RULES OF THE ALABAMA STATE BOARD OF EDUCATION

CHAPTER 290-3-3
EDUCATOR PREPARATION

OFFICE OF TEACHING AND LEADING

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

    (1)   **30/18 <u>and 4 x 12</u>.** Class B programs require a teaching field, including at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in Rule 290-3-3-.01(54). Some Class B programs also require 12 semester hours of general studies credit in each of four disciplines: English language arts, mathematics, science and social studies.

    (2)   **Academic Major.** The specialized area of study in a discipline. For the purpose of program approval, the major must require a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. A college or university may choose to require the courses in the comparable Arts and Science type major or may require any combination of courses in the teaching field. This requirement applies to all certification age or grade spans: Pre-kindergarten (birth to age 4), early childhood (P-3), elementary (K-6), middle level (4-8) secondary (6-12), and all grades (P-12).

    (3)   **Alabama Educator Certification Assessment Program (AECAP)**. The statewide testing program required by the Alabama State Board of Education. Electronic score reports must be submitted directly from the testing service to the Alabama State Department of Education. Applicants must meet the requirements in effect at the time an application is received in the Alabama State Department of Education. Specific information regarding current test and score requirements for all areas of certification may be found in the Educator Assessment Policies Manual A and the Educator Assessment Policies Manual B. These manuals are located on the Alabama State Department of Education web page. Additional information is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

    (a)   Three <u>Basic Skills Assessments</u> in Reading, Writing, and Mathematics. ACT WorkKeys was the testing vendor for the Basic Skills Assessment from 2003 until 2017. The ACT WorkKeys Basic Skills Assessment underwent one major change during this timeframe in 2012; however, due to the test being offered by the same vendor, the ALSDE allowed a combination of the test issued under the Alabama Perspective Teacher Testing Program (2003-2012) and the test issued under the Alabama Educator Certification Testing Program (2012-2017). Beginning September 1, 2013, successful passage of the three basic skills assessments became a precondition for unconditional admission to a Class B program or an Alternative Class A program. On September 1, 2017, the Educational Testing Services (ETS) Praxis Core Academic Skills for Educators Tests replaced the ACT WorkKeys as the Basic Skills Assessment recognized in Alabama. Like the ACT WorkKeys, the Praxis Core also
consists of three areas: Reading, Writing and Mathematics. All three areas must be passed to fulfill Basic Skills requirements. Effective April 17, 2019, Praxis Core was rescinded as a requirement for unconditional admission to an Alternative Class A program. Effective August 15, 2020, Praxis Core is no longer required for unconditional admission to a Class B program.

(b) Praxis Subject Assessments from ETS became effective April 14, 2005, as a precondition for initial certification in any teaching field or area of instructional support.

(c) Pedagogical Assessment: Praxis Principles of Learning and Teaching (PLT) assessments from ETS became effective September 1, 2013, as a precondition for initial certification in any teaching field. Effective September 1, 2018, for initial certification in a teaching field for which a handbook has been developed, the Educative Teacher Performance Assessment (edTPA) administered by Pearson will be the required pedagogical assessment. For areas where no edTPA handbook exists, PLT will still be the required Pedagogical Assessment.

(4) Application for Certification. Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Educator Certification Assessment Program (AECAP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. Effective August 1, 2021, and thereafter, at a minimum, documentation must include the application form, application fee, and an official transcript verifying a conferred degree at the level for which certification is sought.   An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the   program completion date. Additional information about the time limit is provided in the current Educator Certification Chapter of the *Alabama Administrative Code.*

(5) Approved Program. An educator preparation program at an institution of higher education that has been formally approved by the Alabama State Board of Education. All of the courses in an approved program shall be indicated on an Alabama State Department of Education form called a program checklist. A separate checklist must be submitted for each approved program, even if programs will be combined to result in a simultaneous recommendation for certification for two or more teaching fields and/or grade spans. Programs approved based on Alabama standards shall be designated as State-approved. Programs approved by any state other than Alabama shall be designated as state-approved.

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

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

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

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

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

(11) **Conceptual Framework.** An underlying structure developed cooperatively by an educator preparation provider (EPP) and its partners to give conceptual meanings through an articulated rationale to the EPP's operation, providing direction for programs, courses, teaching, candidate performance, faculty scholarship and service, assessment, and EPP accountability.

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

(13) **Cooperating Teacher.** Information about the qualifications for P-12 clinical faculty is provided in Rule 290-3-3-.03(6)(f)3.

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

(15) **Courses, Credits, and/or Programs Acceptable to Meet State-Approved Program Requirements.** Full information is provided in Rule 290-3-3-.03(6)(a).

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

(17) Diversity. Individual differences (e.g., personality, interests, learning modalities, and life experiences) and group differences (e.g., gender, race, ethnicity, ability, nationality, language, religion, political affiliation, and socio-economic background).

(18) Educational Experience. See the current Educator Certification Chapter, *Alabama Administrative Code*, 290-3-2, definition of Professional Educational Work Experience. Classroom teaching experience in Grades P-12 does not include time in instructional support positions (counselor, librarian, reading coach, administrator, etc.).

(19) Educator Preparation Provider (EPP). A term adopted by CAEP to replace the word "unit" (see definition 53) and to mean the entity responsible for the preparation of educators. The word "provider" may be used in lieu of educator preparation provider or EPP.

(20) Field Experiences. Prior to the internship, a variety of early and ongoing field-based contacts in diverse P-12 schools and other appropriate settings that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, participation in professional development opportunities in the content area or specific to teaching in the content area, and supervised teaching that contribute to the understanding and competence of the candidate. Additional information is provided in the definition of clinical practice in Rule 290-3-3-.01(9) and in Rule 290-3-3-.03(6)(e)1.

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

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

(23) Highly Qualified Teacher (HQT). When the federal No Child Left Behind Act (NCLB) was in place, Alabama used *The Alabama Model for Identifying Highly Qualified Teachers* to identify highly qualified teachers.

(24) Initial Certificate. The first Alabama certificate in any teaching field or area of instructional support. (Examples: If a person earns a first Alabama Class B Professional Educator Certificate in elementary education, that person would have earned an initial certificate in elementary education. If that person earns a Class A Professional Educator Certificate in elementary education, that person would have earned an advanced certificate in elementary education. If an individual with a Class B Professional Educator Certificate in elementary education earns a Class B Professional Educator Certificate in mathematics, that individual would have earned an initial certificate in mathematics. Similarly, if a person with a Class B Professional Educator Certificate in elementary education earns a Class A Professional Educator Certificate in library media, that person would have earned an initial certificate in library media.

The same examples are applicable to a teacher whose initial certificate is issued at the Class A level. Note that this definition pertains to Alabama certification, while the Council for Accreditation of Educator Preparation defines initial and advanced programs for teachers differently.

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

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

(27) Intern Supervisor. A person assigned by the EPP to supervise interns.

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

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

(30) Levels of Alabama-Approved Programs. Alabama-approved programs in teaching fields and instructional support areas lead to Professional Educator Certificates. Alabama-approved programs in instructional leadership lead to Professional Leadership Certificates.
(a) <u>Class B</u>: Bachelor's degree level. Additional information is provided in Rule 290-3-3-.04.
(b) <u>Class A</u>: Master's degree-level program of at least 30 semester hours of graduate credit in a teaching field or instructional support area. Additional information is provided in Rule 290-3-3-.42 and Rule 290-3-3-.47.
(c) <u>Class AA</u>: Education specialist degree-level program of at least 30 semester hours of graduate credit beyond the master's degree that may result in an education specialist degree in a teaching field or area of instructional support. Additional information is provided in Rule 290-3-3-.52 and Rule 290-3-3-.53.

(31) Levels of Alabama Professional Educator Certificates.
(a)   Class B: Bachelor's degree level.
(b)   Class A: Master's degree level.
(c)   Class AA: Education specialist degree level. (Prior to adoption of the 2018 Educator Preparation Chapter, Class AA certificates were issued based on completion of a planned and approved sixth-year program.)

(32) Levels of Alabama Professional Leadership Certificates.
(a)   Class A: Master's degree level.
(b)   Class AA: Education specialist degree level.

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

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

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

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

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

(38) Professional Education Work Experience. See the current Educator Certification Chapter, *Alabama Administrative Code*, 290-3-2, definition of Professional Educational Work Experience.

(39) Professional Studies.   A coordinated and integrated program of courses and experiences that includes foundations, methodology, curriculum, evaluation, the teaching of reading, technology, survey of special education, direct observation and participation in a variety of school settings, and internship. Except for a discipline-specific or categorical methods course, professional studies courses are typically common to multiple disciplines or areas.

(40) Program Approval Process. The procedures followed in determining whether proposed preparation programs meet program approval rules adopted by the Alabama State Board of Education. Additional information is provided in Rule 290-3-3-.59(2).

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

(42) Program Overlap. Written institutional policies applicable across all majors and programs that allow an individual in the process of earning a degree on one level who meets specified institutional criteria to take a limited number of courses at the next higher degree level. Coursework used to meet Class B certification or bachelor's degree requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class B or Class A certification, or bachelor's or master's degree requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support. However, graduate courses used to renew a certificate may be used to earn an advanced degree. [See Rule 290-3-3-.03(6)(a)5.]

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

(44) Regional Accrediting Agency. The six regional accrediting agencies recognized by the U.S. Secretary of Education are:
    (a) Middle States Commission on Higher Education for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.
    (b) New England Commission of Higher Education for institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
    (c) Higher Learning Commission of the North Central Association for institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navajo Nation.

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

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

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

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

(46) Remedial Courses. Other than remedial, these courses may be called compensatory, developmental, or basic skills. These courses are usually numbered below 100. Remedial courses cannot be used to meet approved program requirements. This requirement became effective for candidates admitted to Class B programs or Alternative Class A programs on or after August 1, 2009. Additional information is provided in Rule 290-3-3-.03(6)(a)4.

(47) Specialized Professional Association (SPA). A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a content area (e.g., mathematics or social studies), teach students at a particular developmental level (i.e., early childhood, elementary, middle level, or secondary), or provide a specific instructional support service to students (e.g., librarian, counselor, instructional leader).

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

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

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

(51) Survey of Special Education Course. All candidates for an initial Alabama Professional Educator Certification, and candidates in advanced programs who did not earn credit for such a course to earn a prior level certificate, must complete a survey of special education course. The course should be designed to prepare candidates to demonstrate an understanding of:

(a) Exceptionalities impacting individuals across the life span (early childhood, school age, adolescence, and adulthood) including definitions; eligibility criteria; distinguishing characteristics (learning style, behavioral patterns, educational strengths, and educational needs); etiology, incidence and prevalence; evaluation; assessment; instructional strategies; family and community values; cultural diversity; advocacy; resources; technology; and current research and issues.

(b) State and federal disabilities legislation (IDEA, Section 504, and ADA) and the importance of complying with those laws, including laws that relate to educating gifted students.

(c) Roles and responsibilities of members of different types of teams and appropriate collaboration strategies to enhance student learning and support.

(d) Appropriate practices related to the social and emotional development of gifted students and the individual, contextual, and relational aspects of students' lives as gifted or of high ability.

(52) Teaching Field. The specific discipline or concentrated area of study in a State-approved program that leads toward educator certification; e.g., elementary education, Grades K-6; middle-level English language arts, Grades 4-8; middle-level mathematics, Grades 4-8; secondary English language arts, Grades 6-12; secondary history, Grades 6-12; or choral music, Grades P-12. Additional information about requirements for an academic major is in Rule 290-3-3-.03(2) for Class B programs and in Rule 290-3-3-.42(2)(e) for Alternative Class A programs. Teaching field courses are typically unique to the discipline or area.

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

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

290-3-3-.02 <u>Effective Dates</u>.

(1)   Unless noted elsewhere, the effective date for rules adopted in 2018 was June 1, 2019, for educator preparation providers (EPPs) and programs to be reviewed after that date.

(2)   Unless specifically noted in a rule, except for Rules 290-3-3-.09-.13 (effective since 05-01-2019) and Rule 290-3-3-.20 (effective since 12-01-2019), SUPP. NO. 21-4 rules will be effective for EPPs and programs to be reviewed spring semester 2022 and thereafter, and for candidates admitted to programs spring semester 2022 and thereafter.

(3)   Candidates seeking admission to Alternative Class A programs may be able to use verification of a passing score on the prescribed Praxis subject assessment to meet the teaching field requirements for admission. Additional information is provided in Rule 290-3-3-.42(2)(e)1. This option was adopted by the Alabama State Board of Education on April 9, 2009, and became effective on May 4, 2009.

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

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).
History: New 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective   05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.03 College and University Requirements. To offer approved educator preparation programs, institutions shall be accredited by the Southern Association of Colleges and Schools (SACS) at the level of program(s) to be provided. To provide a Class AA program in a secondary or P-12 teaching field an institution shall offer sufficient education specialist degree level courses in that discipline to meet the requirements of Rule 290-3-3-.03(6)(a)5. If an institution loses regional accreditation at one or more levels, the educator preparation provider (EPP) must adhere to the teach-out plan negotiated between SACS and the institution. At a minimum, the EPP must notify candidates individually and in writing. Rule 290-3-3-.02(1)-(5) is applicable to Class B and Alternative Class A programs leading to initial certification. Rule 290-3-3-.44(4)(a)-(e) is applicable to programs leading to advanced certification.

(1) **Content and Pedagogical Knowledge.** The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflections of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

(a) **The Learner and Learning.** The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

(b) **Content.** The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to Alabama courses of study and program approval standards and, if they choose to do so, standards of Specialized Professional Associations (SPAs), the National Board for Professional Teaching Standards (NBPTS), or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

(c) **Instructional Practice.** The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

(d) Professional Responsibility. The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

(2) Clinical Partnerships and Practice. The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High-quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

(a) Partnerships for Clinical Preparation. Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

(b) Clinical Educators. Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

(c) Clinical Experiences. The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Rule 290-3-3-.03(1).

(3) Candidate Recruitment, Progression, and Support. The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

(a) Recruitment. The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

(b) Monitoring and Supporting Candidate Progression. The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions,

professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to the Alabama State Board or Department of Education or CAEP, and documents their resolution.

(c) **Competency at Completion.** The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided, and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

(4) **Program Impact.** The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development and completer and employer satisfaction with the relevance and effectiveness of preparation.

(a) **Completer Effectiveness.** The provider demonstrates that program completers:
(i)   Effectively contribute to P-12 student-learning growth and
(ii) Apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

(b) **Satisfaction of Employers.** The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

(c) **Satisfaction of Completers.** The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

(5) **Quality Assurance System and Continuous Improvement.** The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

(a) **Quality Assurance System.** The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how outcomes of these decisions inform programmatic improvement.

(b) **Data Quality.** The provider's quality assurance system from Rule 290-3-3-.03(5)(a) relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

(c)**Stakeholder Involvement.** The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

(d) **Continuous Improvement.** The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, and documents modifications and/or innovations and their effects on EPP outcomes.

(6) **General Requirements**

(a) **Courses, Credits, and/or Programs Acceptable to Meet State-Approved Program Requirements.**
    1. Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions.
    2. Transferred courses and/or credits that meet the definition of professional studies courses in Rule 290-3-3-.01(39) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.
    3. Courses, credits, and/or degrees accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Office of Teaching and Leading. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to a regionally accredited institution in the United States.
    4. Remedial courses cannot not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(46).
    5. Coursework used to meet Class B certification requirements and/or bachelor's degree requirements cannot be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class A certification requirements and/or master's degree requirements cannot be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support. However, graduate courses used to renew a certificate may be used to earn an advanced degree.
    6. A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.

7.   Individuals in undergraduate programs may enroll in master's-level courses in an approved Class A or Alternative Class A program in accordance with written institutional policies and State standards for program admission. Additional information   is provided in Rule 290-3-3-.03(6)(a)5.

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

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

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

(i)   To meet the English language arts requirement, EPPs are encouraged to require courses in reading comprehension, writing, literature, and speech.

(ii)   To meet the mathematics requirement, EPPs are encouraged to require courses that extend candidates' knowledge of and ability to teach counting and cardinality; operations and algebraic thinking, number and operations with base-ten and fractions, measurement and data, and geometry.

(iii)   To meet the science requirement, EPPs are encouraged to require a laboratory experience and courses in physical science, life science, Earth/space science, and engineering or technology or applications of science or computer science.

(iv)   To meet the social studies requirement, EPPS are encouraged to require courses in economics, history, geography, and civics/political science.

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

(c)   **Teaching Field**. Institutions may elect to meet appropriate Alabama State Board of Education rules for specific teaching fields, CAEP-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies.

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

(i)   A comprehensive teaching field in English language arts, general science, or general social studies.

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(ii)   A single teaching field that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit in a single teaching field, such as chemistry or history.

(iii)   A single teaching field in an area of health education, career and technical education, physical education, or special education that includes a major with a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

2.   <u>Methods course requirements</u>. Each Class B and Alternative Class A middle, secondary, and P-12 teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology).

(d)   Criminal History Background Check.
1.   Effective no later than the beginning of the fall 2008 semester, any candidate applying for admission to a State-approved educator preparation program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Ala. Code § 16-23-16.2 (1975).

