motion, mechanics, sound, light, heat, electricity, magnetism, radiation, atomic structure, nuclear phenomena, and their interrelationships.
   (ii) Basic principles of classical, atomic, and nuclear physics.

**Author:** Dr. Joseph B. Morton.

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

**History:** New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

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**290-3-3-.16 Biology.**

(1) **Curriculum.** In addition to meeting rules .04, .08(1)(b), and .14, the curriculum to prepare the prospective biology teacher shall provide the teacher with:

   (a) **Knowledge of:**
      1. Theories of the origin and development of life, living processes, and the interdependency of organisms.
      2. Significant biological phenomena as they appear in microorganisms, plants, and animals, and the relation of these phenomena to the broad areas of biology, including genetics, physiology, and ecology.
      3. The characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, systematics, and the interrelationships of living organisms with their environment.
      4. Chemistry and environmental science.

**Author:** Dr. Joseph B. Morton.

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

**History:** New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

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**290-3-3-.17 Chemistry.**

(1) **Curriculum.** In addition to meeting rules .04, .08(1)(b), and .14, the curriculum to prepare the prospective chemistry teacher shall provide the teacher with:

   (a) **Knowledge of:**
      1. The origin, structure, and composition of matter, its reactions, and the energy changes that accompany those reactions.
      2. The periodic law and structural implications/applications of the periodic table.
      3. Organic and inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry.

**Author:** Dr. Joseph B. Morton.

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

**History:** New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

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**290-3-3-.18 Physics.**

(1) **Curriculum.** In addition to meeting rules .04, .08(1)(b), and .14, the curriculum to prepare the prospective physics teacher shall provide the teacher with:
(a) Knowledge of:
1. Energy, matter, motion, mechanics, sound, light, heat, electricity, magnetism, radiation, atomic structure, nuclear phenomena, and their interrelationships.
2. Basic principles of classical, atomic, and nuclear physics.

Author: Dr. Joseph B. Morton.
History: New 12-13-90; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.19 Social Sciences. In addition to meeting rule .04, the curriculum to prepare the prospective social science teacher shall meet the target social science rules (rules .20 through .22).

(1) Curriculum. The teaching field to prepare the prospective social science teacher shall provide the teacher with the following knowledge and ability:
(a) Knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science.
(b) Ability to interrelate social science concepts and teach the target social science from an interdisciplinary perspective.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.20 General Social Science.

(1) Curriculum. In addition to meeting rules .04 and .19, the curriculum to prepare the prospective general social science teacher shall include an academic major that includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work in economics, geography, history, political science, or social sciences and coursework in each of the other areas included in the social sciences. The teaching field shall provide the teacher with:
(a) Knowledge of:
1. Historical themes concerning the origin and evolution of the United States, the state and region, Western civilization, and non-Western civilization in a chronological setting.
2. American federal, state, and local governments; domestic and international issues facing the United States; governments of other nations; and basic characteristics of international relations.
3. The five basic themes of geography (location, place, relationships within places, movement, and regions) in the shaping of the state, the United States, other Western and non-Western cultures and societies.
4. The importance of micro- and macro-economics in the shaping of United States, other Western, and non-Western cultures and societies.
5. Human behavior and social relationships.
6. The interrelationships of economic, political, social, psychological, and technological forces in the shaping of societies and cultures.
290-3-3-.21 Geography. In addition to meeting rules .04, .08(1)(b), and .19, the curriculum to prepare the prospective geography teacher shall provide the teacher with knowledge of the five basic themes of geography:

(a) Location--the position of people and places on earth described in absolute and relative terms.
(b) Place--the distinctive human and physical characteristics of a place.
(c) Relationships within places--the human role in the use of the earth and in changing the earth.
(d) Movement--the movement and diffusion of humans on earth.
(e) Regions--the basic unit of geographic study that is the grouping of areas that display unity in terms of selected criteria.

Author: Dr. Joseph B. Morton.
History: New 12-13-90 effective 2-1-91; repealed and new adopted 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.
290-3-3-.23 Career/Technical Education.

(1) Curriculum. In addition to meeting teaching field-specific knowledge and ability rules, the curriculum shall provide every prospective career/technical education teacher with the following knowledge and abilities:
   (a) Knowledge of:
       1. The history, philosophy, principles, objectives, trends, patterns, and issues of career/technical education programs.
       2. The organization, management, and methods of assessment of career/technical education programs.
       3. The Alabama Courses of Study: Career/Technical Education.
       4. Teaching techniques including project-based learning and alternate assessments applied to career/technical education programs.
       5. Principles and procedures for planning, conducting, and evaluating a cooperative career/technical education program; for conducting a job analysis; for utilizing community resources; and for collecting and using data in planning and evaluating.
       6. Principles and practices associated with applicable business/industry certification of career/technical education programs.
       7. Professional growth and development opportunities, including leadership development, career awareness, employability skills, and technological advancements.
   (b) Ability to:
       1. Advise career/technical student organizations for the development of leadership skills, and to enhance career objectives.
       2. Design career/technical education instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds.
       3. Teach academic core concepts specific to career/technical education teaching fields.
       4. Organize, manage, and maintain classroom and laboratory facilities using proper safety procedures.
       5. Recruit and retain students based upon assessment of needs and interests.
       6. Assist students in developing and evaluating a career plan and preparing and updating a career/employment portfolio.
       7. Provide for program management with workplace applications including safety, record keeping, budgeting, acquisition of equipment/materials, and program maintenance.
       8. Apply principles and practices associated with managing business and personal finances.

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

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.24 Agriscience Education.

(1) Curriculum. In addition to meeting rules .04 and .23, the curriculum to prepare the prospective agriscience education teacher shall provide the teacher with the following knowledge, abilities and competency:
(a) Knowledge of:
1. Animal Biosystems.
   (i) Domestic Animals: such as classification, anatomy, and physiology.
   (ii) Aquatic Species: such as species selection, production, management, marketing, and water management.
   (i) Horticulture: such as techniques and practices for horticultural crops, turf, and landscape design.
   (ii) Soil Science: such as soil, soil management, fertilizers, and their applications.
3. AgriCommerce and Communication.
   (i) Marketing: such as marketing agricultural products and international trade.
   (ii) Computers: such as application to agriscience situations.
4. AgriEngineering: such as agricultural power equipment, agricultural structures, and metal fabrications.
5. Environmental and Natural Resources.
   (i) Environment: such as environmental management and laws.
   (ii) Natural Resources: such as plant taxonomy, forest, wildlife, and recreation management.
(b) Ability to:
1. Identify, select, and manage quality domestic animals and aqueic species.
2. Perform management practices relating to horticulture, turf, and soil science.
3. Classify soils according to texture, structure, color, and composition for soil maintenance and interpret soil test data.
4. Analyze problems, perform routine maintenance jobs, and make repairs on agricultural power equipment, and build agricultural models/structures which include appropriate building systems according to specifications and codes.
5. Use computer software applicable to Agriscience Education.
6. Integrate mathematical and scientific concepts into coursework and teach those concepts to students.
7. Practice stewardship as it applies to the environment and natural resources.
(c) Demonstrate occupational competency in agriscience experiences.

Author: Dr. Joseph B. Morton.
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975)
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.25 Business/Marketing Education (formerly Business Education and Marketing Education).

(1) Curriculum. In addition to meeting the rules in .04 and .23, the curriculum to prepare the prospective business/marketing education teacher shall provide the teacher with the following knowledge, abilities, and competency:
   (a) Knowledge of:
      1. Functions of marketing, the elements of the marketing mix, and the importance of the marketing concept.
      2. Characteristics of the organization and the components of business management in the free enterprise system.
      3. Computer technology, information processing, and interactive multimedia.
4. Accounting principles and personal and business finance.
5. Concepts related to international business.

(b) Ability to:
1. Communicate basic economic principles and concepts of free enterprise.
2. Analyze the legal requirements affecting business organizations and apply legal principles to business situations.
3. Implement concepts relating to major marketing activities and how businesses make effective marketing decisions.
4. Apply formal/informal communications skills and techniques as used in the corporate culture. Examples: 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.
5. Utilize concepts pertaining to human resource management, interpersonal skills, and career development.
7. Develop a personal financial plan and demonstrate proficiency in domestic money management and responsible consumer activity.
8. Demonstrate techniques for managing business costs and developing financial strategies vital to business success.
9. Utilize application software—word processing, spreadsheet, database, publication (desktop and web), presentation, graphics, and telecommunications—in business situations.
10. Analyze computer network management and support.

(c) Demonstrate occupational competency in the business/marketing environment.

Author: Dr. Joseph B. Morton.
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975)
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.26 Family and Consumer Sciences Education.

(1) Curriculum. In addition to meeting rules .04 and .23, the curriculum to prepare the prospective family and consumer sciences education teacher shall provide the teacher with the following knowledge, abilities, and competency:

(a) Knowledge of:
1. Methods of designing, selecting, and maintaining clothing, and textile products; and housing, home furnishings, and equipment, in relation to values, goals, lifestyles, resources, and laws.
2. Financial and resource management techniques used to satisfy needs and wants of individuals and families throughout the life span.
3. The stages of human development in relation to the physical, social, emotional, and intellectual development needs of children and family members throughout the life span.
4. The impact of personal and interpersonal relationships on the home, workplace, or other environmental settings.
5. Strategies for healthy intergenerational living with emphasis on the physical, emotional, intellectual, and social needs of older adults.
6. The basic and advanced principles of nutrition, dietetics, food science, food preparation, and food service.
7. The impact of elements and principles of design on fashion/fashion design, housing/interior design, and foods/culinary arts.
8. The business practices associated with interior design, fashion design, culinary arts and hospitality, nutrition and dietetics, preschool education, older adult services, and consumer services.

(b) Ability to:
1. Develop skills used in the work of the family in the areas of human growth and development, parenting, nutrition and foods, housing, clothing, resource management, blending work and family life, and work outside the home.
2. Integrate mathematical and scientific concepts into coursework and teach those concepts to students.
3. Apply safety and sanitation procedures in the planning, selecting, preparing and serving of foods using commercial methods and equipment.
4. Produce artwork using a variety of media, techniques, and processes to communicate ideas in fashion/fashion design, housing/interior design, and foods/culinary arts.
5. Teach in and operate a preschool program.
6. Apply skills and practices required for careers in culinary arts and hospitality, nutrition and dietetics, interior design, fashion design, preschool education, teaching, older adult services and consumer services.

(c) Demonstrate occupational competency in at least one of the following areas: culinary arts and hospitality, nutrition and dietetics, interior design, fashion design, preschool education, teaching, older adult services, or consumer services.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.27 **Marketing Education.** (see Business/Marketing Section).

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.28 **Technical Education**

(1) **Curriculum.** In addition to meeting rules .04 and .23, the curriculum to prepare the prospective technical education teacher shall provide the teacher with the following knowledge, abilities, and competency:

(a) **Knowledge of:**
1. The business environment, including sociological and psychological principles pertinent to effective human relations in business and industry; work ethics, values, and leadership skills; methods, concepts, and techniques appropriate to the business environment; and labor relations, regulations, and laws.
2. Course development, including the acquisition of portable, transferable knowledge and skills for the solution of technical problems, communications, and higher order reasoning techniques.

3. Principles of technical education, including the relationship between technical education and workplace technology; and the development, nature, philosophy, and purposes of technical education in a technological society.

4. Occupational safety and health, including procedures covering personnel, workplace, fire, electrical equipment, tools, interpretation of materials safety, data sheets, and applicable safety codes.

5. Current computer applications related to technical education.

6. Integration of mathematical and scientific concepts into technical education.

(b) Ability to:

1. Identify and select appropriate program equipment, tools, materials, and processes.

2. Integrate mathematical and scientific concepts into coursework and teach those concepts to students.

(c) Demonstrate occupational competency in a technical-related setting.

Author: Dr. Joseph B. Morton.


History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.29 Career Technologies (formerly Technology Education).

(1) Curriculum. In addition to meeting rules .04 and .23, the curriculum to prepare the prospective career technologies teacher shall provide the teacher with the following knowledge, abilities, and competency:

(a) Knowledge of:

1. Development of technology and its effects upon the economy, environment, individual, and society.

2. Careers, concepts, processes, and applications, relating to information technologies to include visual and audio, computer multimedia and animation, and data communications; bio-related technologies to include health-related, agri-bio-technology, ergonomics, and natural resources management; and physical technologies to include manufacturing, transportation, power, energy, and construction.