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

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

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

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

(e)   Field Experiences and Internships (Class B, Class A, and Class AA Programs).
1.   <u>Field experiences</u>.
(i)   All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings. If permitted by written EPP policy, individuals who are employed in positions appropriate to the area of their current program (e.g., an ESOL teacher of both elementary and secondary students in a diverse setting) may complete field experiences on the job, but those experiences must be planned with specific purposes and assessments.

(ii)   Except as noted in Rule 290-3-3-.03(6)(e)(v), the majority of field experiences must occur in P-12 schools.

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

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

(v)   For early childhood education and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings [early school grades (K-3), childcare centers and homes, and Office of School Readiness programs.]

2.   <u>Internships in Class B and Alternative Class A programs</u>.

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

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

(iii)   For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics <u>or</u> elementary education and elementary-level collaborative special education <u>or</u> health education and physical education), the internship may be divided between no more than two teaching fields.

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

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

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

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

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

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

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

3.   <u>Internships in Class A and AA programs</u>. Class A and Class AA programs may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.41(5)(e), instructional leadership in Rule 290-3-3-.47(3)(e), library media in Rule 290-3-3-.48(4)(e), school counseling in Rule 290-3-3-.49(5)(e) and (f),   school psychometry in Rule 290-3-3-.50(4)(e),   sport management in Rule 290-3-3-.52(3)(e), Class AA programs for teaching fields in Rule 290-3-3-.53(5)(e), and school psychology in Rule 290-3-3-.57(4)(e).

(f) Faculty Qualifications.

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

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

3. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization.

(i) For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding an Interim Employment Certificate, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

(ii) For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

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

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

(g)   Governance and Accountability for Educator Preparation.
1.   The president of the institution shall designate the administrative head of educator preparation (the EPP head).
2.   One person shall be authorized by the EPP head to represent the EPP as the certification officer, who certifies to the Alabama State Department of Education that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.
3.   Unless specified differently in other sections of this chapter, there shall be at least one specialist in each curriculum area for which a program leading to certification is offered who holds the doctorate with a major area of specialization in the curriculum area to which the faculty member is assigned. At the Class AA level, there shall be at least two specialists for each certification program. Additional information is provided in Rule 290-3-3-.01(33).
4.   The unit shall limit its program offerings to ensure that courses are offered at appropriate times and with sufficient frequency to accommodate the levels of the candidates (Class B, Class A, and Class AA).

(h)   Educator Preparation Provider (EPP) Accountability.
1.   Support for program completers. The EPP shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization in Alabama.   The EPP shall provide remediation at no cost to such individuals whose performance indicates the need for additional support within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the EPP. Assistance may be requested by the new employee, the employee's principal, or the employing superintendent. In no case, shall the EPP be required to provide remediation for more than the first two years of employment.
2.   New programs. Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.
3.   Discontinuation of programs.
(i)   If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with EPP heads.
(ii)   If an institution chooses to discontinue a program or place it on inactive status, the EPP head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been unconditionally admitted to the program to be discontinued or placed on inactive status, along with each candidate's anticipated program completion date. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.
(iii)   An EPP may choose to reactivate an inactive program at any time prior to the expiration date of the inactive program, if all standards applicable to the inactive program are met. If the inactive program is not reactivated at the time of the next comprehensive review, it must be addressed as a new program. (Programs may be placed on inactive status if faculty requirements are not met.)

4.   State and/or federal reports. Institutions that do not provide requested data in a timely manner may have any or all of the institution's program approval rescinded as authorized in Rule 290-3-3-.59(6). By July 1, 2019, and each July 1 thereafter, each EPP shall submit to the State superintendent of education an annual report summarizing assistance provided to help LEAs analyze and solve school-based problems.

5.   Alternative Approaches. EPPs must provide prospective educators with information about alternative approaches to earning a Professional Educator Certificate or a Professional Leadership Certificate.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).
History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 04-09-09, effective 05-04-09; repealed and adopted new 08-03-09; effective 10-01-0; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.04 <u>**Alabama Core Teaching Standards**</u>. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the following standards modified from the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(o)   The candidate is knowledgeable about current state legislation, current state initiatives, and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and MTSS (Multi-Tiered System of Support)/RTI (Response to Instruction) and their relationship to student achievement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(m) The candidate:

1. Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

2. Recognizes when assessment data show foundational gaps in content knowledge and addresses the lowest deficiency while simultaneously addressing the grade level content.

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

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

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

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

(r) The candidate:

1. Possesses knowledge of Alabama's assessment requirements and processes to include portfolios, screening, diagnostic, progress monitoring, and outcome based.

2. Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

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

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

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

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

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

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

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

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

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

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

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

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

(g)　The candidate integrates Alabama's current programs and initiatives into the curricula and instructional processes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

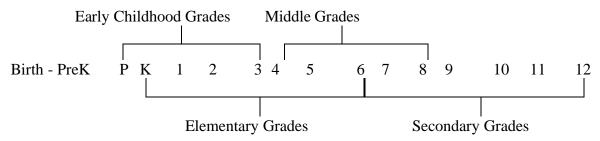**290-3-3-.05** <u>**Class B (Bachelor's Degree Level) Programs for Teaching Fields**</u>.

　　(1)　**Overview of Educator Preparation Program Levels.**　Formal preparation of educators occurs at two levels, undergraduate and graduate. Successful completion of an undergraduate program may qualify the candidate for Class B certification. Graduate programs are extensions of basic preparation and are divided into Class A and Class AA programs. Completion of an Alternative Class A program may qualify the candidate for initial certification at the graduate level. Advanced programs differ from basic programs not in general purpose but in the level of competence they seek to develop. Additional information is provided in Rule 290-3-3-.01(30) and (31).

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

Early Childhood Grades　　　Middle Grades

Birth - PreK　　P　K　1　2　3　4　5　6　7　8　9　10　11　12

Elementary Grades　　　　　Secondary Grades

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

　　(a)　**Unconditional Admission to Class B programs.**
　　1.　Admission to the institution does not qualify an individual for admission to an educator preparation program. An applicant must be notified in writing whether his or her application for admission to a specific educator preparation program has been accepted.
　　2.　The college or university shall have clearly defined criteria for admitting candidates to an educator preparation program which include the following:
　　(i)　A criminal history background check. Additional information is provided in Rule 290-3-3-.03(6)(d).
　　(ii)　Effective September 1, 2013, and thereafter, the prescribed score on each of the three components of the Praxis Core Academic Skills for Educators of the Alabama Educator Certification Assessment Program (AECAP). Effective August 15, 2020, Praxis Core will no longer be required for unconditional admission to a Class B program.
　　(iii)　A formal written application for admission to a specific educator preparation program.
　　(iv)　A minimum grade point average (GPA) of 2.50 overall in accordance with university policy, 2.50 in professional studies courses listed on the approved program checklist for the program, and 2.50 in the teaching field listed on the approved program checklist for the program.

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

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

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

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

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

(b) Special education course requirement. A survey of special education course is required if not previously completed. [See Rule 290-3-3-.01(51).]

(c) Requirements for Class B certification.
1. An official transcript from a regionally accredited institution documenting an earned bachelor's degree.

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

3. An internship that complies with Rule 290-3-3-.03(6)(e)2.

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

290-3-3-.06 Pre-Kindergarten (Pre-K) Education.

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

(2)   **Program Curriculum.** In   addition   to   meeting   Rules 290-3-3-.03(6)(a)1.-4., Rule 290-3-3-.03(6)(e)1.(i)-(iv), and 2.(i) and (v), Rule 290-3-3-.04, and Rule 290-3-3-.05, the pre-K curriculum shall require a teaching field of at least 30 semester hours with at least 18 semester hours of upper-division credit, including at least 18 semester hours of courses specific to child development and/or early childhood education.

(a)   **Promoting Child Development and Learning.**   Candidates prepared in early childhood programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.   Prior to program completion prospective early childhood teachers:
1.   Know and understand young children's characteristics and needs, from birth through age 4.
2.   Know and understand the multiple influences on early development and learning.
3.   Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

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

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

1.   Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

2.   Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3.   Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4.   Know about assessment partnerships with families and with professional colleagues to build effective learning environments.

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

1.   Understand positive relationships and supportive interactions as the foundation of their work with young children.

2.   Know and understand effective strategies and tools for early education, including appropriate uses of technology.

3.   Use a broad repertoire of developmentally appropriate teaching/learning approaches.

4.   Reflect on their own practice to promote positive outcomes for each child.

(e)   **Using Content Knowledge to Build Meaningful Curriculum.**   Candidates prepared in early childhood programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential

concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. Prior to program completion prospective early childhood teachers:

1.   Understand content knowledge and resources in academic disciplines: language and literacy (including evidence-based specialized instruction that is multi-sensory in nature); the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity and physical education; health and safety; and social studies.

2.   Know and use central concepts, inquiry tools, and structures of content areas or academic disciplines.

3.   Use their own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

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

1.   Identify and involve themselves with the early childhood profession.

2.   Know about and uphold ethical standards and other early childhood professional guidelines.

3.   Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

4.   Engage in informed advocacy for young children and the early childhood profession.

   (3)   Unique Field Experience and Internship Placement Requirements.

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

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

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

(5)   **NOTE.** Information about an option for earning an Early Child Development Certificate is provided in the Educator Certification Chapter of the *Alabama Administrative Code*.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: Adopted new July 11, 2017; effective August 25, 2017; repealed and adopted new 09-13-18, effective 06-01-2019; amended 06-11-20, effective 08-15-20; repealed and adopted new 08-12-21, effective 10-15-21.
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290-3-3-.07 <u>Early Childhood Education (Grades P-3)</u>.

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

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1. and 2.(i) and (vi), 290-3-3-.04, and 290-3-3-.05, the early childhood education curriculum shall require a teaching field of at least 30 semester hours with at least 18 semester hours of upper-division credit. For candidates unconditionally admitted to a program December 15, 2020, and thereafter, the program shall require no less than nine semester hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundational reading skills.

(a) **Child Development and Learning in Context.**
1. Candidates demonstrate they understand:
(i)   The developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual developmental domains.
(ii)   Each child's value as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
(iii) The ways that child development and the learning process occur within relationships and within multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities.
2. Prior to program completion prospective early childhood teachers demonstrate their multidimensional knowledge about the developmental period of early childhood, individual children, and development and learning in cultural contexts to make evidence-based decisions that support each child.

(b) **Family-Teacher Partnerships and Community Connections.**
1.   Candidates demonstrate they:
(i)   Understand successful early childhood education depends upon educators' partnerships with the families of the young children they serve.
(ii)   Value the diversity in family characteristics and use this knowledge to create respectful, responsive, reciprocal relationships with families and engage with them as partners in their young children's development and learning.

2. Prior to program completion prospective early childhood teachers demonstrate ability to:

(i) Collaborate as partners with families in their children's development and learning through respectful, reciprocal relationships and engagement.

(ii) Use community resources to support young children's learning and development and support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

(c) Child Observation, Documentation and Assessment.

1. Candidates demonstrate they understand:

(i) That the primary purpose of assessments is to inform instruction and planning in early learning settings.

(ii) How to use observation, documentation, and other appropriate assessment approaches and tools.

(iii) That assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

(iv) A wide range of types of assessments, their purposes, and their associated methods and tools.

2. Prior to program completion prospective early childhood teachers demonstrate ability to:

(i) Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

(ii) Build assessment partnerships with families and professional colleagues.

(d) Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies.

1. Candidates demonstrate they understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur.

2. Prior to program completion prospective early childhood teachers demonstrate ability to use:

(i) Positive, caring, supportive relationships and interactions as the foundation of early childhood's educators' work with young children.

(ii) Teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.

(iii) A broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect principles of universal design for learning.

(e) Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum.

1.   Candidates demonstrate they:

(i)   Know the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.

(ii)   Understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline.

(iii) Understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice.

2. Prior to program completion prospective early childhood teachers demonstrate ability to:

(i)   Use content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

(ii)   Use pedagogical content knowledge – how young children learn in each discipline – to support young children's learning in each content area.

(iii)   Apply their knowledge to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

(iv)   Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

(v)   Use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the *Alabama Course of Study: English Language Arts.*

(f) Professionalism as an Early Childhood Educator.   Candidates demonstrate awareness that they need to:

1.   Identify and participate as members of the early childhood profession, serving as informed advocates for young children, families, and the early childhood profession.

2.   Know and use ethical guidelines and other early childhood professional guidelines.

3. Have professional communication skills that effectively support their relationships and work with young children, families, and colleagues.

4. Be continuous, collaborative learners who develop and sustain the habit of reflective and intentional practice in their daily work with young children and as a member of the early childhood profession.

(g)   Unique Field Experience and Internship Placement Requirements.
1.   Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, childcare centers and homes, and Office of School Readiness programs.)
2.   The internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5 -8.

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

290-3-3-.08 <u>Elementary Education (Grades K-6)</u>**.**

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

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1. and 2.(i) and (vii), 290-3-3-.04, and 290-3-3-.05, the elementary education curriculum shall require a teaching field of at least 30 semester hours with at least 18 semester hours of upper-division credit. For candidates unconditionally admitted to a program December 15, 2020, and thereafter, the program shall require no less than nine semester hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundational reading skills.

(a)   **Development, Learning, and Motivation.** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

(b)   **Curriculum.**

1.   **Reading, writing, and oral language.** Candidates demonstrate a high level of competence in the use of English language arts to ensure student learning and achievement using explicit instruction, facilitating active inquiry, providing opportunities for collaboration, and promoting positive interactions. Candidates know, understand, and use theories from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Candidates help students successfully apply their developing skills to many different situations, materials, and ideas within and across all content areas in order to provide relevant learning experiences for all students.   Prior to program completion, candidates demonstrate ability to:
(i)   Use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the *Alabama Course of Study: English Language Arts*.
(ii)   Incorporate all the interrelated components of English language arts into a cohesive learning experience.

2.   **Science.** Candidates know, understand, and use fundamental concepts of physical, life, and Earth/space sciences, as well as engineering and computer sciences. Candidates can design and implement age-appropriate inquiry science lessons with the goal of achieving scientific literacy for all students. According to the conceptual framework of the *2015 Alabama Course of Study for K-12 Science*, "A scientifically literate person is one who has a foundation in science knowledge, a technological understanding of problem solving, and the ability to design scientific solutions." Prior to program completion, candidates demonstrate ability to:

(i)   Understand the current *Alabama Science Course of Study: Science* and interpret three dimensional (Scientific and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) expectations outlined by appropriate grade-level standards.

(ii)   Create a collaborative, student-centered classroom environment that provides opportunities for scientific investigation, technology, and engineering design that allows students to connect the classroom to the outside world.

(iii)   Use diagnostic feedback from appropriate ongoing formative assessment to modify teaching and learning activities and summative assessments to determine student achievement at the end of a unit of study.

(iv)   Provide differentiated instruction through intervention and acceleration based on assessment results.

(v)   Determine appropriate instructional and learning targets used for the development of lesson plans using a designated instructional model. Instructional models may include, but are not limited to the 5E+IA Instructional Model, as suggested and outlined in Alabama's 2015 College and Career-Ready Science Standards, or the Biological Sciences Curriculum Study 5E Instructional Model. The Five E+1A Instruction Model supports the use of inquiry-based instruction and prepares prospective teachers to:

(I)   Engage. Student interest is stimulated, and connections are made to prior knowledge and between past and present experiences. Student thinking is focused on learning outcomes as they become mentally engaged in the practices, crosscutting concepts, and the core ideas of the unit or lesson.

(II)   Explore. Students investigate initial ideas and solutions in a context within which they can identify. Using investigation, research, discourse, text, and media, students actively explore situations and build common experiences that serve as a basis for developing an understanding of the concepts within context.

(III)   Explain. Students are provided the opportunity to collaborate, communicate, and construct meaning from their experiences based on an analysis of the exploration. This phase emphasizes the importance of students developing evidence-based explanations founded upon their observations and experiences obtained through investigations. Teachers clarify understanding through definitions, labels, and explanations for abilities, concepts, practices, and skills.

(IV)   Elaborate. Students reflect upon, expand, and apply conceptual understanding of scientific concepts to new and unfamiliar situations in order to cultivate a broader and deeper understanding of concepts through new experiences within new contexts and situations.

(V)   Evaluate. Students are assessed on understanding of scientific concepts. Assessment provides opportunities for teachers to evaluate understanding of concepts and practices identified in the standards. This phase helps teachers know if students are learning in order for appropriate next steps to occur.

(VI) Intervene or Accelerate. When some students do not learn the first time, intervention strategies may be implemented to further explain and elaborate upon concepts to a greater extent in order to clarify understanding. Students who have demonstrated proficiency may be able to enrich or accelerate learning through more challenging, engaging, and exploratory experiences.

3.   **Mathematics.** Based on the *State Course of Study: Mathematics*, candidates know, understand, and use the major concepts, procedures, and practices that define counting and cardinality, number and operations with base 10 and fractions, algebraic thinking, measurement and data, and geometry. In doing so, they consistently engage in problem solving, reason abstractly and quantitatively, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision, make use of structures, and express regularity in repeated reasoning. Prior to program completion candidates demonstrate ability to:

(i) Make sense of problems, justify solutions with supporting evidence, use mathematical tools, make conjectures and connections, and provide student feedback that builds conceptual understanding and procedural fluency.

(ii) Explain students' strategies while connecting and generalizing ideas, anticipating responses and misconceptions, applying reason, and representing and articulating relationships between mathematical concepts.

(iii) Find, adapt, or create rigorous tasks with various entry levels and exit points for engaging all students in real-life problematic situations that orchestrate mathematical discourse and productive struggles for students.

4.   **Social studies.** Candidates are knowledgeable about the *Alabama Course of Study: Social Studies*, C3 Framework, concepts, facts, tools, disciplinary structures of inquiry, and disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences. Prior to program completion, candidates demonstrate ability to:

(i)   Demonstrate an understanding of how the disciplines--civics, economics, geography, and history, and the social/behavioral sciences--create knowledge through disciplinary inquiry to inform action in civic life.

(ii)   Plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

(iii)   Understand and be fluent in the methods of those disciplines and the ways conclusions of inquiry are communicated through disciplinary forms of representation.

(iv)   Design and implement instruction and a range of authentic assessments, informed by data literacy and learner self-assessment, that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.

(v)   Plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

(vi)   Use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

(vii)   Explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

5.   **The arts.** Candidates have a thorough knowledge of the 2017 *Alabama Course of Study for K-12 Arts Education*, including the four artistic processes – creating, responding, connecting, and either performing (dance, music, theatre) or producing (media arts) or presenting (visual arts) -- and the eleven anchor standards shared across the arts. According to the conceptual framework of the 2017 *Alabama Course of Study for K-12 Arts Education*, "Arts literacy is the goal of arts education in Alabama. Arts literacy consists of the knowledge, understanding, and skills required to participate authentically in the arts." Prior to program completion, candidates demonstrate ability to:

(i)   Use the *2017 Alabama Course of Study: Arts Education to* design and implement age-appropriate inquiry arts lessons and projects with the goal of achieving artistic literacy for all students.

(ii) Create an individual and/or collaborative, student-centered classroom environment that provides opportunities for risk-free creative exploration and investigation to conceive and develop artistic ideas and work.

(iii) Demonstrate how the arts may be used to provide authentic alternative assessments (such as portfolios, rubrics, artist statements, etc.) both within the arts and in other subjects.

(iv) Use at least one of the arts disciplines to support learning and assessments in other subjects by providing authentic arts integrated lessons that allow students through imagination, investigation, construction and reflection to connect the classroom to the outside world through creative production.

6.   **Health education.** Based on the *State Course of Study: Health Education*, candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Prior to program completion, health literate candidates demonstrate ability to:
(i)   Assess needs to determine priorities for school health education.
(ii)   Plan effective comprehensive school health education curricula and programs.
(iii) Use multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.
(iv) Assess student learning by developing assessment plans and analyze assessment results to guide future instruction.

7.   **Physical education.**   Based on the *State Course of Study: Physical Education,* candidates know, understand, and use human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students. Prior to program completion, candidates demonstrate ability to:
(i)   Understand the relationship and contributions of the physical education program within the elementary school curriculum and process.

(ii)   Demonstrate academic knowledge and methods to plan and provide integrated and developmentally appropriate learning experiences for elementary students in accordance with local, state and/or national standards for elementary physical education.

(iii)   Understand the emotional, social, and health-related needs of elementary students.

(iv)   Demonstrate knowledge of the importance of physical activity within the elementary school program as it relates to the impact on classroom and academic performance.

(v)   Identify the basic movement patterns (locomotor, manipulative, stability, and perceptual motor) and principles.

(vi)   Demonstrate knowledge of current local, state, and national trends, programs and initiatives including but not limited to Comprehensive School Physical Activity Program (CSPAP) as part of the Whole School, Whole Community, Whole Child (WSWC) model, and the Alabama Champions for Healthy Active Schools.

8.   **Special education.** Prior to program completion, candidates shall demonstrate the ability to use knowledge acquired and abilities demonstrated in the survey of special education course and discipline-specific methods courses to effectively collaborate with special education teachers to adapt curriculum and activities to accommodate the unique needs of special education students, including gifted students, in regular class environments and to help plan support activities to be provided by special education teachers.

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

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

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

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

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

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

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

    (e)   Professionalism.

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

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

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

290-3-3-.09 <u>Middle-Level Teaching Fields (Grades 4-8)</u>.

(1) **Rationale.** Great teacher preparation for middle grade teachers is not the same as great teacher preparation for secondary teachers. "Early adolescence is a period of both enormous opportunities and tremendous risks" (Jackson et al. 2000). One of the most critical challenges in improving high school graduation rates may be ensuring a high level of quality in middle grades coursework and course performance. Middle grade teachers have the responsibility of planning and implementing developmentally appropriate, rigorous and quality middle grade coursework and curriculum in classrooms that engage students intellectually, emotionally, socially, and behaviorally in learning. The Association for Middle Level Education (AMLE) standards for teacher preparation provide a benchmark for middle level teacher preparation programs and serve to highlight the nuances of top-quality preparation of teachers for employment in the middle grades. These rules are effective for new programs submitted for review May 1, 2019, and thereafter. A middle-level program also must meet Rule 290-3-3-.10., .11, .12 or .13.

(2) **Middle Level Standards Applicable to All Teaching Fields.** The following standards were adapted from the Association for Middle Level Education.

(a) **Young Adolescent Development.** Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools. They work successfully within middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. They relate positively to manifestations of young adolescent development and the diversity of learners. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Effective teacher preparation programs provide multiple and continuing opportunities for middle level teacher candidates to learn about the unique characteristics, needs, and interests of young adolescents and to document their ability to use the knowledge gained in their practice.

(b) **Curriculum.** Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement middle level curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach and assist all young adolescents in understanding the interdisciplinary nature of knowledge. Middle level teacher candidates use their knowledge of local, state, and national standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents. They design and teach curriculum that is responsive to all

young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, family composition). They use information literacy skills and state-of-the-art technologies to enhance their teaching.

(c) **Philosophy and School Organization.** Middle level teacher candidates understand middle level philosophy and school organization. They understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. Well-prepared middle level teacher candidates demonstrate their knowledge of the philosophical underpinnings of middle level education and document their ability to use this knowledge in their practice. They can articulate the rationale for developmentally responsive programs and practices such as interdisciplinary teaming and advisory programs, and they use this knowledge within the context of a range of school settings. Middle level teacher candidates exhibit a commitment to developmentally responsive organizational structures that foster socially equitable programs and practices that enhance the education and well-being of all young adolescents. They demonstrate their ability to participate successfully in best practices that are supported by the middle-level knowledge base in a variety of school settings.

(d) **Instruction and Assessment.** Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, family composition). Well-prepared middle level teacher candidates demonstrate their ability to use a wide range of assessments to inform their decisions about instruction. They use multiple methods of formative and summative assessments to engage young adolescents in their own learning. Middle level teacher candidates document their ability to draw upon their subject matter knowledge when planning instruction, teaching, and conducting assessments. They enhance student learning, information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained), and technology skills in the students they teach. Middle level teacher candidates prepare young adolescent learners for the demands of particular assessment formats and make accommodations in assessments for learners with exceptionalities and language learning needs. They employ technology to support assessment practices that engage young adolescents in assessing their own learning needs and interests.

(e) **Professional Roles.** Middle level teacher candidates understand their complex professional roles as teachers of young adolescents. These specialized professional roles constitute one of the primary differences in specialized middle level teacher preparation programs and professional preparation programs designed to prepare teachers of young children for the primary grades or older adolescents at the senior high school level. Teacher candidates engage in practices and behaviors that develop their competence as middle level professionals.

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They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

(3) **Options.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1. and 2.(i)-(ii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.09(2)(a)-(e), an institution has four options for the preparation of middle-level teachers based on completion of a comprehensive teaching field:

(a) **English Language Arts.** The total program must include **at least 9 semester hours in the teaching of reading (strategies for analyzing reading difficulties and improving reading performance)** and at least 21 semester hours of English language arts courses, not professional educator preparation courses, spread across content to include literature, grammar (language use and vocabulary), writing, speaking, listening, and visual literacy.

(b) **Mathematics.** The total program must include at least 6 semester hours in the teaching of reading and writing for mathematics literacy (strategies for analyzing reading difficulties and improving reading performance) and at least 24 semester hours of mathematics courses, not professional educator preparation courses, spread across content to include the number system, expressions and equations, algebra, geometry, measurement and data, proportional relationships, and statistics.

(c) **General Science.** The total program must include at least 6 semester hours in the teaching of reading and writing for science literacy (strategies for analyzing reading difficulties and improving reading performance) and at least 24 semester hours of science courses, not professional educator preparation courses, spread across content to include physical sciences; life sciences; Earth and space sciences; engineering, technology, and applications of science; the history and nature of science; and science safety.

(d) **General Social Studies.**   The total program must include at least 6 semester hours in the teaching of reading and writing for social studies literacy (strategies for analyzing reading difficulties and improving reading performance) and at least 24 semester of social studies courses, not professional educator preparation courses, hours spread across content to include world, United States, and Alabama history; political science; geography; and economics.

(4) **Teaching Field Specific Methods Course.** Each middle level teaching field shall be supported by a methods course specific to the teaching field and grade span and focused on teaching the content reflected in Alabama Course of Study for the teaching field. Methods courses for a comprehensive middle level teaching field shall not be combined with methods courses for other teaching fields or grade spans. Additional information is provided in Rule 290-3-3-.03(6)(c)2.

(5)   **Classroom Management and Diversity Course.**   Each middle level teaching field shall be supported by a classroom management course specific to middle grades and designed to prepare prospective teachers to manage middle level classrooms of diverse students.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-19-78; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07 repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 03-14-2019, effective 05-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.10   Middle-Level English Language Arts (Grades 4-8).

(1) **Rationale.** The middle level English Language Arts program prepares teachers to use the *Alabama Course of Study: English Language Arts* and other guides to provide instruction in reading and other English Language Arts disciplines. The standards build upon the Alabama Core Teaching Standards and are guided by tenets of the Association for Middle Level Education.

(2) **Program   Curriculum.**   In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1. and 2.(i)-(ii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.09(1), the program shall prepare prospective middle-level English language arts teachers who demonstrate knowledge of reading; language use and vocabulary; writing, speaking, listening; visual literacy; and English language arts instruction.

(a) **Reading.** Prior to program completion, prospective teachers will demonstrate:
1. General knowledge of:
(i)   Major works, authors, and contexts of United States, British, and World literature appropriate for adolescents.
(ii)   Defining characteristics of literary genres (e.g., poetry, literary nonfiction, drama).
(iii) Defining   characteristics of   major subgenres (e.g., sonnet, historical fiction, functional text).
2. Literature-related knowledge of how:
(i)   Literal and inferential interpretations of a literary text can be supported with textual evidence.
(ii)   A theme is developed within and across works from a wide variety of literary genres and other media.
(iii) Literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text.
(iv) Word choice (e.g., figurative, connotative, or information language) contributes to the meaning and tone of a literary text.
(v)   Poetic devices and structure contribute to the meaning of a poem.
(vi) Literary skills support active reading of a literary text (e.g., making predictions, making connections with the text, summarizing).
3. Informational texts and rhetoric knowledge sufficient to:
(i)   Understand how literal and inferential interpretations of an informational text can be supported with textual evidence.
(ii)   Know a variety of organizational patterns that can be used to develop a central idea in an informational text.
(iii) Understand how word choice (e.g., figurative, connotative, or technical language) contributes to the meaning and tone of an informational text.
(iv) Understand methods that authors use to convey purpose and perspective in informational texts.

4.　Visual texts and meaning sufficient to:
(i)　Understand how visual texts can be used to convey a message.
(ii)　Understand how visual devices contribute to meaning.
(iii)　Use graphic novels and essays.

(b) Vocabulary Acquisition and Use:　Prior to program completion, prospective teachers demonstrate knowledge of:
1.　Use of affixes, context, and syntax to determine word meaning.
2.　Use of print and digital materials to support correct language usage and appropriate vocabulary acquisition and use.
3.　Variation in dialect and diction across regions, cultural groups, and time periods.

(c)　Writing, Speaking, and Listening.　Prior to program completion, prospective teachers demonstrate knowledge of:
1.　Conventions of Standard English grammar, usage, syntax, and mechanics (e.g., sentence types, verb tenses, punctuation).
2　Distinct characteristics of various types of writing (e.g., argumentative, informative/explanatory, narrative).
3.　Appropriateness of effective writing in relation to the task, purpose, and audience.
4.　Characteristics of clear and coherent writing (e.g., development, organization, style).
5.　Effective research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately (e.g., MLA, APA).
6.　Effective delivery of a speech or presentation (e.g., eye contact, visual aids, tone, purpose, audience).
7.　Methods that authors use to appeal to a specific audience.
8.　What constitutes an effective written argument with strong supporting evidence.

(d)　English Language Arts Instruction.　Prior to program completion, prospective teachers demonstrate ability to use:
1.　The *Alabama Course of Study: English Language Arts* and other guides to provide instruction in reading and other language arts disciplines.
2.　Research-based approaches to support language acquisition and vocabulary development for diverse learners.
3.　Techniques for instructing students to participate productively in collaborative discussions (e.g., one-on-one, in groups, teacher-led) and listen actively.
4.　Techniques for instructing students to communicate effectively and appropriately using technological tools (e.g., presentation software, blogs, and wikis).
5.　Research-based approaches to grouping and differentiated instruction to meet specific instructional objectives in English Language Arts (e.g**.,** literature circles, peer conferencing, collaborating with educators of special needs or linguistically diverse students).
6.　Approaches to choosing texts for students based on ability and interests.

7. A variety of techniques to diagnose reading difficulties and teach struggling readers to overcome those difficulties.

8. A variety of techniques to diagnose reading difficulties and teach struggling readers to overcome those difficulties.

9. Research-based strategies for teaching adolescent reading (e.g., activating prior knowledge, modeling and metacognitive practices).

10. Research-based approaches to teaching components of writing (e.g., writing workshop, modeling).

11. Approaches to and purposes of formative and summative assessment of reading, writing, speaking, listening (e.g., use of rubrics, conferencing techniques, providing useful feedback), and visual literacy.

12. Effective approaches to incorporating student input into the design and use of English Language Arts curriculum and assessments (e.g., literature selection, collaboratively designed rubrics).

Author: Dr. Eric G. Mackey
Statutory Authority: ALA. Code §§16-3-16 and 16-23-14 (1975).
History: Adopted New 03-14-2019, effective 05-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.11 <u>Middle-Level Mathematics (Grades 4-8)</u>.

    (1) Rationale.   The middle-level Mathematics program prepares teachers to use the *Alabama Course of Study: Mathematics* and other guides to provide instruction in mathematics. The standards build upon the Alabama Core Teaching Standards and are guided by tenets of the Association for Middle Level Education, as well as the 2020 standards of the National Council of Teachers of Mathematics (NCTM) for middle level mathematics.

    (2) Program Curriculum.   In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1. and 2.(i)-(ii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.09(1), the program shall prepare prospective middle-level mathematics teachers who demonstrate knowledge of the mathematical domains identified in Rule 290-3-3-.07.02(2)(a).

    (a) Knowing and Understanding Meaningful Mathematics. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number and Operations; Algebra and Functions; Statistics and Probability; Geometry, Trigonometry, and Measurement.

    1. Essential Concepts in Number and Operations. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, and using real and rational numbers in contexts, attending to units, developing solution strategies and evaluating the correctness of conclusions. Major mathematical concepts in Number include number systems (particularly rational numbers); algorithmic and recursive thinking; number and set theory; ratio, rate of change, and proportional reasoning; and structure, relationships, operations, and representations.

    2. Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships among numbers and other objects, analyze change, and model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; induction; and develops families of functions of discrete and continuous variables as a fundamental concept of mathematics.

    3. Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of statistics and probability including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. Essential Concepts in Statistics and Probability include quantitative literacy; visualizing and summarizing data; statistical inference; probability; exploratory data analysis and applied problems and modeling.

    4. Essential Concepts in Geometry, Trigonometry, and Measurement. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry including using visual representations for numerical functions and

relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. Essential Concepts in Geometry, Trigonometry, and Measurement include measurement; transformations; scale; graph theory; geometric arguments; reasoning and proof; applied problems and modeling; development of axiomatic proof; and the Pythagorean theorem.

(b) Knowing and Using Mathematical Processes. Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.

1. Problem Solving. Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve nonroutine problems (both contextual and noncontextual) across mathematical domains.

2. Reasoning and Communicating. Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.

3. Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.

(c) Knowing Students and Planning for Mathematical Learning. Candidates use the *Alabama Course of Study: Mathematics*, other guides and knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

1. Student Diversity. Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

2. Students' Mathematical Strengths. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

3. Positive Mathematical Identities. Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.

(d) Teaching Meaningful Mathematics. Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

1. Establish Rigorous Mathematics Learning Goals. Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.

2. Engage Students in High Cognitive Demand Learning. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.

3. Incorporate Mathematics-Specific Tools. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.

4. Use Mathematical Representations. Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.

5. Elicit and Use Student Responses. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.

6. Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.