3. Resources available to determine an individual’s interests, aptitude, values, and abilities to assist in making informed career choices.

4. Computers, including terminology, applications, networking, troubleshooting, ethics, trends, and safe handling/operation of hardware, software, and supplies.

5. The utilization of technology as tools for problem solving.

(b) Ability to:

1. Select and use basic tools, materials, and processes found in communications, bio-related technologies, and physical technologies.

2. Select curriculum, software, and assessment tools relating to career awareness and utilize resources to help identify individuals’ interests, aptitude, values, and abilities to assist the student in making informed career choices.

3. Apply acceptable safety principles in operating hardware, software, and supplies used in the technology area of study.
4. Use technology as a tool to solve daily problems.
   (c) Demonstrate occupational competency in a technology-related setting.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.30 Pre-School Through Grade 12 Programs. P-12 programs include art; foreign language (see rule .11); music; physical education; and gifted, hearing impaired, speech and language impaired, and visually impaired in special education. Visual arts, foreign language, dance, music, and theatre shall include an academic major that includes a minimum of 32 semester hours of credit with at least 19 hours of upper-division work in the area.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

290-3-3-.31 Visual Arts.

(1) Curriculum. In addition to meeting rules .04 and .30, the curriculum to prepare the prospective visual arts teacher shall provide the teacher with the following knowledge and abilities:
   (a) Knowledge of:
      1. Art history, multicultural and psychological aspects of past and contemporary art forms, and various philosophies of art, aesthetics, and criticism.
      2. Basic art and design concepts and skills, including processes, organizational structure, technical aspects, expressive content, communicative qualities and technology.
      3. Traditional and current technological developments in art and design.
      4. The contributions of art to the individual, society, and related art areas such as dance, film, music, literature, and drama.
      5. Teaching and learning theories related to art education, as well as current issues and trends; professional literature (e.g., curriculum guides), and methods and materials of contemporary art education, including the use of technology.
      6. The fiscal management of an art program.
      7. The roles, responsibilities, and impact of various educational and community agencies on P-12 art education.
   (b) Ability to:
      1. Create expressive forms in drawing, painting, design, printmaking, graphic arts, sculpture, ceramics, and crafts.
      2. Apply concepts and skills in one area of art production or art theory.
      3. Develop the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics.
      4. Integrate art into the total school curriculum and exhibit student art work.
Dance.

(1) **Curriculum.** In addition to meeting rules .04 and .30, the curriculum to prepare the prospective dance teacher shall provide the teacher with the following knowledge and abilities:

(a) **Knowledge of:**
1. Dance history; art history; music history; multicultural aspects of past and contemporary art forms; and various philosophies of the arts, aesthetics, and criticism.
2. Basic movement skills and dance techniques to include, but not limited to, ballet, jazz, modern, and other world dance forms and improvisational and choreographic processes, expressive content, musicality, and communicative qualities.
3. Traditional and current technological developments including, but not limited to, those related to dance production, dance composition, dance recording and notation, sound design, and sound production.
4. The contributions of dance to the individual, society, and related arts areas such as visual arts, film, music, theatre, musical theatre and literature.
5. Business administration and elements of production including stage management and stage design, construction of scenery, lighting, properties, sound, costume, and make-up.
6. The roles and responsibilities of various educational, artistic, and community agencies and their impact on P-12 dance education.
7. The fundamental elements of dance and their application in theory, compositional form, performance, and critical analysis.
8. The role of the dance instructor as a resource person in integrating dance into all components of the school curriculum.
9. Psychosocial dimensions of dance, anatomy, physiology, kinesiology, motor behavior and development, healthful living, injury prevention, and safety and emergency procedures.
10. The language of dance, including notational systems and vocabulary.

(b) **Ability to:**
1. Teach students to perform in ballet, modern, jazz, and other world dance forms with proficiency, expression, and technical accuracy in solo and group work.
2. Apply choreographic concepts and technical skills while incorporating a variety of groupings and solos in dance compositions and productions.
3. Develop the scope and sequence of a dance program that includes history, criticism, production, aesthetics, assessment methods, biomechanical and physiological aspects, and the language of dance.
4. Integrate dance into the school curriculum and community settings, and produce student works.
5. Apply current teaching and learning theories related to dance education in order to inspire, engage, and motivate students of various age groups, ability levels and diverse backgrounds simultaneously to become involved in the creative process and to achieve excellence in dance as an art form.
6. Perceive and analyze dance as an aesthetic form of expression.
7. Demonstrate rhythmic understanding, sensitivity, and musicality.
8. Interpret representative works of the past and present, and evaluate their quality within their historical context.
9. Teach a wide variety of skills and activities and modify activities in order to maximize student participation.
10. Identify and avoid potentially dangerous activities, exercises, equipment and facilities; avoid negligence in providing dance instruction in the classroom and on stage; and implement emergency procedures.
11. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness.
12. Demonstrate choreographic proficiency in dance, theatre, and musical theatre production.

Author: Dr. Joseph B. Morton.
History: New 06-10-99; repealed and new adopted 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.

290-3-3-.32 Music.

(1) Curriculum. In addition to meeting rules .04 and .30, the curriculum to prepare the prospective music teacher shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:
1. The language of music, including notational systems and vocabulary.
2. The common elements of music and their interaction in theory, form and analysis, composing, arranging, and performance.
3. Music history, and literature of Western and non-Western cultures, including ethnic/multicultural contributions to music and the relationship of music to the other arts.
4. The administrative aspects of the music program, including scheduling; recruitment; support groups; selection, purchase and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips.
5. Technology that can be used to enhance the performance of music.
6. The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.

(b) Ability to:
1. Perform at an advanced level in one applied area, demonstrating technical accuracy and musical expression and perform in a variety of large and small ensembles.
2. Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation.
3. Play pitched and non-pitched classroom instruments.
4. Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles.
5. Compose and arrange music and adapt music from a variety of sources.
6. Interpret representative works of the past and present and evaluate the quality of musical works and performances.
7. Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.
8. Teach students to play both rhythmic and melodic classroom instruments.

(c) **Instrumental Music**.
1. **Knowledge.** In addition to demonstrating the knowledge indicated in rules .32(1)(a)1-6, the prospective teacher of instrumental music shall demonstrate basic knowledge of woodwind, brass, percussion, and string instruments.
2. **Ability.** In addition to demonstrating the ability indicated in rules .32(1)(b)1-8, the prospective teacher of instrumental music shall demonstrate ability to play woodwind, brass, percussion, and string instruments with sufficient skill to teach; perform as a soloist; use the singing voice as a teaching tool; conduct choral as well as instrumental ensembles; and teach instrumental music to individual students and groups.

(d) **Choral Music**.
1. **Knowledge.** In addition to demonstrating the knowledge indicated in rules .32(1)(a)1-6, the prospective teacher of choral music shall demonstrate knowledge of:
   - physical problems which may develop if the voice is used inappropriately;
   - teaching strategies designed to develop and maintain vocal health and proper vocal production at all levels;
   - the organization and training of singers in the performance of appropriate choral literature.
2. **Ability.** In addition to demonstrating the ability indicated in rules .32(1)(b)1-8, the prospective teacher of choral music shall demonstrate ability to:
   - use the voice effectively in demonstrations;
   - perform as a soloist;
   - use woodwind, brass, percussion, and string instruments as teaching tools;
   - and conduct ensembles.

Author: Dr. Joseph B. Morton.


History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.33 **Physical Education.**

(1) **Curriculum.** In addition to meeting rules .04 and .30, the curriculum to prepare the prospective physical education teacher shall provide the teacher with the following knowledge and abilities:
(a) **Knowledge of**:
1. Foundations of physical education; forces influencing the development of physical education programs; effects of participation in physical education programs; and the impact of international changes on the content of physical education programs.
2. Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body and human movement; wellness (exercise, nutrition, and health-related fitness, etc.); and prevention of injuries and implementation of emergency procedures.
3. Biomechanical principles of physical activity for analyzing movement, motor behavior and learning, including life-span motor development and psycho-social dimensions of physical activity.
4. Organization, rules, strategies, and safety considerations pertaining to basic movement skills; exercise and health-related fitness; sports skills; dance; gymnastics; games; aquatics; and outdoor leisure pursuits.
5. Management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment, and factors to be considered in designing facilities.

6. Techniques of coaching and officiating in a variety of individual, dual, and team sports and techniques for designing and implementing co-curricular activities, such as intramurals, field days, and other special events.
   (b) Ability to:
   1. Group students appropriately and safely for activity and work effectively with large groups of students.
   2. Relate effectively to a variety of age groups and ability levels simultaneously.
   3. Teach a wide variety of skills and activities and modify activities in order to maximize student participation.
   4. Perform proficiently in a wide variety of the skills to be taught in a comprehensive physical education program.
   5. Relate physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching.
   6. Identify and avoid potentially dangerous activities, exercises, equipment, and facilities; implement emergency procedures; and avoid negligence in providing physical education instruction and utilizing facilities, equipment, and supplies.
   7. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness.
   8. Coach and officiate in a variety of individual, dual, and team sports.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.33.01 Theatre.

(1) Curriculum. In addition to meeting rules .04 and .30, the curriculum to prepare the prospective theatre teacher shall provide the teacher with the following knowledge and abilities:
   (a) Knowledge of:
   1. Theatre as a social and aesthetic experience.
   2. Theatre as a collaborative art form among students and peers, and the relationship between theatre and the total curriculum.
   3. Common elements and vocabulary of theatre, the interaction of these elements, and how to employ this knowledge in analysis of theatre activities.
   4. Philosophies of theatre, the development of past and contemporary Western and non-Western theatre forms, major styles in theatre history and dramatic literature, theories of criticism, cultural influences, and the relationships of all these to the theatre experience.
   5. Dramatic structure in playmaking and playwriting.
   6. Safety rules and procedures for technical aspects of theatre, and safe practices for physical and vocal development.
   7. Administrative aspects of the theatre program, including scheduling, recruitment, appropriate use of support groups and partnerships, play selection, evaluation, purchase,
and maintenance of resource materials and equipment, business management, performance, co-curricular and extra-curricular events such as festivals and competitions.

8. Theatre careers and other career opportunities utilizing theatre skills.

9. Diverse theatre forms such as musical theatre, children’s theatre, reader’s theatre, and oral interpretation.

10. Basic design procedures including the design of sets, lighting, and costumes.

(b) Ability to:

1. Assist students in forming and defending aesthetic and value judgments about theatre.

2. Utilize other subjects in the school curriculum to enhance the teaching of theatre and serve as a resource person to integrate theatre into the total curriculum.

3. Employ creative drama and improvisational techniques with a variety of student groups and settings.

4. Work with students in the processes of creation, performance, and evaluation, and coach them in movement, speech and characterization for formal and informal presentations in curricular, co-curricular and extra-curricular activities.

5. Describe and use the elements of dramatic structure as they relate to playmaking and playwriting.

6. Demonstrate proficiency in using production elements, including design, scenery, properties, lighting, sound, costumes, make-up, business management, stage management, and their appropriate technologies.

7. Develop support groups and partnerships and use them appropriately.

8. Coordinate all elements of production, including directing, selection of theatre form and material, analysis of resources, conceptualization, casting, planning, and conducting rehearsals, in the context of school time, facilities, monies, and standards specific to the community.

9. Inform students about theatre and other career options utilizing theatre skills.

Author: Dr. Joseph B. Morton.
History: New 06-10-99; repealed and new adopted 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.

290-3-3-.34 Special Education. See also specific programs (rule .35 through .41).

(1) Curriculum. In addition to meeting teaching field-specific knowledge and ability rules, the curriculum shall provide every prospective special education teacher with the following knowledge and abilities:

(a) Knowledge of:

1. Current federal and state laws and regulations governing and/or impacting on programs for exceptional students.

2. Student assessment instruments and techniques, including functional and vocational knowledge and skills.

3. Individualized education program (IEP) format, development, and implementation.

4. Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning.
5. Five core components of a research-based reading program: phonological awareness, alphabetic principles or phonics, fluency, vocabulary and comprehension.
6. Student learning styles and instructional strategies, including collaborative teaching, and direct instruction.
7. Research-based discipline structures, which include school-wide, classroom, and individual proactive positive behavior supports.
8. Skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education.
9. Resource agencies that provide personnel and services for improving and strengthening educational programs for exceptional students.
10. Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services.
11. The roles of professionals, students and families as members of a collaborative team.
12. The coordination and collaboration of special education services and general education.
13. Technology, including student assessment for and use of assistive technology devices.