7. Facilitate Discourse. Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.

(e) Assessing Impact on Student Learning. Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.

1. Assessing for Learning. Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics learning goals.

2. Analyze Assessment Data. Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.

3. Modify Instruction. Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.

(f) Social and Professional Context of Mathematics Teaching and Learning. Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.

1. Promote Equitable Learning Environments**.** Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.

2. Promote Positive Mathematical Identities. Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.

3. Engage Families and Community. Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.

4. Collaborate with Colleagues. Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.

Author: Dr. Eric G. Mackey
Statutory Authority: ALA. Code §§16-3-16 and 16-23-14 (1975).
History: Adopted New 03-14-2019, effective 05-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.12 <u>Middle-Level General Science (Grades 4-8)</u>.

(1) **Rationale.**   The middle-level General Science program prepares teachers to use the *Alabama Course of Study: Science* and other guides to provide instruction in science. The standards build upon the Alabama Core Teaching Standards and are guided by tenets of the Association for Middle Level Education.

(1) **Program Curriculum.**   In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-.03(6)(e)1. and 2.(i)-(ii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.09(1), the program shall prepare prospective middle-level general science teachers who demonstrate knowledge of scientific and engineering practices; the crosscutting concepts of science; the disciplinary core ideas of physical sciences, life sciences, and Earth and space sciences; engineering, technology, and applications of science; the history and nature of science; and science safety.

(a) **Content Knowledge.** Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices to include knowledge of physical sciences, life sciences, and Earth and space sciences to be taught according to the *Alabama Course of Study: Science*. Candidates will:
1. Use and apply the major concepts, principles, theories, laws, and interrelationships of general science and supporting fields.
2. Explain the nature of science and the cultural norms and values inherent to the current and historical development of scientific knowledge.
3. Demonstrate knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.
4. Demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their middle-level students.

(b) **Content Pedagogy.** Effective teachers of science plan learning units of study and equitable, culturally-responsive opportunities for *all* students based upon their understanding of how student learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning. Candidates will design lessons:
1. Using the *Alabama Course of Study: Science*, science standards and a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts.
2. Incorporating appropriate differentiation strategies, wherein *all* students develop conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from empirical experiences.
3. Using engineering practices in support of science learning wherein *all* students design, construct, test and optimize possible solutions to a problem.

4. Aligning instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstanding, prior knowledge, and naïve conceptions.

5. Integrating science-specific technologies to support *all* students' conceptual understanding of science and engineering.

(c) Learning Environments. Effective teachers of science are able to plan for engaging *all* students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create an anti-bias, multicultural, and social justice learning environment to achieve these goals. Candidates will:

1. Plan a variety of lesson plans based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias environment.

2. Plan learning experiences for *all* students in a variety of environments (e.g., the laboratory, field, and community).

3. Plan lessons in which *all* students have a variety of opportunities to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend their own explanations of scientific phenomena, observations, and data.

(d) Safety. Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemicals. Candidates will:

1. Implement activities appropriate for the abilities of *all* students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used.

2. Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA, NSELA).

3. Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms.

(e) Impact on Student Learning. Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction. Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching. Preservice teachers will:

1. Implement assessments that show *all* students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations.

2. Collect, organize, analyze, and reflect on formative and summative evidence and use those data to inform future planning and teaching.

3. Analyze science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.

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

1. Engage in critical reflection on their own science teaching to continually improve their instructional effectiveness.

2. Participate in professional development opportunities to deepen their science content knowledge and practices.

3. Participate in professional development opportunities to expand their science-specific pedagogical knowledge.

290-3-3-.13 **Middle-Level General Social Studies (Grades 4-8).**

(1) **Rationale.** The middle-level General Social Studies program prepares teachers to use the *Alabama Course of Study: Social Studies* and other guides to provide instruction in social studies. The standards build upon the Alabama Core Teaching Standards and are guided by tenets of the Association for Middle Level Education.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1. and 2.(i)-(ii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.09(1), the program shall prepare prospective middle-level general social studies teachers who demonstrate knowledge of United States, Alabama and world history; government/civics; geography; economics; and social/behavior sciences. Prior to program completion prospective teachers demonstrate knowledge of:

(a) **United States and Alabama History.**
1. Chronological developments in United States and Alabama history.
2. Major themes in United States and Alabama history.

(b) **World History.**
1. Chronological developments in world history.
2. Major themes in world history.

(c) **Government/Civics.**
1. United States government and civics.
2. Alabama state government.
3. Comparative government and international relations.

(d) **Geography.**
1. Geographic literacy.
2. Map skills.
3. Physical geography.
4. Human geography.
5. Regional geography.

(e) **Economics.** Prior to program completion, prospective teachers demonstrate knowledge of:
1. Microeconomics.
2. Macroeconomics.
3. Comparative economics.

 (3) Social Studies Instruction. Prior to program completion, prospective teachers demonstrate ability to use the *Alabama Course of Study: Social Studies* and other guides to provide research-based instruction so that students are able to:

(a) Apply geographic concepts and understanding of geographic regions and spatial patterns of physical and human phenomena to study Alabama and the world and relate geography to history, economics, ecology, civics and politics in Alabama and beyond.

(b) Examine ways economic and political institutions respond to the needs of Alabamians.

(c) Gain knowledge of economic principles and technological advancements as well as knowledge of past events and present-day practices in Alabama, the United States, and the world.

(d) Teach economics content to include but not be limited to topics such as economic systems, the relationship between the consumer and the marketplace, and principles of personal finance and money management.

(e) Learn specific characteristics regarding the land and its people and analyze diverse groups that contributed to the development of Alabama.

(f) Use maps, globes, satellite images, and skills to interpret graphic organizers, text, charts, and graphs.

(g) Investigate the structure of state and local governments.

(h) Compare similarities between contemporary issues and their historical origins and draw parallels among historical events in Alabama, other states, and the world.

(i) Demonstrate respect for the views of others while analyzing and evaluating relationships between ideas and practices.

(j) Understand the impact of prehistoric times, the Industrial Revolution, the Civil War, World War I, the Great Depression, World War II, the Cold War Era, and civil rights efforts on current events in Alabama and the world.

(k) Assume appropriate responsibilities in their families, schools, and community roles and apply their civic knowledge and skills to understand local, national and international issues.

Author: Dr. Eric G. Mackey
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History: Adopted New 03-14-2019, effective 05-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.14 Secondary Teaching Fields (Grades 6-12).

(1)   **Options.** In addition to meeting the standards in Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, and 290-3-3-.05, there are three options for the preparation of secondary teachers:

(a)   **A comprehensive teaching field** in English language arts, general science, or general social studies that includes both:
1.   An academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. See Rule 290-3-3-.01(2).
2.   At least one course in each of the specified areas included in the comprehensive teaching field. Coursework in other areas of the comprehensive teaching field may also be included. Additional information is provided in Rules 290-3-3-.03(6)(c)1.(i), 290-3-3-.21(2), 290-3-3-.22(2), and 290-3-3-.28(2).

(b)   **A single teaching field** with an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.03(6)(c)1.(ii), and 290-3-3-.20, .23, .25, .26, and .29-.31.

(c)   **A single teaching field** in an area of career and technical education that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information about specific teaching fields is provided in Rules 290-3-3-.16- .19. Additional information is provided in Rule 290-3-3-.03(6)(c)1.(iii).

(d)   **A teaching field** that combines health education (6-12) and physical education   (P-12), includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in Rule 290-3-3-.24.

(2)   **Teaching Field Specific Methods Course.** Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). Additional information is provided in Rule 290-3-3-.03(6)(c)2.

290-3-3-.15 <u>**Career and Technical Education General Rules for All Teaching Fields (Grades 6-12).**</u>

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

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and Rule 290-3-3-.14, programs to prepare the prospective career and technical education teacher shall meet one of the target career and technical rules (Rules 290-3-3-.16-.19) and require a teaching field with a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Prior to program completion, the prospective teacher of career and technical education shall demonstrate:

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

(b)   **Educating for the Work Place.**
1.   Candidates are prepared to develop the talents and skills of students in grades 6-12 in classroom settings that are rigorous, progressive, and certified to industry standards.
2.   Candidates develop curricula based on career clusters and pathways.
3.   Candidates adapt curricula to industry needs in local areas.
4.   Candidates work with students to develop skills in preparing job applications and resumes and interviewing.
5.   Candidates incorporate reading and mathematical literacy skills into the career and technical curricula and lessons they teach to students.
6.   Candidates incorporate the teaching of soft skills into instruction, including traits such as reliability, working well with others, and maintaining a positive attitude.
7.   Candidates manage time effectively to provide both direct instruction and hands-on learning.
8.   Candidates develop an appropriate syllabus based on the *Alabama Course of Study: Career and Technical Education.*

(c)Assessment.

1. Candidates use multiple forms of assessment in making educational decisions and guiding students to make wise decisions in career planning.

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

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

4. Candidates document student learning in folders or portfolios.

5. Candidates use career planning assessments (e.g., KUDER) and results appropriately to identify students' interests and aptitudes.

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

(d) Learning Environments.

1. Candidates create and manage safe learning environments for all students.

2. Candidates always require students to use appropriate personal protective when in laboratory classroom settings.

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

(e) Career and Technical Programs.

1. Candidates are aware of the unique aspects of career and technical programs, including program review, working effectively with local business and industry, and managing budgets effectively.

2. Candidates are familiar with the requirements of the Alabama State Department of Education's (ALSDE) method of program review.

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

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

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

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

7. Candidates become affiliated with the appropriate career and technical student organizations for their teaching fields, such as Distributive Education Clubs of America (DECA); Future Farmers of America (FFA); or Future Business Leaders of America (FBLA); Family, Career and Community Leaders of America (FCCLA); Health Occupational Student Association (HOSA); SkillsUSA; or Technical Student Association (TSA).

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

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

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

290-3-3-.16 <u>**Agriscience Education (Grades 6-12).**</u>

(1)   Program Curriculum. In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, 290-3-3-.14, and 290-3-3-.15, the teaching field shall require a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

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

(a)   Content Knowledge and Skills.
1.   <u>Soils</u>.
(i)   Candidates differentiate between soil types and soil profiles.
(ii)   Candidates interpret a soil analysis and make recommendations for soil improvements.
2.   <u>Horticulture</u>.
(i)   Candidates identify, propagate, and select plants for the landscape.
(ii)   Candidates create a landscape plan for a residential area.
(iii)   Candidates manage the growth of plants in a greenhouse environment.
3.   <u>Agricultural Marketing</u>.
(i)   Candidates interpret supply and demand data for an agricultural product.
(ii)   Candidates design an agribusiness entrepreneurial management plan, including management and marketing strategies.
(iii)   Candidates utilize technology to develop and present an agribusiness entrepreneurial management plan.
4.   <u>Power Equipment</u>.
(i)   Candidates operate, troubleshoot, and maintain agricultural power equipment.
(ii)   Candidates are aware of how technology is utilized in the agricultural industry (e.g., Global Positioning Systems [GPS] and Geographical Information Systems [GIS]).
5.   <u>Environmental Science</u>.
(i)   Candidates make decisions regarding woodland areas based on management goals, including wildlife management.
(ii)   Candidates interpret water samples to make fertilization and aeration management decisions.
(iii)   Candidates identify, select, and manage aquatic species.
6.   <u>Animal and Dairy Science</u>.
(i)   Candidates identify breeds of domestic animals, differentiating according to anatomy and physiology.
(ii)   Candidates make basic health and nutrition management decisions for domestic animals.
(iii)Candidates understand best management practices with regard to animal welfare, rights, and care of livestock.

7.   Agricultural Mechanics.

(i)   Candidates construct a wooden agricultural project according to specifications and codes.

(ii)   Candidates perform metal fabrication processes.

(iii)   Candidates design agricultural structures, including electrical, plumbing, masonry, and framing.

8.   Career and Technical Student Organization – FFA.

(i)   Candidates utilize the history of the National FFA Organization to illustrate the importance the organization has played in the advancement of the agriculture industry.

(ii)   Candidates become aware of the skill and leadership opportunities offered through the National FFA Organization.

9.   Work-Based Learning/Supervised Agricultural Experience (SAE).

(i)   Candidates familiarize themselves with the important role that SAE projects play in technical skill development and career preparation.

(ii)   Candidates become familiar with how to utilize record keeping programs to properly track and keep accurate student records of work-based learning/SAE projects.

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

(c)   Professionalism and Ethical Practice.

1.   Candidates practice stewardship as it applies to the livestock, forest, environmental and natural resources.

2.   Candidates lead students in debating issues regarding animal rights and animal welfare.

290-3-3-.17 Business and Marketing Education Grades 6-12).

(1)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, 290-3-3-.14, and 290-3-3-.15, the teaching field shall require a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

(a)   **Content Knowledge and Skills**. Prior to program completion:
1.   Candidates know and apply components of the accounting cycle (e.g., analysis of source documents, procedures for journalizing and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries) as well as uses of computerized accounting packages and other financial software applications.
2.   Candidates know and apply principles and procedures for personal and business financial management while completing projects that require decision making skills (e.g., budgeting, saving, personal income tax, investing, retirement planning, and personal banking).
3.   Candidates know and apply key marketing principles and concepts including, but not limited to customer service, research, selling, promotion, and distribution in both domestic and international markets.
4.   Candidates know and apply cultural differences in language, values, social behavior, and business protocol that affect marketing strategies and concepts, customer service, sales, and promotion.
5.   Candidates can describe changes in business and economic trends.
6.   Candidates can identify and analyze various management principles and types of business ownership.
7.   Candidates apply formal/informal communications skills and techniques as used in the corporate culture (e.g., listening skills, nonverbal communication, oral communication skills, business document composition and production, telephone skills and etiquette, electronic communication skills and etiquette, presentation development and delivery, etc.).
8.   Candidates can interpret the role of leadership, teamwork, and effective communication in the workplace.
9.   Candidates develop a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.
10.   Candidates understand and apply knowledge of the purpose, characteristics, and classifications of business, labor, and consumer laws.
11.   Candidates can explain consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance (personal and commercial), tax forms, and retirement planning.
12.   Candidates utilize concepts pertaining to human resource management, interpersonal skills, and career development.
13.   Candidates are able to understand ethics in society and identify ethical business practices.

14. Candidates demonstrate the ability to teach entrepreneurial concepts.

15. Candidates know and apply the standard features and operation of typical business, information processing, and productivity software.

16. Candidates demonstrate an understanding of computer-based multimedia tools.

17. Candidates understand the principles of computer networks.

18. Candidates demonstrate functional knowledge of internal computer organization and architecture, and a computer programming language.

19. Candidates demonstrate proper use of typical business, information processing, and productivity software to solve application problems.

20. Candidates understand current computer platforms and operating systems.

21. Candidates can explain the internal computer operation.

22. Candidates understand emerging technologies.

23. Candidates demonstrate the use of technology to access information, solve problems, collect data, manage information, and make decisions.

24. Candidates can evaluate, select, and use various digital devices, software, and related technology to support the instructional and learning process.

(b)   Professionalism and Ethical Practice. Candidates maintain current knowledge in trends about career opportunities in the field of business and technology and adhere to the Alabama Educator Code of Ethics.

290-3-3-.18 <u>Family and Consumer Sciences Education (Grades 6-12)</u>.

(1) **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, 290-3-3-.14, and 290-3-3-.15, the teaching field shall require a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

(a) **Family Studies and Community Services.**
1.   Candidates are familiar with family structures, family stages, family functions and factors affecting family relationships.
2.   Candidates evaluate conditions affecting individuals and families with a variety of disadvantaging conditions and services available to address their needs and conditions.
3.   Candidates are aware of how to interpret and transcribe data and communicate with clients using counseling and mental health practices.

(b) **Human Development Through the Life Span.**
1.   Candidates interpret theories of human growth and development within the context of individuals throughout the lifespan.
2.   Candidates understand that variations in growth and development of individuals may require special resources and responses.
3.   Candidates are aware of developmental tasks and processes of individuals throughout the lifespan.
4.   Candidates contrast the stages of physical, intellectual, social, and cognitive development across the lifespan.
5.   Candidates analyze conditions that influence human growth and development.
6.   Candidates utilize effective communication patterns and strategies including effective conflict prevention and resolution.

(c) **Consumer Economics, Resource Management and Consumer Services.**
1.   Candidates interpret consumer rights and responsibilities in relationship to legal and ethical considerations in the marketplace and have the skills to advocate for issues related to consumerism.
2.   Candidates are aware of consumer resources provided by private and government agencies in the areas of assistance, information and published materials, services, and products available to individuals, families, and clients.
3.   Candidates provide financial planning information, including a long-term financial plan, to individuals, families, and clients so they are good stewards/consumers of their financial and human resources.
4.   Candidates demonstrate the planning and management processes used in making financial plans and decisions.

5. Candidates apply management theory related to work simplification, time management and organization of activities in the home and workplace.