(b) Ability to:
1. Develop, select, administer, and interpret formal and informal assessments.
2. Translate assessment information into functional long-term goals and short-term benchmarks.
3. Implement or assist other teachers in implementing the student’s individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment (including assistive technology devices), technological advances, and support personnel.
4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications.
5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping.
6. Utilize effective teaching strategies designed to promote learning and improve student achievement.
7. Modify methods, materials, and equipment to meet student needs.
8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports.
9. Plan and facilitate transition programs within and outside the school setting.
10. Effectively communicate the goals of the instructional program to the student, the student’s primary caregivers, and appropriate professionals.
11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.
12. Work effectively with members of the instructional team and professionals from related fields.

(2) Faculty. A specialist with identifiable appropriate expertise is required in each special education teaching field.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended06-14-99 effective 07-19-99; repealed and new adopted 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.
**290-3-3-.35 Collaborative Teacher (Grades K-6).**

(1) **Curriculum.** In addition to meeting rules .02(1), .04 and .34, the curriculum to prepare the prospective collaborative teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with the following knowledge and abilities:

(a) **Knowledge.** The prospective K-6 collaborative teacher shall demonstrate knowledge of:

1. Physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development.
2. Processes for prioritizing appropriate learning goals.
3. Approaches to communicating with families.
4. Effective instructional strategies for adapting curriculum.
5. Content for Grades K-6 in the Alabama courses of study for mathematics, English language arts, social studies, and science.
6. The needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.
7. Medications, administration of medications and school healthcare procedures that have been determined educationally relevant.
8. Validated, research-based approaches to reading and writing instruction.
10. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

(b) **Ability to:**

1. Assess students’ needs in order to plan an individualized education program appropriate for classroom instruction.
2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment.
3. Utilize practices to encourage family support in the student’s program.
4. Assist in the evaluation and implementation of assistive technology.
5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student’s attainment of goals and objectives.
6. Implement appropriate behavioral interventions based on a functional analysis of behavior.
7. Build students’ communication abilities and social interaction skills through the development of appropriate language and conversational skills.
8. Plan and implement an instructional program for Grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science.
9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.
10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and include the strategies recommended in the Alabama Reading Initiative publications including *Essential Skills of Teachers of Reading*.

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

**Author:** Dr. Joseph B. Morton.


**History:** New 1-9-97 effective 7-1-97, amended 12-9-99 effective 1-13-00; repealed and new adopted 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.

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**290-3-3-.36 Collaborative Teacher (Grades 6-12).**

1. **Curriculum.** In addition to meeting rules .02(1), .04 and .34, the curriculum to prepare the prospective collaborative teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with the following knowledge and abilities:

   a. **Knowledge.** The prospective 6-12 collaborative teacher shall demonstrate knowledge of:

      1. Physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports.
      2. Various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), service options (educational, residential, vocational and leisure), and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of skills.
      3. Modifications of teaching methods, materials, techniques, and learning environments in the school and community.
      4. Collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).
      5. Content for Grades 6-12 in the Alabama courses of study for English language arts, mathematics, science, social studies, and career/technical education.
      6. The needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.
      7. Medications, administration of medications and school healthcare procedures that have been determined educationally relevant.
      8. Validated, research-based approaches to reading and writing instruction.
      10. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

   b. **Ability to:**

      1. Assess students’ needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life
skills, and vocational skills in order to plan an individualized educational program for instruction.
2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student’s educational program.
3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.
4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills.
5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals.
6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members.
7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments.
8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.
9. Implement appropriate behavioral interventions based on a functional analysis of behavior.
10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including *Essential Skills of Teachers of Reading*.
11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.
12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

**Author:** Dr. Joseph B. Morton.


**History:** New 1-9-97 effective 7-1-97; amended 12-9-99 effective 1-13-00; repealed and new adopted 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.

**290-3-3-.37 Early Childhood Special Education.**

(1) **Proper Certification.** Holders of an early childhood special education certificate are properly certificated to teach children with disabilities (birth - age eight).

(2) **Curriculum.** In addition to meeting rules .02(1), .04 and .34, the curriculum to prepare the prospective early childhood special education teacher shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:
1. The kinds and nature of exceptionalities and special needs of children from birth through age eight.
2. Cultural and socioeconomic influences on young children with disabilities.
3. Human growth and development and developmental psychology stressing developmental and environmental influences affecting infants and young children, including those with disabilities.
4. The impact of the young child with special needs on the family and aspects of family-focused intervention.
5. Curriculum for intervention across exceptionalities in areas including cognition, speech/language, fine and gross motor, adaptive, and social-emotional development.

6. Procedures for adapting methods and materials to the needs of children from birth through age eight.

7. Comprehensive assessment using observational/assessment techniques and instruments appropriate for children with disabilities from birth through age eight.

8. Augmentative communication methods.

(b) Ability to:

1. Plan, implement, and evaluate programs designed to meet the special needs of children with disabilities from birth through age eight.

2. Provide developmentally appropriate programs for infants and young children with disabilities.

3. Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with special needs.

4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts.

5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight.

6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight.

Author: Dr. Joseph B. Morton.


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290-3-3-.38 Gifted.

(1) Curriculum. In addition to meeting rules .04 and .34, the curriculum to prepare the prospective teacher of the gifted shall provide the teacher with the following knowledge and abilities:

(a) Knowledge of:

1. Definitions, characteristics, prevalence, and the incidence of giftedness.

2. Cultural and socioeconomic factors that impact on the identification and instruction of the gifted, with particular emphasis on special populations, including minority students, underachieving students, and students with physical and emotional disabilities.

3. The curriculum in elementary and secondary education.

4. Creative and productive thought, critical thinking, leadership training, and visual and performing arts.

5. Programming models for gifted students.

6. Counseling techniques for gifted students.

(b) Ability to:

1. Recognize unique cognitive and social characteristics and learning styles of gifted students.

2. Select, utilize, and evaluate assessment instruments appropriate to the unique needs of gifted students.

3. Select, design, utilize, and evaluate curriculum materials for gifted students.

4. Maximize the use of technological advances in the instructional program.
5. Apply diverse theories and various approaches to manage behavior.
6. Incorporate the contributions and participation of parents and other teachers in the instructional program.
7. Solicit, manage, and evaluate the support and contribution of various professional groups and community services, including the development of mentor relationships.
8. Incorporate creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum.

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290-3-3-.39 Hearing Impaired.

(1) Curriculum. In addition to meeting rules .04 and .34, the curriculum to prepare the prospective teacher of students with hearing impairment shall provide the teacher with the following knowledge and abilities:
   (a) Knowledge of:
      1. The implications of hearing impairment for the social/cultural, vocational, and educational development of students.
      2. Normal speech and language development, and the general and specific effects of hearing impairment on the production of speech and communication.
      3. Appropriate assessment instruments, administration of tests, and interpretation of test results for students with hearing impairment.
      5. Various communication systems (such as signing and cued speech) for supporting language development.
      6. Normal and abnormal language development and the implications for language and reading programs for students with hearing impairment.
      7. Methods of adapting the regular curriculum and instructional programs to accommodate the needs of students with hearing impairment.
   (b) Ability to:
      1. Care for and maintain amplification technology.
      2. Adapt school programs to the needs of students with hearing impairment.
      3. Use appropriate instructional procedures to effect language learning in the student with hearing impairment.
      4. Communicate effectively with students with hearing impairment, using a variety of techniques.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.
290-3-3-.40 Speech and Language Impaired, Class B.

(1) Procedures. For the Discontinuation of Class B Programs in Speech and Language Impaired.
   (a) A student who began collegiate study before July 1, 1992, may complete a Class B speech and language impaired teacher education program to which he/she was admitted prior to July 1, 1995.
   (b) A teacher with Class B certification in speech and language impaired may renew that certificate by meeting the requirements prescribed in rule 290-3-2-.04.

(2) Other Approaches. Persons who do not earn Class B certification in speech and language impaired by completing an approved program may earn:
   (a) Class B certification by meeting the requirements in rule 290-3-2-.02(4)(a) or (f)2.; or
   (b) Class A certification by meeting the requirements in rule 290-3-2-.02(4)(c) or in rules .44 or .46.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

290-3-3-.41 Visually Impaired.

(1) Curriculum. In addition to meeting rules .04 and .34, the curriculum to prepare the prospective teacher of students with visual impairment shall provide the teacher with the following knowledge and abilities:
   (a) Knowledge of:
      1. The implications of visual impairments for the social/emotional, vocational, and educational development of students.
      2. Assessment instruments appropriate for the student with visual impairment.
      3. Curricular materials appropriate for students with visual impairment, including Braille and assistive technology devices.
      4. Methods of adapting the regular instructional programs for students with visual impairment and instructional approaches unique to their education.
   (b) Ability to:
      1. Use informal and formal methods of assessment appropriate for the evaluation of students with visual impairment;
      2. Provide instruction in reading in the medium that is appropriate for the individual abilities of the student with a visual impairment, including Braille, large print, and low vision devices.
      3. Develop skills necessary to attain literacy in reading and writing.
      4. Provide orientation and mobility training and identify physical environment modifications needed for each student.
      5. Adapt the regular curriculum to the specific needs of each student with visual impairment.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.

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290-3-3-.42 Fifth-Year Programs for Teachers.

(1) The provision of the fifth-year programs shall be limited to institutions that meet the standards for accreditation at the fifth-year level by the Southern Association of Colleges and Schools.

(2) Admission. Requirements for admission shall include baccalaureate-level professional educator certification in the teaching field(s) in which Class A certification is sought, except as prescribed in rules .43, .44 and .45 and in special education programs. Admission to Class A special education programs requires at least baccalaureate-level professional educator certification. It shall be the responsibility of the teacher education institution to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the student does not hold baccalaureate-level certification.

(3) Purposes. Class A teacher education programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the fifth-year program shall be to help the teacher develop higher levels of competence than is possible in the Class B program.

(4) Curriculum. At the Class A level, the teacher may complete any of three types of programs. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed. Individuals completing the traditional education program or the Alternative Class A program must also demonstrate the knowledge and abilities identified in .42(4)(d) below:

(a) Traditional teacher education program.
1. At least one-third of the program shall consist of teaching field courses; and
2. English language arts, general science, and general social science programs shall require at least one course in two areas.
(b) Alternative Class A program (see rule .44).
(c) Strengthened subject matter option. An individual who pursues Class A certification through this option shall hold a valid baccalaureate-level Alabama professional educator certificate with an endorsement in the same or broader field of study for which Class A certification is sought.
(d) With regard to integrating technology into teaching and learning, individuals enrolled in the traditional teacher education program or the Alternative Class A program shall demonstrate:
   1. Knowledge of:
      (i) Strategies to identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting).
      (ii) Methods for assessing advantages and limitations of current and emerging technologies and on-line and software content to facilitate teaching and student learning.
      (iii) Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.
      (iv) Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies.
      (v) Characteristics of appropriate and effective learner-centered lessons and units that integrate technology.
(vi) Technology tools (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.

(vii) How to facilitate students’ individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.

(viii) The variety and application of technologies that are responsive to diverse needs of learners, learning styles and the needs of all students (for example, assistive technologies).

(ix) Processes and criteria for evaluating students’ technology proficiency and students’ technology-based products within curricular areas.

(x) The resources for enhancing professional growth using technology (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

2. Ability to:
   (i) Identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting).
   (ii) Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning.
   (iii) Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.
   (iv) Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.
   (v) Design, implement, and assess learner-centered lessons and units that incorporate technology and use appropriate and effective practices in teaching and learning with technology.
   (vi) Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email.
   (vii) Facilitate students’ individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.
   (viii) Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs).
   (ix) Evaluate students’ technology proficiency and students’ technology-based products within curricular areas.
   (x) Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).
(e) Each fifth-year level program for teachers shall ensure that each completer of the program has demonstrated the Five Core Propositions of the National Board for Professional Teaching Standards. The five propositions are:

1. Teachers are Committed to Students and Their Learning.
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
3. Teachers are Responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically About Their Practice and Learn from Experience.
5. Teachers are Members of Learning Communities.

(f) Post-baccalaureate coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools’ Principles of Accreditation, section on Educational Programs. 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.

(5) Evaluation for Fifth-Year Certification.

(a) A GPA of 3.0 on all courses in the Alabama State Board of Education approved teacher education program.

(b) Successful completion of an internship shall be required in adult education, the Alternative Class A Program, English as a second language, reading specialist and speech and language impaired.

(c) Successful completion of a practicum shall be required for initial certification in a special education teaching field.

(d) A passing score on a comprehensive written examination covering the content of the curriculum.

(e) Successful completion of the requirements of the Alabama Prospective Teacher Testing Program shall be required for initial certification for an individual completing the Alternative Class A program.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; 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 new adopted 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.

290-3-3-.43 Adult Education.

(1) Initial certification in adult education is at the fifth-year level. Requirements for admission to the program of studies shall include at least baccalaureate-level professional educator certification in a teaching field.

(2) Curriculum. The curriculum shall provide the prospective adult educator with the following knowledge and abilities:

(a) Knowledge of:
   1. History and purposes of adult education, adult learning theories, and leadership models and techniques for organizing, evaluating, and managing adult education programs and procedures.
   2. Characteristics of adult learners.
3. The multifaceted meanings of literacy and strategies for developing literacy and interpersonal skills common to various workplaces.

4. Federal and state adult education legislation, policies, and regulatory agencies.

5. Funding sources for adult education programs and services, and the types and functions of adult education program providers.


7. Techniques for recruiting, motivating, and retaining adult learners and volunteer workers.

8. Appropriate methods; strategies, including techniques for teaching students to read technical manuals; and education materials and resources, including emerging technologies for teaching adults.

9. Formal and informal diagnostic procedures for identifying academic and personal needs of adult learners and for evaluating the progress of adult learners.

10. Strategies for teaching life-coping skills and higher order thinking skills, including critical thinking skills and problem-solving processes.

11. Resources available from community social agencies and techniques for utilizing those resources to enhance the adult education program.

12. Factors to consider in developing unique curricula for specialized populations of adult learners, including persons who are disabled, incarcerated, homeless, and/or limited in English proficiency.

13. Demographics of the work force, the changing nature of job demands, and employability skills, including job seeking and job keeping skills.

(b) Ability to:

1. Develop a plan for organizing and using an advisory council.

2. Develop a plan for conducting a community adult education needs assessment and a master class schedule based on the results of a needs assessment.

3. Develop a plan for recruiting students and for recruiting, training and using volunteers.

4. Conduct an interview as a diagnostic tool for appropriate initial placement of an adult learner.

5. Develop education programs, units of instruction, and appropriate lesson plans which specify adult-learner performance, based on diagnostic information obtained from teacher-administered assessment and/or assessment from other agencies.

6. Select and/or develop appropriate instructional materials based on the assessment of learners' literacy levels, needs, and interests.

7. Design a model for instructional and program evaluation.

8. Develop student profile records and progress reports.

9. Motivate the adult learner and volunteer worker.

10. Deliver competency-based instruction using adult teaching methods, including emerging technologies, in a non-threatening environment and in an empathetic and supportive manner for individuals, small groups, large groups, and special populations.

11. Teach strategies which enable learners to “read to do” and “read to learn.”

12. Use commercial measurement instruments and techniques and/or develop instruments and techniques to monitor adult learner progress.

13. Analyze an adult education class or program to determine factors which enhance retention of adult learners.

14. Maintain an accurate record-keeping system.
(3) **Evaluation.** Readiness to serve as an adult education teacher shall include:

(a) Satisfactory performance on a comprehensive written examination covering the content of the curriculum.

(b) Competence to teach adults as demonstrated in an internship of at least 300-clock hours.

**Author:** Dr. Joseph B. Morton.

**Statutory Authority:** Ala. Code §§16-3-16, 16-23-14, and 16-34-1 (1975).

**History:** New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; repealed and new adopted 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.

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**290-3-3-.44 Alternative Class A Program.**

(1) **Purposes.** The purposes of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skill above the level required for completion of a Class B program, including subject matter knowledge, student development, diversity, instructional strategies, classroom management and learning environment, communication, planning, assessment, professionalism, and collaboration (see .04(2)(a)-(j)).

(2) **Admission Requirements.** Persons who are eligible for admission to the Alternative Class A program shall have completed a baccalaureate degree at a regionally accredited college or university. In extenuating circumstances, the head of the unit may request a waiver of admission requirements from the State Superintendent of Education.

(a) Submission of the score made on the basic portion of the Graduate Record Examination or a score on the Miller Analogies Test.

(b) Baccalaureate or higher degree GPA of 2.50.

(c) General Studies. Completion of courses including humanities, social science, science, and mathematics. Candidates in early childhood education, elementary education, early childhood special education, collaborative teacher (K-6), or collaborative teacher (6-12) shall have earned at least 12 semester hours in each of the following areas: English language arts, mathematics, science, and social science. Note: Individuals pursuing collaborative teacher (6-12) who teach any course at the middle/secondary level for which the students receive credit in a core academic subject(s) must have earned an academic major in the appropriate discipline or the equivalent.

(d) Teaching Field. A person who wishes to earn certification in a teaching field listed below shall have completed, prior to unconditional admission, the number of hours indicated by category.

1. Early Childhood or Elementary Education: As many hours of coursework appropriate to the curriculum indicated in the Alabama courses of study as the unit requires in the teaching field of the state-approved Class B program.

2. Single Teaching Field for Middle Level or Secondary: An academic major in the teaching field or, if an academic major is not on the transcript, 32 semester hours in a specialized area of study in a discipline including at least 19 hours of upper-division courses.

3. Comprehensive Middle Level or Secondary Teaching Fields:

   (i) English Language Arts: an academic major in an area included in English language arts--i.e., English (including grammar and reading), English language arts, speech, drama or theatre, and journalism—and coursework in the other listed areas of
English language arts or, if an academic major is not on the transcript, 32 semester hours in a specialized area of study in the discipline including at least 19 hours of upper-division courses.

(ii) General Science: an academic major in an area included in the sciences--i.e., biology, chemistry, earth and space sciences, general science, and physics--and coursework in the other areas listed in the sciences or, if an academic major is not on the transcript, 32 semester hours in a specialized area of study in the discipline including at least 19 hours of upper-division.

(iii) General Social Science: an academic major in an area included in the social sciences--i.e., general social science, history, political science, economics, and geography--and coursework in the other areas listed in the social sciences or, if an academic major is not on the transcript, 32 semester hours in a specialized area of study in the discipline including at least 19 hours of upper-division.

(iv) Career/Technical Education: as many hours of courses appropriate to curriculum in one of the following areas: agriscience technology education, business/marketing education, family and consumer sciences, career technologies, and technical education, as the institution requires in the state-approved Class B program.

4. P-12 Programs: an academic major in the teaching field or, if an academic major is not on the transcript, 32 semester hours in a specialized area of study in a discipline including at least 19 hours of upper-division courses. For those programs that begin at the fifth-year level, the number of hours for admission shall equal the average of other related baccalaureate programs.

(e) Unconditional Admission. Each institution shall establish and enforce a policy that specifies when admission criteria must be met by the student before he or she is unconditionally admitted to the program and includes admission requirements specified in .44(2) through .44(2)(d)4. This policy shall be submitted to the Teacher Education and Certification Office of the State Department of Education.

3) Curriculum. A program in a given teaching field shall:

(a) Meet master's degree requirements of the college/university that proposes to provide the program.

(b) Be designed to develop appropriate Class B teaching field competencies, and be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the candidate.

(c) Include a teaching field of at least one-third of the total number of graduate hours in the program.

(d) Require study in each of the following areas: curriculum and teaching, professional studies, special education, technology, evaluation of teaching and learning, and reading.

1. Each comprehensive teaching field of English language arts, general science, and general social science shall ensure that the candidate has completed at least one course in each of the areas of the comprehensive field in addition to the area of concentration. For example, if a candidate entered the Alternative A program in general social science with an academic major or 32/19 semester hours in history, the candidate must successfully complete at least one course in economics, geography, and political science in addition to additional history courses at the advanced level prior to program completion.

(e) Require field experiences in a wide variety of school settings.
(f) Include an internship full time in the school(s) as a teacher for a full semester, which should not be limited to one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least twenty days including at least 10 consecutive days [for additional requirements, see rule .02(4)]. For middle-level and secondary programs, the internship shall be divided between two teaching fields, if applicable. For P-12 programs, the internship shall be divided between early childhood/elementary and secondary grades. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels. For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels. In extenuating circumstances, the head of the unit may request a waiver from the State Superintendent of Education for the requirement to divide the internship.

(g) The head of the unit may request from the State Superintendent a waiver of the internship based on at least one full year of experience at the level(s) and in the teaching field or instructional support area. Accompanying the request for a waiver from the unit head shall be written evidence that a unit representative has observed the candidate on at least two occurrences to assess knowledge, skills, and dispositions for helping all students learn.

Author: Dr. Joseph B. Morton.


History: New 2-13-86; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 03-14-02 effective 04-18-02; repealed and new adopted 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.

290-3-3-.45 English As A Second Language.

(1) Initial certification in English as a second language (ESL) is at the fifth-year level. Requirements for admission to the program of studies include at least baccalaureate-level professional educator certification in a teaching field.

(2) Curriculum. The curriculum to prepare the ESL teacher shall provide the prospective teacher with the following knowledge and abilities:

(a) Knowledge of:

1. The nature and structure of the English language emphasizing grammar and linguistics.

2. The different effects of ESL vs. bilingual education in developing second language proficiency.

3. How English language learners (ELL) develop capability in English from multiple perspectives.

4. General trends, approaches and resources for teaching ELL.

5. Appropriate techniques for teaching ELL in classes which include only ELL and in classes which include students other than ELL.

6. Multicultural education, including the roles of language and ethnicity in a multicultural society.

7. Appropriate techniques for evaluation of ELL.

8. Appropriate techniques for working with the parents/families of ELL.

9. Federal guidelines and laws pertaining to ELL identification, evaluation (formative and summative), exit criteria, and post-program assessment.

10. Methods of working with students who have multiple needs.
Ability to:
1. Apply English grammar and linguistics in teaching ELL.
2. Demonstrate respect for and communicate effectively with persons of other cultures.

(3) **Evaluation.** Determining readiness to serve as an English as a second language teacher shall require competence to teach English as a second language as demonstrated in an internship of at least 300 clock hours.

**Author:** Dr. Joseph B. Morton.
**Statutory Authority:** Ala. Code §§16-3-16 and 16-23-14 (1975).
**History:** New 1-9-97 effective 7-1-97; 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 new adopted 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.

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

**1) Admission.** Requirements for admission to the Class A reading specialist program shall include:
(a) At least baccalaureate-level professional educator certification in any area of education;
(b) Two years of successful classroom teaching experience; and
(c) Certification in early childhood education, elementary education, or collaborative teacher (K-6 or 6-12); or
(d) Completion of two reading courses including an introduction to reading course.

**2) Curriculum.** The curriculum shall provide the prospective reading specialist with the following knowledge and abilities:
(a) **Knowledge of research** including:
1. Effective reading instruction as established by reading research:
   (i) How scientifically based research in reading is conducted.
   (ii) Instructional practices that demonstrably improve reading achievement.
2. Past and present reading researchers and their contributions to the knowledge base.
3. Research that supports early, appropriate intervention for struggling readers.
4. How to differentiate between standards for qualitative and quantitative research.
(b) **Knowledge of the knowledge base** for reading including:
1. Effective early reading instruction and practices including those identified in the Alabama Reading Initiative publication: *Essential Skills of Teachers of Reading.*
2. Early reading instruction that integrates the following components:
   (i) Nurturing oral language development (e.g., reading to students, providing verbal interaction about readings, expanding sentences).
   (ii) Developing concepts of print.
   (iii) Fostering a love of reading.
(iv) Giving students ample time and support to read independently (e.g., help with book selection).
(v) Developing phonemic awareness.
(vi) Developing letter recognition.
(vii) Providing systematic phonics instruction.
(viii) Emphasizing reading for meaning.
(ix) Enhancing reading proficiency through daily writing.
(x) Increasing students’ listening comprehension.
(xi) Integrating the language arts in all content areas.
(xii) Developing fluency.