6. Candidates demonstrate skills needed for product development, testing, and presentation.

7. Candidates evaluate the effects of technology on individual and family resources.

8. Candidates analyze resource consumption for conservation and waste management practices that impact consumer behavior.

(d) Food Science, Dietetics, and Nutrition.

1. Candidates analyze factors that influence nutritional needs and wellness practices of individuals, families, and clients across the life span.

2. Candidates compare the functions and sources of nutrients.

3. Candidates utilize nutritional guidelines such as the Recommend Daily Allowances, Dietary Guidelines for Americans, and the United States Department of Agriculture (USDA) Daily Food Guide in planning nutritional foods for individuals, families, and clients.

4. Candidates evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

5. Candidates utilize food management strategies in preparing meals and food products.

6. Candidates apply cooking and food science principles in preparing meals, ~~and~~ food products and ~~in~~ food preservation.

7. Candidates demonstrate food safety and sanitation practices in preparing meals and food products.

8. Candidates apply risk management procedures to food safety, food testing, and sanitation.

9. Candidates evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

10. Candidates apply basic concepts of nutrition and nutritional therapy in a variety of settings.

11. Candidates are familiar with the use of current technology in food product development and marketing.

12. Candidates are aware of factors that influence an athlete's health, fitness, and sports performance.

13. Candidates are aware of event planning from a variety of perspectives including that of planners, hosts, participants, vendors, hotels/facilities, and related hospitality entities.

14. Candidates demonstrate a variety of creative food styling and presentation techniques.

(e)   Textiles and Apparel.

1.   Candidates demonstrate wardrobe management by planning, selecting, and purchasing clothing and accessories; constructing clothing using the elements of art and design principles; and the care of clothing.

2.   Candidates demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

3.   Candidates demonstrate the use of the ~~art~~ principles of art and design elements in the merchandising of textiles, products and apparel.

4.   Candidates evaluate fiber and textile products, materials and finishes and their effect on performance and appearance.

5.   Candidates demonstrate fashion, apparel, and textile design skills.

(f)   Housing, Interiors and Furnishings.

1.   Candidates determine the functions and types of housing available and design concepts related to available resources and options for individuals, families, and clients.

2.   Candidates evaluate the use of housing and interior furnishings and products in meeting specific design needs of clients.

3.   Candidates demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

4.   Candidates analyze influences on architecture and furniture design and development.

5.   Candidates evaluate client's needs, goals, and resources in creating design plans for housing, interiors and furnishings.

6.   Candidates are aware of the key operations and services provided by a real estate agency.

(g)   Education, Early Childhood Education and Services.

1.   Candidates use developmentally appropriate practices to plan education programs and services for infants, toddlers, and Pre-K aged children.

2.   Candidates demonstrate the integration of curriculum and instruction to meet learner's developmental needs and interests at all levels of education.

3.   Candidates demonstrate safe and healthy environments for learning.

4.   Candidates plan professional development activities for adults.

5.   Candidates are aware of techniques used in consulting with clients.

(h)   Food Production Services.

1.   Candidates demonstrate food safety and sanitation procedures used in the food industry.

2.   Candidates demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

3.   Candidates demonstrate menu planning and techniques based on standardized recipes to meet customer needs.

4.   Candidates demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

5.   Candidates demonstrate implementation of food service management and leadership functions.

(i)   Hospitality, Tourism and Recreation.

1.   Candidates demonstrate procedures applied to safety, security, and environmental issues related to the hospitality, tourism and recreation industries.

2.   Candidates demonstrate practices and skills involved in lodging occupations.

3.   Candidates demonstrate practices and skills for travel related services.

4.   Candidates demonstrate management of recreation, leisure, and other programs and events.

(j)   Family and Consumer Sciences Education. Candidates are aware of the historical, social, and economic foundations of family and consumer sciences education.

(k)   Business Practices.

1.   Candidates are familiar with business practices associated with careers in the field of family and consumer sciences.

2.   Candidates demonstrate skills used to produce products and provide services in family and consumer sciences related careers.

3.   Candidates use different types of media including E-Commerce to market products or provide services to consumers and clients.

4.   Candidates apply concepts of quality service to assure customer and client satisfaction.

290-3-3-.28 <u>Technical Education (Grades 6-12)</u>.

    (1)   Program Curriculum. In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, 290-3-3-.14, and 290-3-3-.15, the teaching field shall require a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

    (a)   Content Knowledge and Skills. Candidates demonstrate occupational competency in a technical-related setting.

    (b)   Educating for the Workplace. Candidates construct learning experiences that integrate instruction with work-based learning.

    (c)   Learning Environments.
    1.   Candidates demonstrate occupational safety and health procedures applicable to the technical area, including attention to workplace hazards, material safety data sheets, and safety codes.
    2.   Candidates inspect and maintain tools and equipment related to their occupational setting to promote safe use.

    (d)   Career and Technical Programs. Candidates are familiar with national accrediting bodies appropriate to the technical area (e.g., Automotive Service Excellence [ASE]; National Center for Construction Education and Research [NCCER], the Graphic Arts Education and Research Foundation [GAERF], etc.).

Author: Dr. Eric G. Mackey

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290-3-3-.20 Computer Science Education (Grades 6-12).

(1) **Rationale.** Standards for teacher candidates in computer science education are informed by and aligned with the Alabama Course of Study for Digital Literacy and Computer Science (2018) and standards from the Computer Science Teachers Association (CSTA, 2017), and other reputable sources.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Knowledge.** Prior to program completion, prospective teachers of computer science shall demonstrate knowledge sufficient to teach content related to:
1. Impacts of Computing.
(i) Impact of, obstacles to, and effects of computing.
(ii) Issues regarding intellectual property, ethics (e.g., concerns related to artificial intelligence and machine learning capabilities that may affect society), privacy, and security in computing.
2. Algorithms and Computational Thinking.
(i) Abstraction; pattern recognition in data samples and computational processes; problem decomposition; and number base conversion.
(ii) Algorithm analysis, searching and sorting algorithms, recursive algorithms, randomization, and algorithm expression (e.g., pseudocode and flowcharts).
3. Programming.
(i) Programming control structures, standard operators (e.g., arithmetic, relational and logical), variables, correctness, extensibility, modifiability, and reusability.
(ii) Procedures, function, and methods; event-driven programs; usability; data structures (e.g., stacks, queues, lists); debugging; documenting and reviewing code; libraries and application programming interfaces (APIs), integrated development environments (IDEs); and programming language paradigms, including object-oriented concepts.
4. Data.
(i) Digitalization of information; data encryption and decryption; data compression, error detection and correction; and computational tools.
(ii) Simulation, modeling, and manipulation of data.
5. Computing Systems and Networks.
(i) Hardware and software (for designing systems, identifying and fixing problems, and troubleshooting issues), software life cycle, operating systems, computing systems, virtual machines, communication between devices, and cloud computing.
(ii) Networks, including protocols, encryption, and security issues and the Web.

(b) **Abilities.** Prior to program completion, prospective teachers of computer science shall demonstrate ability to teach students to:

1. Computing Systems.

(i) Recommend improvements to the design of computing devices, based on an analysis of how users interact with software and hardware devices.

(ii) Design projects that combine hardware and software components to collect, process, and output data.

(iii) Systematically identify and fix problems with computing devices and their components.

(iv) Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.

(v) Compare levels of abstraction and interactions between application software, system software, and hardware layers.

(vi) Develop guidelines that convey systematic trouble-shooting strategies that others can use to identify and fix errors.

(vii) Categorize the roles of operating system software.

(viii) Illustrate ways computing systems implement logic, input, and output through hardware components.

2. Networks and the Internet.

(i) Model the role of protocols in transmitting data across networks and the Internet. (6-8)

(ii) Explain how physical and digital security measures protect electronic information, including public key cryptography.

(iii) Apply multiple methods of encryption to model the secure transmission of information.

(iv) Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.

(v) Give examples to illustrate how sensitive data can be affected by malware and other attacks.

(vi) Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.

(vii) Compare various security measures, considering tradeoffs between the usability and security of a computing system.

(viii) Explain tradeoffs when selecting and implementing cybersecurity recommendations.

(ix) Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).

(x) Compare ways software developers protect devices and information from unauthorized access, considering different classifications of intrusion prevention systems and how each identifies malicious activity, logs information about the activity, reports it, and attempts to block or stop it.

3. <u>Data and Analysis</u>.

(i)   Represent data using multiple encoding schemes.

(ii) Collect data using computational tools and transform the data to make the data more useful and reliable.

(iii) Refine computational models based on the data they have generated.

(iv) Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.

(v) Evaluate the tradeoffs in how data elements are organized and where data are stored.

(vi) Create interactive data visualizations using software tools to help others better understand real-world phenomena.

(vii) Create computational models that represent the relationships among different elements of data collected from a phenomena or process.

(viii) Use data analysis tools and techniques to identify patterns in data representing complex systems.

(ix) Select data collection tools and techniques to generate data sets that support a claim or communicate information.

(x) Evaluate the ability of models and simulations to test and support the refinement of hypotheses.

4. <u>Algorithms and Programming</u>.

(i)   Use flowcharts and/or pseudocode to address complex problems as algorithms.

(ii) Create clearly named variables that represent different data types and perform operations (e.g., arithmetic, relational, and logical operations) on their values.

(iii) Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

(iv) Decompose problems and subproblems into parts (functions) to facilitate the design, implementation, and review of programs.

(v) Create procedures with parameters to organize code and make it easier to reuse.

(vi) Seek and incorporate feedback from team members and users to refine a solution that meets user needs.

(vii) Incorporate existing code, media, and libraries into original programs, and give attribution.

(viii) Systematically test and refine programs using a range of test cases.

(ix) Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.

(x) Document programs in order to make them easier to follow, test, and debug.

(xi) Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.

(xii) Use lists or arrays to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.

(xiii) Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.

(xiv) Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.

(xv)   Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and objects.

(xvi)   Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

(xvii) Systematically design and develop programs for broad audiences by incorporating feedback from users.

(xviii) Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.

(xix) Evaluate and refine computational artifacts to make them more usable and accessible.

(xx) Design and develop computational artifacts working in team roles using collaborative tools and pair programming techniques.

(xxi) Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.

(xxii) Demonstrate ways a given algorithm applies to problems across disciplines.

(xxiii) Describe how artificial intelligence drives many software and physical systems.

(xxiv) Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.

(xxv) Use and adapt classic algorithms (e.g., shortest path, sorting, and searching) to solve computational problems.

(xxvi) Evaluate algorithms in terms of their efficiency, correctness, and clarity.

(xxvii) Compare and contrast fundamental data structures and their uses.

(xxviii) Illustrate the flow of execution of a recursive algorithm.

(xxix) Construct solutions to problems using student-created components, such as procedures, nodules and objects.

(xxx) Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.

(xxxi) Demonstrate code reuse by creating programming solutions using libraries and APIs.

(xxxii) Plan and develop programs for broad audiences using a software life-cycle process.

(xxxiii) Explain security issues that might lead to compromised computer programs.

(xxxiv) Develop programs for multiple computing platforms.

(xxxv) Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project.

(xxxvi) Develop and use a series of test cases to verify that a program performs according to its design specifications.

(xxxvii) Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).

(xxxviii) Evaluate key qualities of a program through a process such as a code review.

(xxxix) Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).

(xl) Evaluate key qualities of a program through a process such as a code review.

(xli) Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.

5. <u>Impacts of Computing</u>.

(i) Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options.

(ii) Discuss issues of bias; accessibility for all users, including those with special needs; and usability in the design of existing technologies.

(iii) Collaborate with contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.

(iv) Describe tradeoffs between allowing information to be public and keeping information private and secure, recognizing that nothing posted online is private.

(v) Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

(vi) Test and refine computational artifacts to reduce bias and equity deficits.

(vii) Demonstrate ways a given algorithm applies to problems across disciplines.

(viii) Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

(ix) Explain the beneficial and harmful effects that intellectual property laws can have on innovation.

(x) Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.

(xi) Evaluate the social and economic implications of privacy in the context of safety, law, and ethics.

(xii) Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.

(xiii) Evaluate the impact of equity, access, and influence on the distribution of computing resources in the global society.

(xiv) Predict how computational innovations that have revolutionized aspects of our culture might evolve.

(xv) Debate laws and regulations that impact the development and use of software.

(xvi) Consider the impact of professional societies (e.g., Association for Computing Machinery, Institute of Electrical and Electronics Engineers, Association of Information.

(c)   Pedagogy. Prior to program completion, prospective computer science teachers demonstrate ability to:

1   Encourage students from underrepresented groups to take computer science courses.

2.   Make students aware of trends in the computer science job market (e.g., emerging skills sets, entry requirements, career paths, and salaries).

3.   Use a variety of instructional strategies, including digital and physical (offline or unplugged) environments.

4.   Adapt instruction to student interests and abilities.

5.   Incorporate collaboration into instruction.

(d) Professionalism. Prior to program completion, prospective computer science teachers demonstrate ability to:

1. Articulate why all students are capable of learning computer science.

2. Develop computer science curricula.

3. Stay current with research on computer science education, including pedagogy and assessment.

4. Learn collaboratively with other computer science teachers.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).
History: New 09-12-2019, effective 12-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.21 English Language Arts (Grades 6-12).

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

(2)   Program Curriculum. In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3.14, the teaching field shall require an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism, and may include coursework in other areas within English language arts.

(a)   Content Knowledge.
1.   Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
(i)   Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they use literary theories to interpret and critique a range of texts.
(ii)   Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.
2.   Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
(i)   Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
(ii)   Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society.
(iii) Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(e) **Professional Knowledge and Skills.**

1. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.

(i) Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.

(ii) Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.

2.　　Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.

(i)　　Candidates model literate and ethical practices in English language arts teaching, and engage in and reflect on a variety of experience related to English language arts.

(ii)　　Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective, 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.22 General Social Studies (Grades 6-12).

(1) **Rationale.**   These standards reflect the goal of the *Alabama Course of Studies: Social Studies* to develop responsible citizens and the belief of the National Council for the Social Studies that social studies educators teach students the content knowledge, intellectual skills, and civic valued necessary for fulfilling the duties of citizenship in a participatory democracy. The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum**. In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-2-2-.14, the teaching field shall require an academic major in economics, geography, history, political science/civics, or social studies that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include economics, geography, history, political science/civics, the social/behavioral sciences, and may include coursework in other areas of the social studies.

(a) **Content Knowledge.**   Prior to program completion, candidates demonstrate knowledge of social studies disciplines and are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation. Specifically, candidates demonstrate knowledge about:
    1. The concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.
    2. Disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.
    3. Disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

(b) **Application of Content through Planning.**   Prior to program completion, candidates demonstrate the ability to plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners. Specifically, candidates demonstrate ability to plan learning sequences that:
    1. Demonstrates social studies knowledge aligned with the *Alabama Course of Study: Social Studies*, the National Council for the Social Studies C3 Framework (college, career, and civic life), and theory and research.
    2. Engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.
    3. Engage learners in disciplinary inquiry to develop social studies literacies for civic life.
    4. Guide students to create disciplinary forms of representation that convey social studies knowledge and civic competence.

5.   Use technology to foster civic competence. [According to NCSS, civic competence fosters "political knowledge, a self-interested investment in political engagement, and a disposition towards a more inclusive, just, and equitable society."]

   (c) Design and Implementation of Instruction and Assessment. Prior to program completion, candidates design and implement instruction and authentic assessments (including, but not limited to assessing how students explain, apply, or justify their positions on various social studies topics), informed by data literacy and learner self-assessment, that promote civic competence. [According to NCSS, "data literacy for teaching social studies is the ability to transform information into actionable curriculum, content knowledge, knowledge of students, and instructional practices by collecting, analyzing, and interpreting all types of data including student learning outcomes to help determine instructional decision-making."] Specifically, candidates:

   1. Design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
   2.   Design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with the *Alabama Course of Study: Social Studies*.
   3. Use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.
   4. Exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
   5. Engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

   (d) Social Studies Learners and Learning. Prior to program completion candidates demonstrate ability to use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society. Specifically, candidates:
   1. Use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.
   2. Facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.
   3. Engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

    (e)   **Professional Responsibility and Informed Action.**   Prior to program completion, candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities. Specifically, candidates:

    1. Use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

    2. Explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

    3. Take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

Author: Dr. Eric G. Mackey

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.23 <u>Health Education (Grades 6-12).</u>

(1)   **Rationale.** A health education teacher is an effective communicator, a responsible citizen, a self-directed lifelong learner, and a critical thinker who implements the goals and objectives of the *Alabama Course of Study: Health Education*. These standards are aligned with the standards adopted in 2019 by the Society for Public Health Education (SOPHE).   The standards build upon the Alabama Core Teaching Standards. An option to combine health education and physical education is provided in Rule 290-3-3-.24.