3. Causes of reading difficulties including, but not limited to, deficits in phonological processing, limited understanding of the alphabetic principle, lack of letter recognition, letter reversals, insufficient prior knowledge, and limited proficiency with spoken English.

4. Common misconceptions about causes of reading difficulty including, but not limited to, poverty, race, perceptual difficulties, and dialect.

5. Effective instruction identified in the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of the Reading Coach*.

6. Knowledge of the phonology and grapheme-phoneme correspondence of the English spelling system.

(c) **Knowledge of reading material** including:
1. Classic and contemporary children’s and young adult literature and easy-reading fiction and non-fiction at levels appropriate to individual readers.
2. The uses and functions of various types of texts (e.g., predictable, decodable, easy-to-read) in developing effective, fluent readers.
3. The necessity of providing students with printed material at their independent and instructional levels, avoiding inconsiderate texts.
4. How to evaluate, select, and integrate media (e.g., software) into the reading program.
5. How to select, substitute, and/or rewrite content materials at students’ reading levels.

(d) **Knowledge of decoding** including:
1. The importance of building early decoding skills.
2. The foundational importance of knowledge of print concepts, letter recognition, and phoneme awareness in decoding.
3. A progression of systematic phonics instruction that gradually builds from the basic to more complex patterns and guides the use of decodable texts.

(e) **Knowledge of comprehension** including:
1. The impact of amount of reading on reading comprehension.
2. Teacher-directed, integrated instruction in comprehension strategies that will increase students’ abilities to gain meaning from printed material.
3. Questioning and discussion strategies that yield literal, interpretive, and evaluative student responses to printed material.
4. The causal relationship between the size of vocabulary and reading comprehension.
5. Strategies that increase reading comprehension including, but not limited to, summarizing, retelling, rereading, outlining, note-taking, visualizing, clarifying, and predicting.
   (f) Knowledge of the reading/writing connection including:
      1. The role of temporary spelling in developing phonemic awareness, promoting the alphabetic principle, and facilitating written expression.
      2. The role of writing in assisting students in learning, understanding, and remembering content.
      3. The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum.
      4. The four modes of discourse—descriptive, persuasive, narrative, and expository.
   (g) Knowledge of intervention instruction including:
      1. Effective intervention instruction identified in the Alabama Reading Initiative publications: Essential Skills of Teachers of Reading and Essential Skills of the Reading Coach.
      2. Accelerated, highly specialized instruction that significantly increases the pace of learning.
      3. Struggling readers’ need for a combination of systematic, explicit instruction in phonemic awareness, phonics, and reading comprehension.
      4. The role that self-selected, independent reading practice plays in leading struggling readers to become fluent readers.
      5. The importance of increasing the motivation of struggling readers by fostering success and rapid progress.
   (h) Knowledge of assessment including ongoing assessment and evaluation practices to monitor students' progress, guide instruction, and evaluate the reading program.
      (i) In the area of learning environment, demonstrate the ability to:
      1. Create a print- and language-rich classroom that fosters all aspects of literacy.
      2. Model reading and writing as valuable lifelong activities.
      3. Promote family involvement in literacy development.
      (j) In the area of materials, demonstrate the ability to:
      1. Use a variety of literary genres including culturally diverse literature.
      2. Match texts to the needs of learners.
      3. Use instructional and informational technologies to support literacy.
      (k) In the area of oral language development, demonstrate the ability to:
      1. Implement effective strategies that develop students' language comprehension and expression.
      2. Read to students and lead a discussion about what was read.
      (l) In the area of word identification, demonstrate the ability to teach phonemic awareness and phonics through meaningful, engaging activities.
(m) In the area of comprehension, demonstrate the ability to:
1. Teach students to use graphophonemic, syntactic, and semantic relationships to monitor and improve reading comprehension.
2. Provide direct instruction in comprehension strategies.
3. Model multiple comprehension strategies appropriate to the text and task including, but not limited to, summarizing, retelling, rereading, questioning, and deep discussion techniques.
4. Increase the motivation of students to read independently.
5. Teach effective study skills using a variety of resources.
6. Adjust reading strategies to the purpose of the reading and the nature of the text.
7. Teach vocabulary through multiple encounters with words in a variety of contexts.
8. Teach students to vary their reading rate according to their purpose and the difficulty of the material.

(n) In the area of the reading/writing connection, demonstrate the ability to:
1. Guide students in implementing the writing process, using the four modes of discourse.
2. Use peer and teacher conferencing to help students edit and revise their writing.
3. Use rubric assessment to help students edit and revise their writing.
4. Promote the integration of reading and writing in content areas at all grade levels.
5. Provide extensive authentic writing experiences in which students respond to their writing in various formats and for various audiences.
6. Provide extensive practice in guiding students to choose and read appropriate texts in a variety of genres.

(o) In the area of planning for instruction, demonstrate the ability to:
1. Interpret, communicate, and apply research findings to improve reading instruction and the reading program.
2. Create reading improvement plans to address the needs of readers.
3. Evaluate, select, and use high quality materials and programs for literacy instruction including electronic media.

(p) In the area of intervention, demonstrate the ability to:
1. Teach struggling readers including students with limited English proficiency, to read or to expand their reading power.
2. Model the strategies referenced in the Alabama Reading Initiative publications: Essential Skills of Teachers of Reading and Essential Skills of Reading Coaches.
3. Respond to oral reading miscues in ways that are appropriate to the nature of the problem, the purpose of the particular lesson, and the needs of the learner at the moment.
(q) In the area of assessment, demonstrate the ability to:
1. Administer and use a variety of formal and informal assessments including an informal reading inventory, miscue analysis, portfolios, self-assessments, anecdotal records, norm-referenced and criterion-referenced measures, and other indicators of students' progress and curriculum effectiveness.
2. Maintain data on student progress in reading achievement and determine implications for the school's reading program.

(r) In the area of professional development, demonstrate the ability to:
1. Initiate, implement, and evaluate professional development programs.
2. Work effectively with classroom teachers, special educators, administrators, community agencies, and families.
3. Share knowledge of research-based techniques and collaborate with colleagues.
4. Employ coaching or mentoring to improve reading instruction.
5. Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings.
6. Assist other teachers in implementing the knowledge and skills in the Alabama Reading Initiative publication: Essential Skills of Teachers of Reading.

(3) Evaluation. Readiness to serve as reading specialist shall include:
   (a) Satisfactory performance on a comprehensive written examination covering the content of the curriculum; and
   (b) Competence to teach reading and assist other teachers with their students in the area of reading as demonstrated in an internship of at least 300 clock hours.

(4) Faculty Qualifications.
   (a) The faculty specialist for the reading specialist program shall possess an earned doctorate in reading or shall meet the criteria in definition (21) in this document. In addition, the faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading; shall understand the Alabama Reading Initiative (ARI) including the knowledge and skills expected for ARI schools, the assessment tools used in these schools, and the evaluation of these schools; shall be a full-time employee of the institution; shall teach courses required in the program; and shall advise candidates seeking certification through program completion.

Author: Dr. Joseph B. Morton.
History: New 12-9-99 effective 1-13-00; 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 new adopted 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.

290-3-3-.46 Speech and Language Impaired, Class A.

(1) Admission. Requirements for admission to the Class A speech and language impaired program shall include completion of a baccalaureate program in speech and language impaired from a regionally accredited institution.
(2) **Curriculum.** The curriculum shall provide the pathologist with the following knowledge and abilities:

(a) **Knowledge of:**
1. Normal speech and language development.
2. The impact on learning of communication disorders.
3. Characteristics of the following specific communication disorders: articulation, language, voice, fluency, hearing, and communication.
4. Augmentative communication methodology and application.
5. Various evaluation/assessment systems.
7. Principles of management appropriate for language, articulation, fluency, voice, learning disorders, and augmentative communication and hearing loss.
8. Impact of multicultural variations in communication skills on learning.
9. Materials and methods appropriate to the remediation of various communication disorders.
10. Speech and language screening and case selection criteria.
11. Factors which contribute to program effectiveness.

(b) **Ability to:**
1. Use instrumentation and procedures for hearing screening.
2. Collect case history information and interpret results for making appropriate referrals.
3. Design and implement appropriate communication systems for students with communication disorders.
4. Identify multicultural variations in communication for the purpose of program planning.
5. Apply intervention principles in planning management programs.
6. Serve as a resource person for colleagues.
7. Apply speech, language, hearing assessment, and therapeutic methods and techniques.
8. Implement a speech and language stimulation program.

(3) **Evaluation.** Determining readiness to serve students who are speech and language impaired shall require competence to serve as a speech and language pathologist as demonstrated in an internship in a P-12 school(s) setting of at least 300 clock hours.

**Author:** Dr. Joseph B. Morton.

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

**History:** New 1-9-97 effective 7-1-97; emergency rule to amend and adopt filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and new adopted 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.

290-3-3-.47 Fifth-Year Programs for Instructional Support Personnel.

(1) **Admission** Requirements for admission shall include baccalaureate-level or master’s-level professional educator certification in a teaching field. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed.
(2) Recommendation for Certification. Requirements include two years of satisfactory educational experience (except for educational administration).

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; 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 new adopted 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.

290-3-3-.48 Instructional Leadership. The study of instructional leadership shall begin at the fifth-year level.

(1) Admission. In addition to an earned baccalaureate-level Professional Educator Certificate in a teaching field or earned master’s-level Professional Educator Certificate in a teaching field or instructional support area, the applicant shall:

(a) Have a minimum of three (3) years of successful teaching experience.
(b) Submit an admission portfolio before an interview. The portfolio will contain the following:
   1. Three (3) 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.

(2) Curriculum.
(a) With regard to planning for continuous improvement: This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

   Effective instructional leaders engage the school community in developing and maintaining a shared vision; plan effectively; use critical thinking and problem-solving
techniques; collect, analyze, and interpret data; allocate resources; and evaluate results for the purpose of continuous school improvement. Prior to program completion prospective instructional leaders shall demonstrate:

1. **Knowledge to:**
   (i) Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center.
   (ii) Align instructional objectives and curricular goals with the shared vision.
   (iii) Allocate and guard instruction time for the achievement of goals.
   (iv) Create a school leadership team that is skillful in using data.
   (v) Use approved methods and principles of program evaluation in the school improvement process.

2. **Ability to:**
   (i) Lead and motivate staff, students, and families to achieve the school’s vision.
   (ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.
   (iii) Interact with the community concerning the school’s vision, mission, and priorities.
   (iv) Work with staff and others to establish and accomplish goals.
   (v) Relate the vision, mission, and goals to the instructional needs of students.
   (vi) Use goals to manage activities.
   (vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.
   (viii) Delegate tasks clearly and appropriately to accomplish organizational goals.
   (ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.
   (x) Use a process for gathering information to use when making decisions.
   (xi) Use multiple sources of data to manage the accountability process.
   (xii) Assess student progress using a variety of techniques and information.
   (xiii) Monitor and assess instructional programs, activities, and materials.
   (xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.
   (xv) Use external resources as sources for ideas for improving student achievement.

(b) With regard to **teaching and learning:** This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that
instructional leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff.

Effective instructional leaders promote and monitor the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability. Prior to program completion prospective instructional leaders shall demonstrate:

1. **Knowledge to:**
   (i) Plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision.
   (ii) Collaborate with community, staff, district, state, and university personnel to develop the instructional program.
   (iii) Align curriculum, instructional practices, and assessments to district, state, and national standards.

2. **Ability to:**
   (i) Use multiple sources of data to plan and assess instructional improvement.
   (ii) Engage staff in ongoing study and implementation of research-based practices.
   (iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.
   (iv) Communicate high expectations and standards for the academic and social development of students.
   (v) Ensure that content and instruction are aligned with high standards resulting in improved student achievement.
   (vi) Coach staff and teachers on the evaluation of student performance.
   (vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.
   (viii) Develop curriculum aligned to state standards.
   (ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.
   (x) Use multiple sources of data to manage the accountability process.
   (xi) Assess student progress using a variety of formal and informal assessments.
   (xii) Monitor and assess instructional programs, activities, and materials.
   (xiii) Use the methods and principles of program evaluation in the school improvement process.

(c) With regard to **human resources development**: This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable
distribution of resources to accomplish school goals and continuously improve the school’s work through the ongoing evaluation of staff development’s effectiveness in achieving student learning goals. The make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles.