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, the teaching field shall require an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

(a) **Content Knowledge.** Candidates possess functional health education knowledge about effective curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, ways to prevent chronic and communicable diseases, and the multidimensionality of health plus the literacy skills of an informed consumer that helps them create meaningful learning experiences.
1. Candidates describe characteristics of effective health education curricula, including the theoretical foundations of health behavior.
2. Candidates use the National Health Education Standards and the *Alabama Course of Study: Health Education* as a framework for health education curriculum and identify how health education fits into a systemic approach that addresses the whole child.
3. Candidates describe factors that promote or compromise health or safety, including social determinants such as race, ethnicity, socio-economic status, and family life.
4. Candidates explain illness and disease etiology and prevention practices that enhance student health.
5. Candidates describe and provide examples of the health literacy skills of an informed consumer of health products and services.

(b) **Needs Assessment.** Candidates assess needs and assets of learners, learning, and the learning community in order to inform their practice.
1. Candidates explain expected patterns of human growth and development across cognitive, linguistic, social, emotional and physical areas.
2. Candidates describe how individual differences in learning styles influence learning.
3. Candidates assess individual learners' assets, strengths, needs and interests in order to differentiate learning and enable each learner to advance and accelerate his or her learning regardless of factors such as race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.
4. Candidates synthesize data about school and community assets and deficits and their context including culture in support of developing a healthy school environment.

(c) Planning. Candidates use needs assessment data, health education standards, and principles of learning to plan cohesive, sequential lessons and units that include ways to accommodate students differing strengths and needs and that use 21st Century technology in order to support students' acquisition of functional health knowledge, health-related skills, and health beliefs.

1. Candidates apply data to guide prioritizing and planning health instruction that addresses identified needs of learners within the classroom, school, and community context.

2. Candidates apply principles of learning when designing individual, small group, and whole class learning activities and assessments.

3. Candidates plan a health education curriculum scope and sequence aligned with National Health Education Standards and the *Alabama Course of Study: Health Education.*

4. Candidates design and align measurable learning outcomes, assessments and instructional practices that support acquisition of functional health knowledge, health-related skills, and health beliefs.

5. Candidates select and create developmentally appropriate, culturally appropriate, inclusive and challenging instructional experiences that engage learners regardless of their race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.

(d) Implementation. Candidates employ a variety of research/theory-based instructional strategies in a well-managed classroom that encourages all learners regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English-language proficiency, and physical or cognitive ability to adopt healthy behaviors and to interact positively with others; candidates reflect on their practice and adapt practice in order to meet students' and instructional needs.

1. Candidates demonstrate multiple research/theory-based instructional strategies that help learners adopt healthy behaviors.

2. Candidates create a positive learning environment through competence in classroom management that stimulates engagement, collaborative learning, positive social interaction, inclusivity, and self-motivation among learners.

3. Candidates evaluate their own health education instructional practice and make necessary adaptations to meet the needs of each learner.

(e) Assessment. Candidates use multiple assessment methods that are aligned with standards and learning objectives to measure students' achievement, document their progress and guide instructional practice.

1. Candidates select and create multiple methods designed to assess changes in functional knowledge, health-related skills, and health beliefs.

2. Candidates align formative and summative assessments with educational standards, learning objectives, and instructional practice.

3. Candidates interpret assessment results and use them to improve future instruction for diverse learners.

(f) **Professionalism.** Candidates demonstrate professionalism and ethical practices; make the case for the value of health education to academic success as well as wellness; advocate for both programs and learners' welfare; make appropriate referrals; engage students' families regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency and physical or cognitive ability; engage colleagues within the school and community as well as the community at large using a variety of media including social media; and demonstrate a life-long learner disposition.

1. Candidates can explain how school health education and student health contribute to academic achievement and wellness across the lifespan.

2. Candidates advocate for learners' health and well-being and make referrals to other school and community professionals when appropriate.

3. Candidates can plan how to engage diverse families including those of differing race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency and physical or cognitive ability, as partners in supporting healthy practices and communicating with their children about sensitive issues using culturally relevant strategies.

4. Candidates demonstrate a variety of ways that include social media and other forms of technology to engage colleagues, and the community-at-large when promoting, planning and implementing best practices in health education.

5. Candidates can apply the Health Education Code of Ethics and other major responsibilities of a health education specialist to professional practice.

6. Candidates identify and engage in professional learning opportunities including ones that enhance skills in working with students with a diversity of backgrounds and abilities as well as with using up to date technology offered through health- and education-related organizations.

290-3-3-.24   Health Education (Grades 6-12) and Physical Education (Grades P-12).

(1)   **Rationale.** A teacher of health education and physical education is an effective communicator, a responsible citizen, a self-directed lifelong learner, and a critical thinker. A goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality health education and physical education program that develops skillful movers who value lifelong health and well-being. These standards are aligned with the standards for the preparation of teachers of health education adopted in 2019 by the Society for Public Health Education (SOPHE) and the physical education standards from SHAPE America (Society of Health and Physical Education), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). These standards are aligned with the *Alabama Course of Study: Health Education* and the *Alabama Course of Study: Physical Education* and build upon the Alabama Core Teaching Standards. NOTE that options are provided for separate programs in health education (Rule 290-3-3-.23) and physical education (Rule 290-3-3-.36).

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i) and (iii), 290-3-3-.04, 290-3-3-.05, 290-3-3-.14, and 290-3-3-.33, the teaching field shall require an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit

(3)   **Health Education.**

(a) **Content Knowledge.** Candidates possess functional health education knowledge about effective curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, ways to prevent chronic and communicable diseases, and the multidimensionality of health plus the literacy skills of an informed consumer that helps them create meaningful learning experiences.
     1. Candidates describe characteristics of effective health education curricula, including the theoretical foundations of health behavior.
     2. Candidates use the National Health Education Standards and the *Alabama Course of Study: Health Education* as a framework for health education curriculum and identify how health education fits into a systemic approach that addresses the whole child.
     3. Candidates describe factors that promote or compromise health or safety, including social determinants such as race, ethnicity, socio-economic status, and family life.
     4. Candidates explain illness and disease etiology and prevention practices that enhance student health.
     5. Candidates describe and provide examples of the health literacy skills of an informed consumer of health products and services.

(b) **Needs Assessment.** Candidates assess needs and assets of learners, learning, and the learning community in order to inform their practice.
     1. Candidates explain expected patterns of human growth and development across cognitive, linguistic, social, emotional and physical areas.

2. Candidates describe how individual differences in learning styles influence learning.

3. Candidates assess individual learners' assets, strengths, needs and interests in order to differentiate learning and enable each learner to advance and accelerate his or her learning regardless of factors such as race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.

4. Candidates synthesize data about school and community assets and deficits and their context including culture in support of developing a healthy school environment.

(c) **Planning.** Candidates use needs assessment data, health education standards, and principles of learning to plan cohesive, sequential lessons and units that include ways to accommodate students differing strengths and needs and that use 21st Century technology in order to support students' acquisition of functional health knowledge, health-related skills, and health beliefs.

1. Candidates apply data to guide prioritizing and planning health instruction that addresses identified needs of learners within the classroom, school, and community context.

2. Candidates apply principles of learning when designing individual, small group, and whole class learning activities and assessments.

3. Candidates plan a health education curriculum scope and sequence aligned with National Health Education Standards and the *Alabama Course of Study: Health Education*.

4. Candidates design and align measurable learning outcomes, assessments and instructional practices that support acquisition of functional health knowledge, health-related skills, and health beliefs.

5. Candidates select and create developmentally appropriate, culturally appropriate, inclusive and challenging instructional experiences that engage learners regardless of their race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.

(d) **Implementation.** Candidates employ a variety of research/theory-based instructional strategies in a well-managed classroom that encourages all learners regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English-language proficiency, and physical or cognitive ability to adopt healthy behaviors and to interact positively with others; candidates reflect on their practice and adapt practice in order to meet students' and instructional needs.

1. Candidates demonstrate multiple research/theory-based instructional strategies that help learners adopt healthy behaviors.

2. Candidates create a positive learning environment through competence in classroom management that stimulates engagement, collaborative learning, positive social interaction, inclusivity, and self-motivation among learners.

3. Candidates evaluate their own health education instructional practice and make necessary adaptations to meet the needs of each learner.

(e) **Assessment.** Candidates use multiple assessment methods that are aligned with standards and learning objectives to measure students' achievement, document their progress and guide instructional practice.

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1. Candidates select and create multiple methods designed to assess changes in functional knowledge, health-related skills, and health beliefs.

2. Candidates align formative and summative assessments with educational standards, learning objectives, and instructional practice.

3. Candidates interpret assessment results and use them to improve future instruction for diverse learners.

(f) **Professionalism.** Candidates demonstrate professionalism and ethical practices; make the case for the value of health education to academic success as well as wellness; advocate for both programs and learners' welfare; make appropriate referrals; engage students' families regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency and physical or cognitive ability; engage colleagues within the school and community as well as the community at large using a variety of media including social media; and demonstrate a life-long learner disposition.

1. Candidates can explain how school health education and student health contribute to academic achievement and wellness across the lifespan.

2. Candidates advocate for learners' health and well-being and make referrals to other school and community professionals when appropriate.

3. Candidates can plan how to engage diverse families including those of differing race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency and physical or cognitive ability, as partners in supporting healthy practices and communicating with their children about sensitive issues using culturally relevant strategies.

4. Candidates demonstrate a variety of ways that include social media and other forms of technology to engage colleagues, and the community-at-large when promoting, planning and implementing best practices in health education.

5. Candidates can apply the Health Education Code of Ethics and other major responsibilities of a health education specialist to professional practice.

6. Candidates identify and engage in professional learning opportunities including ones that enhance skills in working with students with a diversity of backgrounds and abilities as well as with using up to date technology offered through health- and education-related organizations.

(4) **Physical Education.**

(a) **Content and Foundational Knowledge.** Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective P-12 physical education program. Candidates:

1. Describe and apply common content knowledge for teaching P-12 physical education.

2. Describe and apply specialized content knowledge for teaching P-12 physical education.

3. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for P-12 students.

4. Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for P-12 students.

5. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for P-12 students.

6. Describe the historical, philosophical and social perspectives of physical education issues and legislation.

(b) **Skillfulness and Health-Related Fitness.** Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness. Candidates:

1. Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

2. Achieve and maintain a health-enhancing level of fitness throughout the program.

(c) **Planning and Implementation.** Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with the Alabama Course of Study for Physical Education and local expectations through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students. Candidates:

1. Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with the Alabama Course of Study for Physical Education and local expectations for P-12 students.

2. Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that address the diverse needs of all students.

3. Plan for and manage resources to provide active, fair and equitable learning experiences.

4. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

5. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objectives.

6. Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

(d) Instructional Delivery and Management. Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning. Candidates:

1. Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

2. Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term objectives.

3. Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.

4. Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

5. Analyze motor skills and performance concepts through multiple means (e.g., visual observations, technology) in order to provide specific, congruent feedback to enhance student learning.

(e) **Assessment of Student Learning.** Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning. Candidates:

1. Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.

2. Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

3. Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

(f) **Professional Responsibility.** Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals. Candidates:

1. Engage in behavior that reflects professional ethics, practice and cultural competence.

2. Engage in continued professional growth and collaboration in schools and/or professional organizations.

3. Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

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

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

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 08-13-2015; effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.25 <u>History (Grades 6-12).</u>

(1)   **Rationale.**   These standards reflect goal of the *Alabama Course of Study: Social Studies* to develop responsible citizens and the belief of the National Council for the Social Studies that social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. The standards build upon the Alabama Core Teaching Standards.

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-2-2-.14, the teaching field shall require an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Content knowledge.** Prior to program completion, prospective teachers of history shall demonstrate knowledge of:
    1. World, non-western, United States, and Alabama history; disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
    2. The concepts, facts, and tools in history.
    3. Disciplinary inquiry in history.
    4. Disciplinary forms of representation in history.
    5. The inter-relationship of history to other social studies including, but not limited to civics, economics, and geography.

(b) **Application of Content through Planning.** Prior to program completion, candidates demonstrate the ability to plan learning sequences that leverage history knowledge and literacies, technology, and theory and research to support the civic competence of learners. Specifically, candidates demonstrate ability to plan learning sequences that:
    1. Demonstrate history knowledge aligned with the *Alabama Course of Study: Social Studies.*
    2. Engage learners with disciplinary concepts, facts, and tools from history to facilitate history literacies for civic life.
    3. Engage learners in disciplinary inquiry to develop history literacies for civic life.
    4. Guide students to create disciplinary forms of representation that convey history knowledge and civic competence.
    5. Use technology to foster knowledge of history and civic competence.

(c) **Design and Implementation of Instruction and Assessment.**   Prior to program completion, candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence. Specifically, candidates:
    1. Design and implement a range of authentic assessments that measure learners' mastery of history knowledge for civic competence and demonstrate alignment with the *Alabama Course of Study: Social Studies*.

2. Design and implement learning experiences that engage learners in using history knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with the *Alabama Course of Study: Social Studies*.

3. Use theory and research to implement a variety of instructional practices and authentic assessments featuring history knowledge, inquiry, and forms of representation for civic competence.

4. Exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to history knowledge, inquiry, and forms of representation for civic competence.

5. Engage learners in self-assessment practices that support individualized learning outcomes related to history knowledge, inquiry, and forms of representation for civic competence.

(d)   **History Learners and Learning.**   Prior to program completion candidates demonstrate ability to use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society. Specifically, candidates:

1. Use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in history.

2. Facilitate collaborative, interdisciplinary learning environments in which learners use history facts, concepts, and tools in history to engage in disciplinary inquiry.

3. Engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

(e)   **Professional Responsibility and Informed Action.**   Prior to program completion, candidates reflect and expand upon their history knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities. Specifically, candidates:

1. Use theory and research to continually improve their history knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

2. Explore and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

3. Take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or history and other social studies.

290-3-3-.26 Mathematics (Grades 6-12).

(1)   **Rationale.** All secondary mathematics teachers should be prepared with depth and breadth in the mathematical domains identified in Rule 290-3-3-.26(2)(a) and should know, understand, teach, and be able to communicate their mathematical knowledge with the breadth of understanding reflecting competencies for each of these domains. These standards are consistent with the 2020 standards of the National Council of Teachers of Mathematics (NCTM). The standards build upon the Alabama Core Teaching Standards.

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Knowing and Understanding Mathematics.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number; Algebra and Functions; Calculus; Statistics and Probability; Geometry, Trigonometry, and Measurement.
1. Essential Concepts in Number. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. *Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.*
2. Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. *Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics. Additional Concepts should include algebra from a more theoretical approach including relationship between structures (e.g., groups, rings, and fields) as well as formal structures for number systems and numerical and symbolic calculations.*
3. Essential Concepts in Calculus. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of calculus including the mathematical study of the calculation of instantaneous rates of change and the summation of infinitely many small factors to determine some whole. *Essential Concepts in Calculus include limits, continuity, the Fundamental Theorem of Calculus, and the meaning and techniques of differentiation and integration.*

4. Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of statistical thinking and the major concepts, procedures, knowledge, and applications of statistics and probability, including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. *Essential Concepts in Statistics and Probability include quantitative literacy, visualizing and summarizing data, statistical inference, probability, and applied problems.*

5. Essential Concepts in Geometry, Trigonometry, and Measurement. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. *Essential Concepts in Geometry, Trigonometry, and Measurement include transformations, geometric arguments, reasoning and proof, applied problems, and non-Euclidean geometries.*

(b) Knowing and Using Mathematical Processes. Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.

1. Problem Solving. Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve nonroutine problems (both contextual and noncontextual) across mathematical domains.

2. Reasoning and Communicating. Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing to multiple audiences.

3. Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.

(c) Knowing Students and Planning for Mathematical Learning. Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

1. Student Diversity. Candidates identify and use students' individual and group differences to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

2. Students' Mathematical Strengths. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

3. Positive Mathematical Identities. Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.

(f) **Teaching Meaningful Mathematics.** Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

1. Establish Rigorous Mathematics Learning Goals. Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.

2. Engage Students in High Cognitive Demand Learning. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.

3. Incorporate Mathematics-Specific Tools. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.

4. Use Mathematical Representations. Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.

5. Elicit and Use Student Responses. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.

6. Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.

7. Facilitate Discourse. Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.

(e) **Assessing Impact on Student Learning.** Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.

1. Assessing for Learning. Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics learning goals.

2. Analyze Assessment Data. Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.

3. Modify Instruction. Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.

(f) Social and Professional Context of Mathematics Teaching and Learning. Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.

1. Promote Equitable Learning Environments. Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.

2. Promote Mathematical Identities. Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.

3. Engage Families and Communities. Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.

4. Collaborate with Colleagues. Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.

290-3-2-.27 <u>Science General Rules for All Teaching Fields Grades 6-12</u>).

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

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, programs to prepare the prospective science teacher for certification in general science, biology, chemistry, or physics shall meet the rules for the specific teaching field (Rules 290-3-3-.28-.31).

(a) **Content Knowledge.** Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices for their teaching field. Candidates will:
1. Use and apply the major concepts, principles, theories, laws, and interrelationships of their teaching field and supporting fields.
2. Explain the nature of science and the cultural norms and values inherent to the current and historical development of scientific knowledge.
3. Demonstrate knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.
4. Demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their Grades 6-12 students.