Effective instructional leaders: recruit, select, organize, evaluate, and mentor faculty and staff to accomplish school and system goals; work collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning; and initiate and nurture interpersonal relationships to facilitate teamwork and enhance student achievement. Prior to program completion the prospective instructional leader shall demonstrate:

1. **Knowledge to:**
   (i) Set high expectations and standards for the performance of all teachers and staff.
   (ii) Use the accepted methods and principles of personnel evaluation.
   (iii) Operate within the provisions of each contract as well as established enforcement and grievance procedures.
   (iv) Hire and retain high-quality teachers and staff.

2. **Ability to:**
   (i) Coach staff and teachers on the evaluation of student performances.
   (ii) Work collaboratively with teachers to plan for individual professional development.
   (iii) Use a variety of supervisory models to improve teaching and learning.
   (iv) Apply adult learning strategies to professional development.
   (v) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.
   (vi) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.
   (vii) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.
   (viii) Provide opportunities for teachers to reflect, plan, and work collaboratively.
   (ix) Create a community of learners among faculty and staff.
   (x) Create a personal professional development plan for his/her own continuous improvement.
   (xi) Foster development of aspiring leaders, including teacher leaders.

(d) With regard to **diversity:** This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and
influence this larger political, social, economic, and cultural context. Of vital importance is
the ability to develop a continuing dialogue with economic and political decision-makers
concerning the role of schools and to build collaborative relationships that support improved
social and educational opportunities for all children. Instructional leaders must be able to
participate actively in the political and policy-making context in the service of education,
including proactive use of the legal system to protect students’ rights and improve
opportunities for all students.

Effective instructional leaders respond to and influence the larger personal, political,
social, economic, legal, and cultural context in the classroom, school, and the local
community while addressing diverse student needs to ensure the success of all students. Prior
to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
   (i) Involve a school community in appropriate diversity policy implementations,
   program planning, and assessment efforts.
   (ii) Handle crisis communications in both oral and written form.
   (iii) Recruit, hire, develop, and retain a diverse staff.
   (iv) Represent the school and the educational establishment in relations with
   various cultural, ethnic, racial, and special interest groups in the community.
   (v) Recognize and respond effectively to multicultural and ethnic needs in the
   organization and the community.

2. Ability to:
   (i) Conform to legal and ethical standards related to diversity.
   (ii) Perceive the needs and concerns of others and is able to deal tactfully with
   them.
   (iii) Arrange for students and families whose home language is not English to
   engage in school activities and communication through oral and written translations.
   (iv) Interact effectively with diverse individuals and groups using a variety of
   interpersonal skills in any given situation.
   (v) Promote and monitor the delivery of instructional content that provides for
   diverse perspectives appropriate to the situation.

(e) With regard to community and stakeholder relationships: This standard
addresses the fact that cooperation among schools, the district, parents, and the larger
community is essential to the success of instructional leaders and students. Instructional
leaders must see schools as an integral part of the larger community. Collaboration and
communication with families, businesses, governmental agencies, social service
organizations, the media, and higher education institutions are critical to effective schooling.
Effective and appropriate communications, coupled with the involvement of families and
other stakeholders in decisions, help to ensure continued community support for schools.
Instructional leaders must see families as partners in the education of their youngsters and
believe that families have the best interest of their children in mind. Instructional leaders
must involve families in decisions at the school and district levels. Family and student issues
that negatively affect student learning must be addressed through collaboration with
community agencies that can integrate health, social, and other services. Such collaboration
relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Effective instructional leaders identify the unique characteristics of the community to create and sustain mutually supportive family-school-community relations. Prior to program completion the prospective instructional leader shall demonstrate:

1. **Knowledge to:**
   (i) Serve as primary school spokesperson in the community.
   (ii) Make parents partners in their student’s education.

2. **Ability to:**
   (i) Address student and family conditions affecting learning.
   (ii) Identify community leaders and their relationships to school goals and programs.
   (iii) Communicate the school’s vision, mission, and priorities to the community.
   (iv) Share leadership and decision-making with others by gathering input.
   (v) Seek resources of families, business, and community members in support of the school’s goals.
   (vi) Develop partnerships, coalitions, and networks to impact student achievement.
   (vii) Actively engage the community to share responsibility for student and school success.
   (viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

(f) With regard to **technology**: This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should be competent users of information and technology tools common to information-age professionals. The effective educational leader should be a hands-on user of technology. While technology empowers instructional leaders by the information it can readily produce and communicates, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs.

Effective instructional leaders plan, implement, and evaluate the effective integration of current technologies and electronic tools in teaching, management, research, and communication. Prior to program completion the prospective instructional leader shall demonstrate:

1. **Knowledge to:**
(i) Discover practical approaches for developing and implementing successful technology planning.
(ii) Increase access to educational technologies for the school.

2. Ability to:
(i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.
(ii) Develop a plan for technology integration for the school community.
(iii) Model the use of technology for personal and professional productivity.
(iv) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.
(v) Promote the effective integration of technology throughout the teaching and learning environment.
(vi) Provide support for teachers to increase the use of technology already in the school/classrooms.
(vii) Use technology to support the analysis and use of student assessment data.

(g) With regard to management of the learning organization: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school’s and district’s accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure the management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication.

Effective instructional leaders manage the organization, facilities, and financial resources; implement operational plans; and promote collaboration to create a safe and effective learning environment. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
(i) Develop and administer policies that provide a safe school environment.
(ii) Identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources.
(iii) Build and ability to support a culture of learning at the school.
(iv) Manage financial and material assets and capital goods and services in order to allocate resources according to school priorities.
(v) Use an efficient budget planning process that involves staff and community.
(vi) Create and ability to empower a school leadership team that shares responsibility for the management of the learning organization.

2. Ability to:
   (i) Apply operational plans and processes to accomplish strategic goals.
   (ii) Attend to student learning goals in the daily operation of the school.
   (iii) Identify and organize resources to achieve curricular and instructional goals.
   (iv) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.
   (v) Plan and schedule one’s own and others’ work so that resources are used appropriately in meeting priorities and goals.
   (vi) Use goals to manage activities.

(h) With regard to ethics: This standard addresses the educational leader’s role as the “first citizen” of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community.

Effective instructional leaders demonstrate honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge and ability to:
   (i) Adhere to a professional code of ethics and values.
   (ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.
   (iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.
   (iv) Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.
   (v) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.

2. Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.

3. Ability to make decisions within an ethical context.

(3) Evaluation. Readiness to serve as an instructional leader shall include:
   (a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved program in Instructional Leadership.
   (b) A passing score on a comprehensive written Instructional Leadership test.
(c) An internship that allows candidates to benefit from purposeful “hands on” experiences that would prepare them to lead the essential work of school improvement and higher student achievement prior to being placed at the helm of a school. Leadership is learned through studying the key concepts and skills used by effective leaders, observing good models, and by experiencing one’s own trial and error in the workplace.

1. **Components:** Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:
   
   (i) Collaboration between the university and LEA that anchors internship activities in real-world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.
   
   (ii) An explicit set of school-based assignments are designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in state standards and research and incorporated in the preparation programs’ design.
   
   (iii) A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real-life problems at each level.
   
   (iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.
   
   (v) Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing instructional leaders (principals), and LEA personnel.
   
   (vi) Ongoing supervision is provided by program faculty who have the expertise and time to provide frequent formative feedback on interns’ performance that lets them know how they need to improve.
   
   (vii) Directing instructional leaders (principals) model the desired leadership behaviors and who 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 are based on clearly defined performance standards and exit criteria and consistent procedures.

2. **Design.** Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating school during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate’s experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active school with students present. A residency shall be no less than ten consecutive full days in the school setting with students present. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as
Possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended by the university for instructional leadership certification.

Author: Dr. Joseph B. Morton.
History: New 09-08-05 effective 10-13-05.

290-3-3-.49 Library-Media.

(1) The study of library-media begins at the fifth-year level. Eligibility for initial certification in library-media shall include at least baccalaureate-level professional educator’s certification in a teaching field.

(2) Curriculum. The curriculum shall provide the prospective library-media specialist with the following knowledge and abilities:
   (a) Knowledge of:
       1. The overall program of each school level, including its organization and program of instruction.
       2. Roles and responsibilities of the library-media specialist and the contribution of the library-media program to the educational process.
       3. Ethical and legal principles related to school library-media programs, including intellectual freedom, copyright, and confidentiality of information, and procedures for responding to intellectual freedom challenges.
       4. Legislation, requirements, policies, procedures, and professional recommendations that affect school library-media programs.
       5. Opportunities for continuous professional development, including professional organizations, professional literature, and peer networks.
       6. Research findings related to school library-media programs.
       7. Procedures for developing curriculum at the building and school system levels and for producing instructional materials to meet learning objectives and characteristics.
       8. Application of instructional and information technologies in a school setting and techniques for teaching teachers to use technology to enhance instruction.
       9. Characteristics of learners in a multicultural society, including their abilities, interests, needs, and learning styles.
      10. Literature and resource materials available, including community resources.
      12. Procedures for planning, implementing, and evaluating a library-media program to meet the characteristics of a specific school.
      13. Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library-media centers, collections, and services.
      14. Factors to be considered when selecting materials that match instructional goals and meet the needs of a multicultural school population.
      15. Procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection.
16. Attributes of different information formats.
17. Procedures for planning, conducting, and evaluating in-service programs to meet the needs of media staff and school faculty.
18. Strategies to communicate the contributions of the library-media program to administrators, teachers, parents, school board members, and the general public.
19. Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum.
20. A continuum of activities through which the school library-media specialist can assist teachers in the teaching-learning process and can motivate students to read, listen, and view a variety of appropriate resources.
21. The components of effective interpersonal relationships in the school.
22. Procedures for organizing a school library-media advisory committee.
(b) Ability to:
1. Participate as a member of the instructional team in the design, implementation, and evaluation of instruction.
2. Design, develop, implement, and evaluate a learning activity or unit of instruction.
3. Assist students and teachers in locating, retrieving, and interpreting information in various formats.
4. Produce instructional materials that meet specific objectives and learner needs.
5. Relate literature for children and young adults to their interests and abilities.
6. Plan, implement, and evaluate an in-service education program.
7. Assist students and teachers in the application of information skills.
8. Retrieve needed information from global sources through networking and other strategies to meet the requests of users.
9. Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.
10. Maintain and circulate a collection of materials and related equipment.
11. Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use.

(3) Evaluation for Certification. Criteria for determining eligibility for certification as a library-media specialist shall include the following:
(a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved library-media program.
(b) Performance as a library-media specialist in clinical experiences which total at least 300 clock hours, with at least half of the time in a P-12 school library.
(c) A passing score on a comprehensive written library media test.
(d) Two years of satisfactory educational experience.

Author: Dr. Joseph B. Morton.
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290-3-3-.50 School Counseling.

(1) The study of school counseling begins at the fifth-year. Eligibility for initial certification in school counseling shall include at least baccalaureate-level professional educator certification in a teaching field.

(2) Curriculum. The curriculum shall provide the prospective school counselor with the following knowledge and abilities:

(a) Knowledge of:
1. Human development and behavior across the life span with special emphasis on pre-school and school-age populations.
2. Attitudes, values, and behaviors of multicultural groups and factors that influence these characteristics.
3. Family relationships and interaction patterns.
4. Counseling theories and techniques.
5. Individual counseling, including establishing facilitative relationships.
6. Small-group counseling, including group development, dynamics, and processes.
7. The essential role and components of a group guidance program designed to enhance the school instructional program.
8. Appraisal methods and procedures, including assessing groups and individuals; gathering data and information; selecting and using valid and reliable instruments; using appraisal results in counseling students and in consultation with parents, teachers, and administrators; limitations of appraisal; and legal and ethical issues in assessment.
9. Career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes.
10. Consultation models and their application in assisting teachers and administrators to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, and agency personnel to enhance students’ learning.
11. Coordination, placement, and referral procedures.
12. Research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research.
13. Planning, implementation/management, and evaluation of a comprehensive, developmental counseling program which includes conducting needs assessments; setting goals and measuring and evaluating performance; and budgeting.
14. Ethical and legal standards, as determined by appropriate professional associations, legislation, and court decisions.
15. Time management techniques that will maximize serving more students.

(b) Ability to:
1. Plan a comprehensive, developmental school-counseling program.
2. Use appropriate counseling techniques in group and individual sessions and conduct large-group guidance activities.
3. Administer assessment instruments/procedures to students and interpret and communicate results to students, teachers, parents, and administrators.
4. Provide in-service activities related to test administration and interpretation; developmental needs of students; implementation of guidance interventions; early identification, remediation, and referral of children with developmental deficiencies; and
curriculum strategies that emphasize relationships between educational choices and lifestyle/career choices.

5. Promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.

6. Evaluate a school counseling program.

7. Consult with parents, teachers, other school personnel, and agency personnel.

8. Maintain confidentiality and abide by ethical and legal standards.

(3) Evaluation for Certification. Criteria for determining eligibility for certification as a school counselor shall include the following:

(a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved school counseling program.

(b) 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.

(c) A supervised P-12 school-based internship of at least 300 clock hours, begun subsequent to the completion of the practicum which shall require the prospective counselor to perform all the activities that a school counselor is expected to perform.

(d) A passing score on a comprehensive written school counseling test.

(e) Two years of satisfactory educational experience.

Author: Dr. Joseph B. Morton.


History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 03-14-02 effective 04-18-02; repealed and new adopted 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.

290-3.3-.51 School Psychometry.

(1) The study of school psychometry begins at the fifth year. Eligibility for initial certification in school psychometry shall include at least baccalaureate-level professional educator certification in a teaching field.

(2) Curriculum. The curriculum shall equip the prospective school psychometrist with the following knowledge and abilities:

(a) Knowledge of:

1. Child and adolescent development and learning in the cognitive, physical, social, and emotional areas.

2. Education of exceptional learners, instructional and remedial techniques, and organization and operation of schools.

3. Assessment, including appropriate instruments for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles; and selection, administration, interpretation, and utilization of assessment instruments and report writing.

4. Interventions (direct and indirect), including counseling techniques and interpersonal relationship skills appropriate to the assessment and consultative roles of the school psychometrist; and instructional strategies, behavior management, and reinforcement techniques that are based on needs assessments.
5. Professional issues, standards, and legal and ethical issues, as determined by regulations, statutes, court decisions, and professional associations.


7. Modern technology and its practical application in the field of psychometry.

(b) Ability to:

1. Conduct psychological and psycho-educational assessment, including:

   (i) Non-biased assessment of personal-social adjustment, intelligence-scholastic aptitude, adaptive behavior, academic achievement, environmental-cultural influences, and vocational interests, according to professional, legal and ethical standards.

   (ii) Formal instruments, procedures, and techniques.

   (iii) Interviews, observations, and behavioral evaluations.

   (iv) Explicit regard for the context in which assessments take place and will be used.

2. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies).

3. Use interpersonal skills (establishment of rapport, active listening, clarification, and summarization) and work effectively in cross-cultural situations.

4. Apply modern technology in the field of psychometry.

(3) Evaluation for Certification. Criteria for determining eligibility for certification as a school psychometrist shall include the following:

   (a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved school psychometry program.

   (b) Performance as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a qualified school psychometrist or school psychologist.

   (c) A passing score on a comprehensive written school psychometry test.

   (d) Two years of satisfactory educational experience.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 03-14-02 effective 04-18-02; repealed and new adopted 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.

290-3-3-.52 Sixth-Year Programs for Teachers.

(1) Admission The candidate shall hold master’s-level professional educator certification in the same teaching field(s) in which the Class AA certificate is sought, except in special education.

(2) Purposes. The essential objective of the sixth-year program shall be to extend upward the level of competence of the teacher.

(3) Curriculum. 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, and it shall meet the standards for accreditation by the Southern Association of Colleges and Schools at the sixth-year level. At the Class AA level, the
teacher may complete either of two types of programs. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed.

(a) Traditional teacher education program.
1. At least one-third of the program shall consist of teaching field courses.
2. English language arts, general science, and general social science programs shall require at least one course in two areas.

(b) Strengthened Subject Matter Option. An individual who pursues Class AA certification through this option shall hold both a valid baccalaureate-level and master’s-level teacher certificate with an endorsement in the same or broader field of study for which Class AA certification is sought.

(c) Post-baccalaureate coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools’ Principles of Accreditation, section on Educational Programs. 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 sixth-year program.

(4) Evaluation for Sixth-Year Certification.
(a) A GPA of 3.25 on all courses in the approved teacher education program.
(b) Successful completion of a practicum shall be required for initial certification in a special education teaching field.
(c) A passing score on a comprehensive written examination covering the content of the curriculum.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-91 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 03-14-02 effective 04-18-02; repealed and new adopted 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.

290-3-3-.53 Sixth-Year Programs for Instructional Support Personnel.

(1) Admission. The candidate shall hold the master’s-level professional educator certificate in the instructional support field in which the sixth-year program is sought, except as prescribed in rule .54. Individuals seeking sixth-year certification in educational administration shall hold master’s-level certification as a superintendent/principal, superintendent, principal, supervisor, vocational administrator, or educational administrator.

(2) Purposes. The purposes of the fifth-year program shall be equally applicable to the sixth-year level. The advanced program shall extend the depth and quality of competence of the candidate.

(3) Curriculum. The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards for study at the sixth-year level, and it shall meet the standards for accreditation by the Southern Association of Colleges and Schools at the sixth-year level. Programs in Educational Administration shall require mentor training and a problem analysis project, thesis, or dissertation. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed.
(4) Evaluation for Certification.
   (a) A GPA of at least 3.25 on all courses in the approved program.
   (b) A passing score on a comprehensive written examination covering the content of the program.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 03-14-02 effective 04-18-02; repealed and new adopted 09-11-03 effective 10-16-03; repealed and new adopted 07-13-04 effective 08-17-04; repealed and new adopted 04-14-05 effective 05-19-05.

290-3-3-.53.01 Reserved.

290-3-3-.54 School Psychology.

(1) Initial certification for a school psychologist shall be at the sixth-year level. Criteria for admission to a school psychology program shall include at least baccalaureate-level professional educator certification in a teaching field and master’s-level professional educator certification as a school psychologist.

(2) Curriculum. The curriculum shall provide the prospective school psychologist with the following knowledge and abilities:
   (a) Knowledge of:
      1. Biological bases of behavior; cultural diversity; child and adolescent development (typical and atypical); exceptionalities; learning theory; and social bases of behavior.
      2. Instructional and remedial techniques, and organization and operation of schools.
      3. Assessment, including appropriate instruments for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles; and selection, administration, interpretation, and utilization of assessment instruments and report writing.
      4. Interventions (direct and indirect), including consultation, counseling, and behavior management.
      5. Statistics and research design.
      6. Legal, ethical, and professional issues and standards, and roles and functions of the school psychologist.
      7. Multicultural, socioeconomic, and ethnic factors and their effect on the teaching-learning process, and consultation, assessment, intervention, and other school psychology services.
      8. Modern technology and its practical application to the field of school psychology.
   (b) Ability to:
      1. Provide consultation, including:
         (i) Consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.
         (ii) Design and development of procedures for preventing disorders, promoting mental health and learning, and improving educational systems.
         (iii) In-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.
(iv) Development of collaborative relationships with clients and involvement of clients in the assessment, intervention, and program evaluation procedures.

2. Conduct psychological and psycho-educational assessment, including:
   (i) Non-biased assessment of personal-social adjustment, intelligence-school aptitude, adaptive behavior, language and communication skills, academic achievement, sensory and perceptual-motor functioning, environmental-cultural influences, and vocational development, aptitude, and interests, according to professional, legal and ethical standards.
   (ii) Formal instruments, procedures, and techniques.
   (iii) Interviews, observations, and behavioral evaluations.
   (iv) Explicit regard for the context and setting in which assessments take place and will be used.

3. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies).

4. Provide supervision, including overall development, implementation, and professional supervision of school psychological service programs.

5. Conduct program planning and evaluation, including services to assist in decision-making activities; and serve on committees responsible for developing and planning educational and educationally-related activities.

(3) Evaluation for Certification. Criteria for determining eligibility for certification as a school psychologist shall include performance as a school psychologist in a supervised P-12 internship of at least 300 clock hours and obtaining a passing score on a comprehensive written school psychology test.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 03-14-02 effective 04-18-02; repealed and new adopted 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.

290-3-3-.55 Innovative and Experimental Programs.

(1) Efforts to develop new and better ways of preparing teachers and instructional support staff shall be encouraged. The rules below are designed to facilitate approval of innovative and experimental approaches to preparing teachers or instructional support personnel.

(2) Justification. A proposal justifying the request for approval of an experimental or innovative program shall be required. This proposal shall define need for the program, purposes it is to serve, and assumptions upon which it is based.

(3) Objectives. Each program shall be built upon a clear-cut statement of the objectives of the area of the public school curriculum with which the proposal deals. A carefully prepared statement shall be included which describes the nature of the public school program needed to achieve the objectives. These statements shall be prepared cooperatively by representatives of the agencies concerned with teacher preparation and
shall be based on current research-based practices and trends in the public school curriculum with which the proposal deals.

(4) Program of Preparation. Each proposed program shall include a clearly formulated statement of the knowledge and abilities necessary for beginning teachers or instructional support personnel and the proposed curriculum, including an internship. This statement shall be available in writing and shall be based upon the preceding rules regarding objectives and the program of the public school designed to achieve them.

(5) Schedule. (a) Proposed innovative/experimental programs shall include a timetable which sets out the starting and closing dates of the project, as well as:
   1. The sequence of activities as they are to occur.
   2. The anticipated schedule of evaluation checkpoints.
   3. The identification of the kinds of evidence needed to show results of the program.
   (b) The timetable shall give the approximate date on which program reports are to be submitted to appropriate institutional officials and the State Department of Education.

(6) Evaluation. The experimental program shall include provisions for continuing evaluation based on performance criteria to be met by those 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 State Department of Education, Teacher Education and Certification Office.

(7) Review. An external review to access progress and make recommendations shall be conducted at the end of the program’s second year.

(8) Results. The program shall continue in an experimental status until the performance of its first participants is evaluated after a year of employment. At the conclusion of an experimental or innovative program, generalizations shall be drawn which will be useful to the institution of higher education and other institutions preparing teachers in improving their own offerings. Such generalizations shall be made available to the State Department of Education, institutions preparing teachers, and to public schools.

(9) Approval. Proposals for innovative and experimental programs designed to lead to certification of teachers or instructional support personnel shall be approved by the State Board of Education prior to implementation and only for the duration of approval of existing programs.

Author: Dr. Joseph B. Morton.
History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; repealed and new adopted 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.
290-3-3-.56  State Department of Education.

(1) **Leadership.** The State Department of Education, through its Teacher Education and Certification Office, shall provide the necessary leadership for properly coordinating teacher education and certification in the state. This Office shall work on a continuing basis in providing appropriate advisory and consultative services to the institutions on developing and maintaining quality preparation programs.

(2) **Program Approval and Rescission.**
   
   (a) **Approved Program Approach.** The Approved Program Approach to Teacher Education and Certification shall involve:
   
   1. The development of programs of teacher education by institutions of higher education according to approved rules and procedures listed in rule .56(2)(b).
   2. The official application of the standards and procedures, by an appropriate team of educators, to each program and the subsequent State Board of Education approval of the programs deemed to meet all applicable rules.
   3. The understanding that the prospective teacher, upon successful completion of the approved program, will be eligible to apply for certification by the State Department of Education.

   (b) **Application of Rules.**
   
   1. **Continuing Review of Approved Programs.** Unless significant program approval rule changes have been adopted by the State Board of Education since an institution's programs were last approved, the institution's approved programs shall be reviewed on a five-year cycle using an on-going accountability model which shall include:
      
      (i) An annual report containing the following:
      
      (I) Number of candidates admitted to each teacher education program.
      
      (II) Continued compliance with faculty rules.
      
      (III) Efforts to enhance internship and/or other field-based components of approved programs.
      
      (IV) Efforts to involve local education agency practitioners.
      
      (V) Assistance provided to recent graduates.
      
      (VI) NCATE/AACTE Joint Data Report (from NCATE accredited institutions).
      
      (ii) A report, due 12-18 months before the expiration of current program approval, on the following:
      
      (I) Continued compliance with program admission criteria.
      