(b) **Content Pedagogy.** Effective teachers of science plan learning units of study and equitable, culturally-responsive opportunities for *all* students based upon their understanding of how student learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning. Candidates will design lessons:
1. Using the *Alabama Course of Study: Science*, science standards and a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts.
2. Incorporating appropriate differentiation strategies, wherein *all* students develop conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from empirical experiences.

3. Using engineering practices in support of science learning wherein *all* students design, construct, test and optimize possible solutions to a problem.

4. Aligning instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstanding, prior knowledge, and naïve conceptions.

5. Integrating science-specific technologies to support *all* students' conceptual understanding of science and engineering.

(c) **Learning Environments.** Effective teachers of science are able to plan for engaging *all* students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create an anti-bias, multicultural, and social justice learning environment to achieve these goals. Candidates will:

1. Plan a variety of lesson plans based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias environment.

2. Plan learning experiences for *all* students in a variety of environments (e.g., the laboratory, field, and community) within their teaching field.

3. Plan lessons in which *all* students have a variety of opportunities to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend their own explanations of scientific phenomena, observations, and data.

(d) **Safety.** Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemical as relevant to their teaching field. Candidates will:

1. Implement activities appropriate for the abilities of *all* students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their teaching field.

2. Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA, NSELA).

3. Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their teaching field.

    (e) Impact on Student Learning. Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction. Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching. Preservice teachers will:

    1. Implement assessments that show *all* students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations.

    2. Collect, organize, analyze, and reflect on formative and summative evidence and use those data to inform future planning and teaching.

    3. Analyze science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.

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

    1. Engage in critical reflection on their own science teaching to continually improve their instructional effectiveness.

    2. Participate in professional development opportunities to deepen their science content knowledge and practices.

    3. Participate in professional development opportunities to expand their science-specific pedagogical knowledge.

290-3-3-.28 General Science (Grades 6-12).

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

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, and 290-3-3-.27, the general science program shall require an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include biology, chemistry, Earth and space science, and physics, and may include coursework in other areas of science.

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

(b) **Core Concepts in Biology.** Candidates in general science demonstrate knowledge of:
  1. Life processes in living systems including organization of matter and energy.
  2. Similarities and differences among animals, plants, fungi, microorganisms, and viruses.
  3. Principles and practices of biological classification.
  4. Theory and principles of biological changes over time.
  5. Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.
  6. Population dynamics and the impact of population on its environment.
  7. General concepts of genetics and heredity.
  8. Organizations and functions of cells and multi-cellular systems.
  9. Behavior of organisms and their relationships to social systems.
  10. Regulation of biological systems including homeostatic mechanisms.
  11. Fundamental processes of modeling and investigating in the biological sciences.

12.   Applications of biology in environmental quality and in personal and community health.

13.   Issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming.

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

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

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

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

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

1. Energy, work, and power.
2. Motion, major forces, and momentum.
3. Newtonian principles and laws with engineering applications.
4. Conservation of mass, momentum, energy, and charge.
5. Physical properties of matter.
6. Kinetic-molecular motion and atomic models.
7. Radioactivity, nuclear reactors, fission, and fusion.
8. Wave theory, sound, light, the electromagnetic spectrum, and optics.
9. Electricity and magnetism.
10. Fundamental processes of investigating in physics.
11. Applications of physics in environmental quality and to personal and community health.
12. Issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development.

    (**3**) **Supporting Competencies for General Science.**
(a) Mathematics at least to the pre-calculus level.
(b) Probability and statistics.

290-3-3-.29 <u>**Biology (Grades 6-12).**</u>

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

(2)   **Program Curriculum.**   In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, and 290-3-3-.27, the biology program shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

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

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

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

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

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

1.   Chemistry, Earth and space science, and physics.
2.   Probability and statistics.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-13-90; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.30 Chemistry (Grades 6-12).

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

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, and 290-3-3-.27, the chemistry program shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

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

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

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

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

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

1. Biology, Earth and space science, and physics.
2. Statistics, use of differential equations and calculus.

290-3-3-.31 <u>**Physics (Grades 6-12).**</u>

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

(2)   Program Curriculum.   In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, and 290-3-3-.27, the physics program shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

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

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

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

1.   Thermodynamics and energy-matter relationships.
2.   Nuclear physics including matter-energy duality and reactivity.
3.   Angular rotation and momentum, centripetal forces, and vector analysis.
4.   Quantum mechanics, space-time relationships, and special relativity.
5.   Models of nuclear and subatomic structures and behavior.
6.   Light behavior, including wave-particle duality and models.
7.   Electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance.
8.   Issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development.
9.   Historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and development of theories in physics.
10.   How to design, conduct, and report research in physics.
11.   Applications of physics and engineering in society, business, industry, and health field.

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

1.   Biology, chemistry and Earth and space science.
2.   Statistics, use of differential equations and calculus.

290-3-3-.32 <u>**World Languages (Grades 6-12)**</u>**.**

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

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i)-(iii), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.14, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit in a single language other than English. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a)   **Language Proficiency: Interpersonal, Interpretive, and Presentational**. Candidates possess a high level of proficiency in the target language they will teach. They demonstrate the ability to:
        1.   Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.
        2.   Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.
        3.   Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.

(b)   **Cultures, Linguistics, Literature, and Concepts from Other Disciplines.** Candidates demonstrate understanding of the multiple content areas that comprise the field of world language studies. They:
        1.   Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
        2.   Demonstrate understanding of linguistics and the changing nature of language and compare language systems.
        3.   Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

(c)   **Language Acquisition Theories and Knowledge of Students and Their Needs.** Candidates:
        1.   Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

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2.   Demonstrate an understanding of child development to create a supportive learning environment for each student.

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

1.   Demonstrate an understanding of the *World Readiness Standards for Learning Languages* and Alabama standards and use them as the basis for instructional planning.

2.   Integrate the goal areas of the *World Readiness Standards for Learning Languages* and Alabama standards in their classroom practice.

3.   Use the *World Readiness Standards for Learning Languages* and Alabama standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

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

1.   Design and use ongoing performance assessments using a variety of assessment models for all learners, including diverse students.

2.   Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

3.   Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

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

1.   Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

2.   Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

3.   Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

290-3-3-.33 <u>Pre-School Through Grade 12 Teaching Fields</u>.

(1)   **Options.** P-12 programs include languages other than English; visual arts; dance; music (choral or instrumental); physical education; theatre; gifted (Class A, see Rule 290-3-3-.43) and some areas of special education.   In addition to meeting the standards in Rules 290-3-3.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i), (iii) and (iv), and (vii), 290-3-3-.04, and 290-3-3-.05, an institution has two options for the preparation of P-12 teachers:

(a)   A single teaching field with an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information on the single-teaching field option is provided in Rules 290-3-3-.34-.40.

(b)   A teaching field that combines health education (6-12) and physical education (P-12) and includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in Rule 290-3-3-.24.

(2)   **Teaching Field Specific Methods Course.** Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field. 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. A program for health education and physical education must require two separate methods courses, one for health education and one for physical education. Additional information is provided in Rule 290-3-3-.03(6)(c)2.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05 ; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; amended and adopted 06-11-2020, effective 08-15-2020; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.34　Dance (Grades P-12).

(1)　**Rationale.** The main goal of these standards is to provide the criteria for dance teacher candidates in preparing them to implement a quality dance education program. Such a program develops skillful and artistic movers who master dance content and engage in seeing, knowing, moving, communicating, and responding to dance and the arts through a variety of experiences, including multi-subject, multicultural learning opportunities. These standards are consistent with the teacher preparation standards of the National Association of Schools of Dance (NASD), the Professional Teaching Standards for Dance Arts, the standards of the National Dance Education Organization (NDEO), and the dance standards found in the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Core Teaching Standards.

(2)　**Program Curriculum**. In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i) and (iv), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.33, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a)　**Common Body of Knowledge and Skills in Dance.**
1.　Performance. Candidates develop skill in at least one major area of performance to the highest possible level of technical skill and conceptual understanding appropriate to the particular area of concentration and its expressive possibilities.
2.　Choreography. Candidates develop basic knowledge and skills in choreography and demonstrate their choreographic potential in traditional and/or experimental approaches.
3.　Theoretical and Historical Studies. Candidates:
(i)　Develop an understanding of the common elements and vocabulary of dance and of the interaction of these elements and are able to employ this knowledge in analysis.
(ii)　Analyze dance perceptively and evaluate dance critically.
(iii)　Place dance in historical, cultural, and stylistic contexts.
(iv)　Form and defend individual critiques.
(v)　Have fundamental knowledge of the body and of kinesiology as applicable to work in dance.
4.　Knowledge and Skills. Candidates demonstrate:
(i)　Basic knowledge of dance pedagogy.
(ii)　Competence in repertory, dance notation, history of dance, dance technologies, philosophy of dance, music, anatomy and kinesiology, dance ethnology, production design, and multi-disciplinary forms.
(iii)　Entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
(iv)　Competence through the development of a body of work for evaluation in the major area of study.

(v) Ability to form and defend analyses and critiques of dance and communicate dance ideas, concepts, and requirements to professional and lay persons related to practice of the major field of study.

(b) Dance Education. Dance educators understand, apply, and communicate the craft of dance composition.

1. <u>Studio</u>. The prospective dance teacher demonstrates proficiency in technique, improvisation, composition, repertory, and performance. Candidates:

(i) Attain an intermediate or advance level in at least two forms of technique.

(ii) Develop a physical and conceptual understanding of movement and its expressive possibilities, including issues associated with student health and safety.

(iii) Demonstrate an appreciation and understanding of dance forms and styles from diverse cultures

2. <u>Theoretical and Historical Studies</u>. The prospective dance teacher demonstrates knowledge of dance history, repertory, and ethnology; movement analysis; dance and movement sciences; and music and production. Candidates:

(i) Analyze dance perceptively and evaluate it critically.

(ii) Develop working vocabularies (physical, verbal, written) based on an understanding and interpretation of the common elements of dance and are able to employ this knowledge in analysis.

(iii) Place dance in historical, cultural, and stylistic contexts, and perceive dance as an evolving arts discipline.

(iv) Form, articulate, and defend individual critiques, critical analyses, and evaluations about dance.

(v) Demonstrate fundamental knowledge of the body and understanding of the fundamentals of developmental kinesiology sufficient to correlate student learning and development with age and physical motor skills.

(c) Teaching Competencies. Candidates demonstrate:

1. Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilizations.

2. Effective classroom, studio, and rehearsal management strategies.

3. Understanding of child growth and development and an understanding of principles of learning as they relate to dance.

4. Ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

5. Knowledge of current methods, materials, and repertories available in various fields and levels of dance education appropriate to the teaching specialization.

6.   Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.

7.   Basic understanding of the principles and methods of developmental curricula and the short- and long-term units that comprise them.

8.   Understanding of evaluative techniques and ability to apply them in assessing both the progress of students in dance and the objectives and procedures of the curriculum.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 06-10-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.
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290-3-3-.35 <u>Music -- Choral and Instrumental (Grades P-12)</u>.

(1)   **Rationale.** Candidates must be able to work on musical problems by combining their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology. Prospective teachers must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work. Prospective teachers are expected to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. The standards build upon the National Association of Schools of Music (NASM) standards and Alabama Core Teaching Standards.

        EPPs with music programs accredited by NASM are not required to respond to Alabama's music-specific rules. EPPs seeking NASM accreditation must meet Rule 290-3-3-.35(2) and (2)(a)-(e). EPPs not intending to seek NASM accreditation must respond to Rule 290-3-3-.35(2) and (2)(f)-(l).

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i) and (iv), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.33, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit.   Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Both choral and instrumental music programs must respond to Rule 290-3-3-.35 (a) through (e). Only choral programs must respond to Rule 290-3-3-.35(e)1. Only instrumental programs must respond to Rule 290-3-3-.35(e)2.

(a)   **Common Body of Knowledge.**
1.   <u>Performance</u>. Prior to program completion, candidates must acquire:
(i)   Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
(ii)   An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
(iii)   The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
(iv)   Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
(v)   Keyboard competency as appropriate to the particular music concentration.
(vi)   Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature and continuous throughout the program.

2. <u>Musicianship Skills and Analysis</u>. Prior to program completion, candidates must acquire:

(i) An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

(ii) Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.

(iii) The ability to place music in historical, cultural, and stylistic contexts.

3. <u>Composition/Improvisation</u>. Prior to program completion, candidates must acquire a rudimentary capacity to create original or derivative music.

4. <u>History and Repertory</u>. Prior to program completion, candidates must acquire basic knowledge of music history and repertories through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

5. <u>Synthesis</u>. Prior to program completion, candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

(b) Music Competencies for all Music Teachers.

1. <u>Conducting and Musical Leadership</u>**.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

2. <u>Arranging</u>. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

3. <u>Functional Performance</u>. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the candidate's teaching specialization are also essential.

4. <u>Analysis/History/Literature</u>. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

(c) Knowledge, Skills and Experiences for all Music Teachers. Prior to program completion, prospective music teachers must have:

1. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.

2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

3. Experiences in solo vocal or instrumental performance.

4.   Experiences in ensembles that are varied both in size and nature.

5.   The ability to lead performance-based instruction in a variety of settings.

6.   Laboratory experiences in teaching beginning students in a variety of specializations.

(d)   Teaching Competencies for all Music Teachers. Prior to program completion, candidates must acquire:

1.   Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.

2.   An understanding of child growth and development and an understanding of principles of learning as they relate to music.

3.   The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

4.   Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.

5.   The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

6.   An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

(e)   Teaching Competencies Unique to Choral or Instrumental Music.

1.   <u>Choral Music</u>. Prior to program completion, candidates must acquire:

(i)   Vocal and pedagogical skill sufficient to teach effective use of the voice.

(ii)   Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for choral music.

(iii)   Experiences in solo vocal performance and in ensembles that are varied both in size and nature.

(iv)   Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.

2.   <u>Instrumental Music</u>. Prior to program completion, candidates must acquire:

(i)   Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.

(ii)   Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.

(iii)   Experiences in solo instrumental performance and ensembles of varied size and nature.

(f)   Functional Performance Competencies. Prior to program completion, candidates must acquire:

1.   Keyboard competency.

2.   Performance abilities in instruments appropriate to the candidate's teaching specialization.

3.Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

4.The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.

5.An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

6. The ability to work on musical problems by synthesizing, as appropriate to the issue, capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

7.   Experiences in solo vocal or instrumental performance.

8.   Experiences in ensembles that are varied in size and nature.

(g) Conducting and Musical Leadership.   Prior to program completion, candidates must acquire:

1.   The ability to create accurate and musically expressive performances with various types of performing groups.

2.   An ability to read scores and integrate style, performance practices, instrumentation and conducting techniques.

3.   An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.

4.   Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

5.   Rehearsal and conducting skills required as appropriate to the particular music concentration.

6.   Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through leading regular ensemble experiences that are varied both in size and nature and continuous throughout the program.

(h)   Arranging. Prior to program completion, candidates must acquire:

1.   A rudimentary capacity to create original or derivative music.

2.   The ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals and school performing groups.

(i)   Analysis/History/Literature.   Prior to program completion, candidates must acquire:

1.   Knowledge of music history and repertories through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

2. The ability to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

3. The ability to place music in historical, cultural, and stylistic contexts.

4. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.

    (j)   **Teaching Competencies.** Prior to program completion, candidates must acquire:

1. An understanding of child growth and development and the principles of learning as they relate to music.

2. Knowledge of repertories available in various fields and levels of music education appropriate to the teaching specialization.

3. The ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.

4. Understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

5. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

6. The ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.

7. The ability to lead performance-based instruction in a variety of school settings.

8. The ability to create accurate and musically expressive performances with various types of performing group in schools.

9. The ability to manage music classrooms and rehearsals effectively.

10. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.

11. Field experiences in teaching beginning students in the area(s) of specialization, individually, in small groups, and in larger classes.

    (k)   **Teaching Competencies Unique to Choral or Instrumental Music.**

1. Choral Music. Prior to program completion, candidates must acquire:

(i) Vocal and pedagogical skill sufficient to teach effective use of the voice.

(ii) Knowledge of and ability to use content, methodologies, philosophies, materials, equipment, technologies, and curriculum development in effective choral music education.

(iii) Experiences in teaching solo vocal performance and in ensembles that are varied both in size and nature.

(iv) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.

2.   Instrumental Music. Prior to program completion, candidates must acquire:

(i)   Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.

(ii)   Knowledge of and ability to use content, methodologies, philosophies, materials, equipment, technologies, and curriculum development in effective instrumental music education.

(iii)   Experiences in teaching solo instrumental performance and in ensembles of varied size and nature.

(l)   **Professionalism.** Prior to program completion, candidates must acquire:

1**.**   Personal commitment to the art of music and music education by participating in professional development in both areas.

3.   The ability to lead   students   to   an understanding of music, as a means of communication, and as a part of their culture.

4.   The ability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.

5.   The ability to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.

6.   The knowledge   to   work   productively   within specific education systems to promote scheduling patterns that optimize music instruction, manage budgets, raise funds, and plan field trips.

7.   Experiences in professional development in both music and music education and demonstrate using the results to improve musicianship and teaching skills.