      (II) Continued compliance with State Board of Education rules.
      
   2. **Review of Proposed Program(s) and/or Program(s) Affected by Significant Changes in Program Approval Rules.**
      
      (i) The chief administrative officer of the institution shall submit a written request to the State Superintendent of Education for a review, indicating the specific program(s) to be developed for review and/or the program(s) affected by significant changes in program approval rules.
      
      (ii) The development and review of proposed programs shall be authorized by the State Board of Education.
      
      (iii) The review process shall be coordinated by staff members in the Teacher Education and Certification Office of the State Department of Education. The review process shall include the training of review team chairpersons and members and evaluation of their effectiveness.
(iv) The institution shall use analysis forms, checklists, and other means to document compliance with program approval rules.

(v) The State Superintendent of Education shall appoint a team to review the documentation provided by the institution, ensuring that the team:

(I) Represents cultural and gender diversity.

(II) Includes representatives of local education agencies, institutions of higher education, and the State Department of Education.

(III) Includes only persons who have a high degree of competence in the area(s) of assignment; have been trained to evaluate teacher education programs; have never been employed by the institution; and have no current professional or personal relationship with the institution.

(vi) To the greatest possible extent, the documentation provided by the institution shall be evaluated prior to an on-site review.

(vii) For the on-site review, the institution shall provide reimbursement for travel expenses, work space, support services, and additional information needed by the team to complete the review process.

(viii) The review team report shall include a written response to each program approval rule. A recommendation shall be made for each rule deemed to be unmet.

(ix) The chief administrative officer of the institution shall acknowledge receipt of the review team report and indicate whether the institution will comply with recommendations contained in the report or withdraw the affected program(s).

(x) The head of the teacher education unit and the State Department of Education staff member responsible for the review shall facilitate documentation of compliance with recommendations contained in the review team report.

(xi) All recommendations shall be met by the institution before the affected program is submitted to the State Board of Education for approval.

(c) Appeals Procedure

1. In the event the reviewed institution feels that it has justifiable reasons to question the validity of any part of the team report, it may request that appeals procedures be invoked. Such procedures shall include the appointment of an appeals panel made up as follows:

(i) The State Department of Education administrator who is responsible for both teacher education and certification (chairperson).

(ii) Two active members of the Alabama Association of Colleges for Teacher Education to be appointed by the president of the Association (such members shall not be involved in the review under consideration).

(iii) At least one representative of an association of professional educators.

(iv) The chairperson of the review team or a team member designated by the team chairperson.

(v) At least two staff members of the Teacher Education and Certification Office of the State Department of Education.

2. The administrative head of teacher education and/or other designated personnel from the teacher preparation institution involved shall be invited to attend the meeting(s) of the panel and shall be given ample opportunity to present evidence and otherwise represent the interests of the institution in the matter under consideration.

3. After sufficient study and deliberation as determined by the chairperson, the panel shall make its decision in closed session with only voting members present.

4. In the event that the teacher education program(s) in question is not approved by the State Board of Education, the report of the review team and all related
actions by the appeals panel shall not apply to the institution after a period of one year from
the date of the team visit. The entire program approval process shall be repeated if the
institution of higher education decides to continue seeking state approval for the program(s)
which was not approved.

(d) Annual List of Approved Programs. The Teacher Education and Certification
Office shall compile, keep up to date, and publish annually a list of institutions with
approved programs in teacher education. Each program for which each institution is
approved shall be listed.

(e) Changes in Approved Programs. When an institution wishes to make changes in
an approved program that involve a course(s) used to meet a knowledge or ability rule, the
head of the teacher education unit shall submit written notification and justification for the
changes made.

(f) Rescinding State Board of Education Approval of Teacher Education Programs.
Institutions that recommend for certification candidates who have not met approved program
requirements will jeopardize the continuation of their teacher education programs.
1. Following a due process procedure enumerated in the Alabama Administrative
Procedure Act, Ala. Code §§41-22-1, et seq. (1975), approval of a teacher education program
may be rescinded for just cause, including failure of a significant number of program
completers to receive satisfactory ratings based on performance evaluations established by
the State Board of Education.

2. Once program approval is rescinded, an institution shall wait until the next
comprehensive review of all teacher education programs at that institution before seeking
reinstatement of approval for that program. In requesting State Board of Education
authorization to submit the program for review, the institution shall describe in detail the
steps that will have been taken to ensure that all candidates recommended for certification
will have met approved program requirements and be eligible for certification.

3. Candidates who have been admitted to a program that has had its State Board of
Education approval rescinded shall have the right to finish that program to which they have
been admitted. No other candidates may be admitted to that program.

4. The notice of a proposed action shall be given consistent with provisions of Ala.

5. The State Superintendent or his designee shall serve as the hearing officer for
hearings conducted under this rule. If the number of witnesses seems excessive in the
judgment of the hearing officer, the party requesting the witnesses may be required to justify
this necessity. The hearing officer may decline to listen to numerous character witnesses or
witnesses testifying to the same or substantially the same facts and/or circumstances.

6. In taking testimony and in considering the evidence, the hearing officer shall
follow the provisions of Ala. Code §41-22-13 (1975), insofar as practicable, but shall not be
bound by the technical rules of evidence observed in courts of law. The hearing officer may
listen to hearsay testimony and accept depositions and affidavits if such testimony is material
and relevant to the issue(s).

7. The conduct of a hearing under this rule shall follow the below order of
presentation:
   (i) Reading of notice of proposed program rescission and grounds therefore.
   (ii) Preliminary matters, if any.
   (iii) Opening statements by the parties, if desired.
   (iv) Presentation of evidence supporting the proposed program rescission.
(v) Presentation of evidence in support of the institution's position.
(vi) Rebuttal evidence to the institution's presentation, if any.
(vii) Summation by the parties, if desired.
8. The parties are responsible for securing the attendance of their witnesses.
9. The hearing officer may establish a pre-hearing conference and any other schedule to facilitate the hearing.
10. The hearing officer shall prepare a proposed order containing a statement of facts and reasons to justify the decision rendered. The hearing officer shall issue his/her recommendation (in the form of a proposed order) no later than forty-five (45) days from the date of the conclusion of the hearing.
11. The proposed order shall become the final decision unless a party files an exception within ten (10) days from receipt thereof.
12. If an exception is filed, it shall include a request for oral argument before the State Board of Education, if desired. Written argument, not to exceed 10 pages of 8 1/2 x 11 paper, double-spaced shall be filed with the State Board of Education within ten (10) days after the filing of the exception.
13. Oral argument shall be limited to ten (10) minutes per party, with the party filing the exception making the first presentation, unless modified by the State Board of Education.

(3) Results of State Board of Education Approved Performance Assessment and a Statewide Required Test. Effective May 1, 1999, and thereafter, graduates who complete a Class B, Alternative A teacher education program, or Class A instructional support program and earn their first Professional Educator certificate in the teaching field or instructional support area for which a program was completed shall demonstrate satisfactory performance in the positions for which they were prepared. Satisfactory performance for teachers shall be defined as a validated composite score level of 18 or greater on the Professional Education Personnel Evaluation (PEPE) instrument (or the equivalent) approved by the State Board of Education. Effective August 31, 2000, and thereafter, satisfactory performance for principals was defined as a validated composite score level of 36 or greater on the PEPE instrument (or the equivalent) approved by the State Board of Education. Effective October 27, 2000, and thereafter, satisfactory performance for central office personnel (except superintendents) was defined as a validated composite score level of 39 or greater on the PEPE instrument (or the equivalent) approved by the State Board of Education. However, as long as Alabama continues to provide a cross-categorical preparation in Educational Administration, for purposes of determining program scores, a PEPE score of 36 will be deemed acceptable. Graduates who complete a Class B or Alternative A teacher education program shall successfully complete the requirements of the Alabama Prospective Teacher Testing Program. Also, graduates who complete a Class B or Alternative A teacher education program or an initial instructional support program after a statewide required subject-area test(s) has been implemented for Alabama shall earn a passing score on the test(s) applicable to their teaching field(s) or instructional support area. Units shall use a variety of methods to notify, in writing, their candidates of the performance and test requirements. Units shall also be accountable for the success of their graduates. (As used in this context, the word “teacher” includes all professional personnel except central office staff members, principals, and assistant principals.)

(a) Grading Each Program Provided by a Unit.
Based on performance of its graduates on the Alabama Prospective Teacher Testing Program evaluations established by the State Board of Education:

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(1) Group similar programs according to the following categories: early childhood education; elementary education; career technical education; English language arts and English as a second language; fine arts; foreign languages; health education, physical education, and driver and traffic safety education; mathematics; sciences; social sciences; special education; reading specialist; educational administration; library-media specialist; school counselor, school psychometrist, and school psychologist.

(2) Designate each program provided by a unit as having earned the following grade (without rounding numbers), based on the percentage of graduates earning a satisfactory score during their first year of employment within the first five years after receiving their first Professional Educator certificate in a teaching field or instructional support area based on the recommendation of an Alabama institution of higher education:

(i) A = 95-100% = 4 points
(ii) B = 90% but less than 95% = 3 points
(iii) C = 85% but less than 90% = 2 points
(iv) D = 80% but less than 85% = 1 point
(v) F = less than 80% = 0 points

(b) The grade for each group of programs listed in .56(3)(a)(1) will be reported. No action is required of an institution that receives a program grade of A, B, or C. The State Superintendent of Education will recommend that the State Board of Education rescind approval of a program that receives a grade of D for two consecutive years, a grade of F for two consecutive years, or a combination of a D and an F for two consecutive years.

(c) Grading Each Unit. The unit’s grade shall be computed by adding the scores for all programs and dividing the sum by the number of programs (without rounding numbers), according to the following scale:

(i) A = 4 points
(ii) B = 3.00-3.99 points
(iii) C = 2.00-2.99 points
(iv) D = 1.00-1.99 points
(v) F = 0.00-0.99 points

(d) No action is required if a unit’s grade is A or B. If the unit receives a grade of C, D, or F, the unit must develop and submit a plan to the State Superintendent within four months after the institution receives its grade, and all candidates admitted to the unit’s programs must be notified concerning the institution’s grade. After the State Superintendent acknowledges acceptance of the plan, the unit shall have two scholastic years to implement its plan for achieving a grade of B or A for all programs.

(e) The State Superintendent shall recommend that the State Board of Education rescind approval of all of an institution’s programs if:

(i) An institution receives a grade of D for two consecutive years, a grade of F for two consecutive years, or a combination of a grade of D and a grade of F for two consecutive years; or

(ii) A unit grade of C, D, or F is not raised to at least a B within two scholastic years after the unit’s plan is implemented.
Based on available evidence, with regard to a program that receives a grade of D or F or an institution that receives a grade of C, D, or F, the State Superintendent may recommend that the State Board of Education rescind program approval or institutional authorization to prepare educators. The State Board of Education will determine the effective date of rescission, with the timeframe not to exceed twelve months subsequent to the date of State Board of Education action.

An institution that has approval of a program(s) or all programs rescinded by the 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.

**Studies of Educator Supply and Demand.**

Studies necessary to provide current data on the numbers of teachers available for employment in each teaching and instructional support field in the public schools and the likely number of vacancies in each field shall be the responsibility of the Teacher Education and Certification Office of the State Department of Education with the cooperation of the educator preparation units. The information compiled from these studies shall be made available to institutions that offer programs for preparing teachers for use in program planning and counseling candidates.

**Liaison With Other Agencies Which Accredit or Develop Standards for Teacher Education.**

The Teacher Education and Certification Office shall maintain contact with other entities affecting teacher education in the state. The National Council for Accreditation of Teacher Education (NCATE) and the National Association of State Directors of Teacher Education and Certification (NASDTEC) are two entities of particular significance in this respect. The Teacher Education and Certification Office shall facilitate maximum cooperation with these agencies and shall coordinate the approval of teacher education programs with the functions of these agencies whenever feasible. Accreditation by NCATE is voluntary. Insofar as feasible, cooperative and concurrent evaluations shall be facilitated.

**Advisory Panel.** The State Superintendent of Education shall appoint an advisory panel to review proposed changes to teacher education and certification rules prior to their submission to the State Board of Education. The panel shall be representative of the education profession, with the majority of the members being P-12 teachers and instructional support personnel and including representatives of higher education, business and industry, parents, and the general public. Terms of membership shall be staggered in order to provide continuity.