290-3-3-.36 <u>**Physical Education (Grades P-12)**</u>**.**

(1)   **Rationale.** The main goal of these standards is to prepare the candidate with the knowledge and abilities to implement a quality physical education program that develops skillful movers who value lifelong health and well-being. These standards are aligned with the standards for the preparation of teachers of physical education from SHAPE America (Society of Health and Physical Education), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). These standards are aligned with the *Alabama Course of Study: Physical Education.* The standards build upon the Alabama Core Teaching Standards. An option to combine health education and physical education is provided in Rule 290-3-3-.12.01.

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i) and (iv), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.33, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit in the area.

(a) **Content and Foundational Knowledge.** Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective P-12 physical education program. Candidates:
    1. Describe and apply common content knowledge for teaching P-12 physical education.
    2. Describe and apply specialized content knowledge for teaching P-12 physical education.
    3. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for P-12 students.
    4. Describe and apply motor learning and   behavior-change/psychological principles related to skillful movement, physical activity and fitness for P-12 students.
    5. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for P-12 students.
    6. Describe the historical, philosophical and social perspectives of physical education issues and legislation.

(b) **Skillfulness and Health-Related Fitness.** Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness. Candidates:
    1.   Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
    2.   Achieve and maintain a health-enhancing level of fitness throughout the program.

(c) Planning and Implementation. Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with the Alabama Course of Study: Physical Education and local expectations through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students. Candidates:

1. Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with the Alabama Course of Study: Physical Education and local expectations for P-12 students.

2. Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that address the diverse needs of all students.

3. Plan for and manage resources to provide active, fair and equitable learning experiences.

4. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications.

5. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objectives.

6. Plan and implement learning experiences that engage students n using metacognitive strategies appropriately to analyze their own performance results.

(d) Instructional Delivery and Management. Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning. Candidates:

1. Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

2. Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term objectives.

3. Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.

4. Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

5. Analyze motor skills and performance concepts through multiple means (e.g., visual observations, technology) in order to provide specific, congruent feedback to enhance student learning.

(g) Assessment of Student Learning. Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning. Candidates:

1. Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.

2. Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.

3. Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

4. Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

(f) Professional Responsibility. Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals. Candidates:

1. Engage in behavior that reflects professional ethics, practice and cultural competence.

2. Engage in continued professional growth and collaboration in schools and/or professional organizations.

3. Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

290-3-3-.37 <u>Special Education</u>.

(1)   **Rationale**. These rules are designed to ensure quality educator preparation programs that lead to improved outcomes for students with exceptionalities. The rules have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC) and build upon the Alabama Core Teaching Standards. In addition to including standards applicable to all areas of special education, except gifted (see Rule 290-3-3-.44) and speech-language pathology (see Rule 290-3-3-.51), this rule includes standards unique to collaborative special education (K-6 and 6-12), early childhood special education (P-3), deaf and hard of hearing (P-12), and visual impairment (P-12).

(2)   **Program Curriculum.** In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i), (iii)-(iv) and (vi)-(vii), 290-3-3-.04 and 290-3-3-.05, programs to prepare the prospective special education teacher shall require an academic major with at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Candidates unconditionally admitted to a Collaborative Special Education (K-6) program December 15, 2020, and thereafter, or to a Collaborative Special Education (6-12) program spring semester 2022 and thereafter must earn credit for no less than nine semester hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundational reading skills.

(a)   **Learner Development and Individual Learning Differences.** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:
      1.   <u>All candidates will</u>:
      (i)   Understand how language, culture, and family background influence the learning of individuals with exceptionalities.
      (ii)   Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
      2.   In addition to meeting Rule 290-3-3-.37(2)(a)1.(i)-(ii), <u>candidates in early childhood special education (Grades P-3) will also</u>:
      (i)   Support and facilitate families' and caregivers' roles in providing developmentally appropriate learning experiences addressing all areas of development.
      (ii)   Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; <u>adaptive (self-help) skills,</u> and gross and fine motor skills.
      3.   In addition to meeting Rule 290-3-3-.37(2)(a)1.(i)-(ii), <u>candidates in deaf and hard of hearing (Grades P-12) will also have and apply knowledge of</u>:
      (i)   Cognitive and language development of individuals who are deaf or hard of hearing.
      (ii)   Effects of the relationship among onset of hearing loss, age of identification, and provision of services on the development of individuals who are deaf or hard of hearing.
      (iii)   Influence of experience and educational placement on all developmental domains.

(iv) Influence of cultural identity and language on all developmental domains.

(v)   Components of linguistic and non-linguistic communication.

(vi)   Importance of early intervention on language development.

(vii) Effects of sensory input on the development of language and learning.

(viii) Spoken and visual communication models.

(ix)   Current theories of the development of spoken language and signed languages.

4.   In addition to meeting Rule 290-3-3.-.37(2)(a)1.(i)-(ii),   candidates in visual impairment (Grades P-12) will also:

(i)   Have and apply knowledge of:

(I)   The human visual system.

(II)   Development of secondary senses when vision is impaired.

(III) Effects of visual impairment on development.

(IV)   Impact of visual impairment on learning and experience.

(V)   Psychosocial aspects of visual impairment and learning methods.

(VI)   Effects of visual impairment on receptive and expressive literacy and communication.

(ii)   Select and develop teaching strategies addressing age, visual impairment and visual prognosis.

(iii) Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem.

(iv)   Select, adapt, and use instructional strategies to address the impact of additional exceptionalities.

(b)   Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:

1.   All candidates will:

(i)   Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

(ii)   Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

(iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

2.   In addition to meeting Rule 290-3-3.-.37(2)(b)1.(i)-(iii), candidates in early childhood special education (Grades P-3) will also:

(i)   Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities.

(ii)   Implement basic health, nutrition, and safety management procedures for all children.

(iii) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(iv)   Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.

3.   In addition to meeting Rule 290-3-3.-.37(2)(b)1.(i)-(iii), <u>candidates in collaborative special education (Grades K-6) will also</u>:

(i)   Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(ii)   Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.

4.   In addition to meeting Rule 290-3-3.-.37(2)(b)1.(i)-(iii), <u>candidates in collaborative special education (Grades 6-12) will also</u>:

(i)   Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(ii)   Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.

5.   In addition to meeting Rule 290-3-3.-.37(2)(b)1.(i)-(iii), <u>candidates in deaf and hard of hearing (Grades P-12) will also</u>:

(i)   Have and apply knowledge of the influence of family communication and culture on all developmental domains.

(ii)   Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.

(iii)   Provide access to incidental language experiences.

(iv)   Prepare individuals who are deaf or hard of hearing to use interpreters, as appropriate.

(v)   Manage assistive technology for individuals who are deaf or hard of hearing.

(vi)   Design a classroom environment that maximizes opportunities for visual learning and meets developmental and learning needs.

6.   In addition to meeting Rule 290-3-3.-.37(2)(b)1.(i)-(iii), <u>candidates in visual impairment (Grades P-12) will also</u>:

(i)   Have and apply knowledge of:

(I)   Braille.

(II)   Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities.

(III)   The importance of role models with visual impairments.

(ii)   Design multi-sensory learning environments that encourage active participation in group and individual activities.

(iii)   Provide access to incidental learning experience.

(iv)   Facilitate orientation and mobility.

(c)   **Curricular Content Knowledge.** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:

1.   <u>All candidates will</u>:

(i)   Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. ["General curricula" means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. "Specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]

(ii)   Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

(iii)   Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

2.   In addition to meeting Rule 290-3-3-.37(2)(c)1.(i)-(iii), <u>candidates in early childhood special education (Grades P-3) will also</u> determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.

3.   In addition to meeting Rule 290-3-3-.37(2)(c)1.(i)-(iii), <u>candidates in collaborative special education (Grades K-6</u>) will also demonstrate the ability to use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the *Alabama Course of Study: English Language Arts.*

4.   In addition to meeting Rule 290-3-3-.37(2)(c)1.(i)-(iii), <u>candidates in collaborative special education teacher (Grades 6-12) will also</u> provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.

5.   In addition to meeting Rule .34(2)(c)1.(i)-(iii), <u>candidates in deaf and hard of hearing (P-12) will also</u>:

(i) Plan and implement transitions across service continua.

(ii) Integrate language instruction into academic areas.

6.   In addition to meeting Rule 290-3-3-.37(2)(c)1.(i)-(iii), <u>candidates in visual impairment (Grades P-12) will also</u>:

(i) Have and apply knowledge of the relationship among assessment; development of an individualized education program; and placement as they affect vision-related services.

(ii) Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments.

(iii) Obtain and organize specialized materials to implement instructional goals.

(d)   **Assessment.** Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:

1.   <u>All candidates will</u>:

(i)   Select and use technically sound formal and informal assessments that minimize bias.

(ii)   Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

(iii)   Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

(iv)   Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

2.   In addition to meeting Rule 290-3-3-.37(2)(d)1.(i)-(iv), <u>candidates in collaborative special education (Grades 6-12) will also</u> select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

3.   In addition to meeting Rule 290-3-3-.37(2)(d)1.(i)-(iv), <u>candidates in deaf and hard of hearing (Grades P-12) will also</u>:

(i)   Have and apply knowledge of specialized terminology used in assessing individuals who are deaf or hard of hearing.

(ii)   Administer assessment tools using the individual's preferred mode and language of communication.

(iii)   Develop specialized assessment procedures that allow for alternative forms of expression.

(iv)   Collect and analyze spoken, signed, or written communication examples.

4.   In addition to meeting Rule 290-3-3-.37(2)(d)1.(i)-(iv), <u>candidates in visual impairment Grades (P-12) will also</u>:

(i)   Have and apply knowledge of:

(I)   Specialized terminology used in assessing individuals with visual impairments.

(II)   Alternative assessment techniques for individuals with visual impairments.

(III)   Basic terminology related to the function of the human visual system.

(ii)   Administer and interpret vision-related assessments.

(iii)   Use functional evaluations related to the expanded core curriculum.

(iv)   Interpret and apply background information and family history related to the individual's visual status.

(e)   **Instructional Planning and Strategies.** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:

1.   <u>All candidates will</u>:

(i)   Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)

(ii)   Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

(iii)   Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

(iv)   Use strategies to enhance language development and communications skills of individuals with exceptionalities.

(v)   Develop and implement a variety of education programs, including individualized education programs (IEPs), individualized family service plans (IFSPs), and/or transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

(vi)   Teach to mastery and promote generalization of learning.

(vii)   Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

2.   In addition to meeting Rule 290-3-3-.37(2)(e)1.(i)-(vii), candidates in collaborative special education (Grades 6-12) will also:

(i)   Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.

(ii)   Teach and promote self-determination and self-advocacy skills.

3.   In addition to meeting Rule 290-3-3-.37(2)(e)1.(i)-(vii), candidates in deaf and hard of hearing (Grades P-12) will also:

(i)   Have and apply knowledge of visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.

(ii)   Apply strategies to facilitate cognitive and communicative development.

(iii)   Implement strategies for stimulating and using residual hearing.

(iv)   Facilitate independent communication in all contexts.

(v)   Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.

(vi)   Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.

(vii)   Develop successful inclusion experiences in which students are actively participating in activities in inclusive classrooms and receive educational benefits.

(viii)   Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.

(ix)   Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.

(x)   Apply first and second language teaching strategies to the instruction of individuals who are deaf or hard of hearing.

(xi)   Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

4.   In addition to meeting Rule 290-3-3-.37(2)(e)1.(i)-(vii), <u>candidates in visual impairment (Grades P-12) will also</u>:

(i)   Have and apply knowledge of:

(I)   Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.

(II)   Strategies for teaching tactual perceptual skills.

(III)   Strategies for teaching adapted physical and recreational skills.

(IV)   Strategies for teaching social, daily living, and functional life skills.

(V)   Strategies for teaching career-vocational skills and providing vocational counseling.

(VI)   Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills.

(VII) Strategies for responding and understanding the implications of non-verbal communication as a substructure of language.

(VIII)Strategies for teaching listening and compensatory auditory skills.

(ii)   Teach communication through technology and adaptations specific to visual impairments.

(iii)   Select and adapt materials in Braille, accessible print, and other formats.

(iv)   Teach the use of the braillewriter, slate and stylus, and computer technology to produce Braille materials.

(v)   Teach the use of the abacus, talking calculator, tactile graphic, and adapted science equipment.

(vi)   Prepare individuals for sighted guide and pre-cane orientation and mobility instruction.

(f)   Professional Learning and Ethical Practice.   Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:

1.   <u>All candidates will</u>:

(i)   Use Professional Ethical Principles and Professional Practice Standards to guide their practice.

(ii)   Understand how foundational knowledge and current issues influence professional practice.

(iii)   Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

(iv)   Understand the significance of lifelong learning and participate in professional activities and learning communities.

(v)   Advance the profession by engaging in activities such as advocacy and mentoring.

(vi)   Provide guidance and direction to paraeducators, tutors, and volunteers.

2.   In addition to meeting Rule 290-3-3-.37(2)(f)1.(i)-(vi), <u>candidates in early childhood special education (Grades P-3) will also</u> understand and apply Alabama standards for pre-school education.

3.   In addition to meeting Rule 290-3-3-.37(2)(f)1.(i)-(vi), <u>candidates in deaf and hard of hearing (P-12) will also</u>:

(i)   Have and apply knowledge of:

(I)   Model programs for individuals who are deaf or hard of hearing.

(II)   Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.

(III)   Professional resources relevant to the field of education for individuals who are deaf or hard of hearing.

(IV)   Professional organizations in the field of deaf education.

(V)   Incidence and prevalence data about individuals who are deaf or hard of hearing.

(VI)   Sociocultural, historical, and political forces unique to deaf education.

(VII) Etiologies of hearing loss that can result in additional learning and related challenges.

(ii)   Communicate proficiently in spoken language and the Sign Language indigenous to the Deaf community.

(iii)   Increase proficiency and sustain a commitment to maintaining instructional language competence.

(iv)   Explain historical foundations and research evidence upon which educational practice is based.

(v)   Develop and enrich cultural competence relative to the Deaf community.

4.   In addition to meeting Rule 290-3-3-.37(2)(f)1.(i)-(vi), <u>candidates in visual impairment (Grades P-12) will also</u>:

(i)   Have and apply knowledge of:

(I)   Access rights to specialized equipment and materials for individuals with visual impairments.

(II)   Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools.

(III)   Incidence and prevalence for individuals with visual impairments.

(ii)   Select, adapt, and use instructional strategies to address the impact on additional exceptionalities.

(iii)   Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options.

(iv)   Participate in the activities of professional organizations in the field of visual impairment.

(g)   Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:

1.   <u>All candidates will</u>:

(i)   Use theory and elements of effective collaboration.

(ii)   Serve as a collaborative resource to colleagues.

(iii)   Use collaboration and effective communication to coordinate with families and other professionals to assess, plan, and implement effective programs, including individualized education programs (IEPs), individualized family service plans (IFSPs), and/or transition plans and services that promote progress toward measurable outcomes for individuals with exceptionalities and their families across a wide range of settings.

2.   In addition to meeting Rule 290-3-3-.37(2)(g)1.(i)-(iii), <u>candidates in collaborative special education (Grades 6-12) will also</u> cooperate with other agencies to address post-school outcomes.

3.   In addition to meeting Rule 290-3-3-.37(2)(g)1.(i)-(iii), <u>candidates in deaf and hard of hearing (Grades P-12) will also</u>:

(i)   Have and apply knowledge of services, organizations, and networks that support individuals who are deaf or hard of hearing.

(ii)   Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

4.   In addition to meeting Rule 290-3-3-.37(2)(g)1.(i)-(iii), <u>candidates in visual impairment (Grades P-12) will also</u>:

(i)   Have and apply knowledge of:

(I)   Strategies for assisting families and other team members in transition planning.

(II)   Services, networks, publications for and organizations of individuals with visual impairments.

(ii)   Structure and supervise the activities of para-educators and others who work with individuals with visual impairments.

(iii)   Plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.

(3)   <u>Unique Field Experience and Internship Placement Requirements for Candidates in Early Childhood Special Education.</u>

1.   Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, childcare centers and homes, and Office of School Readiness programs.)

2.   The internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5 -8.

290-3-3-.38   Theatre (Grades P-12).

(1)   **Rationale.** The main goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality theatre program that develops skillful participants. These standards are consistent with the standards of the National Association of Schools of Theatre (NAST). The standards build upon the Alabama Core Teaching Standards.

(2)   **Program Curriculum**. In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i) and (iv), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.33, the teaching field shall require an academic major of at least 30 semesters hours of credit with at least 18 semesters hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a)   **Common Body of Knowledge and Skills.**
1.   Production. Candidates must acquire:
(i)   Technical skills requisite for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing) and those skills must be progressively developed to the highest level appropriate to the particular area of concentration.
(ii)   An overview understanding of the major aspects, techniques, and directions of the area of concentration.
(iii) Fundamental, comprehensive understanding of the various elements and basic interrelated processes of creation, interpretation, performance, and production.
(iv)   Fundamental, conceptual understanding of the expressive possibilities of theatre.
(v)   Knowledge and skills sufficient to work in both collaborative and individual roles in matters of theatre interpretation.
(vi)   Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular performance and production experiences.
2.   Repertory. Candidates must acquire:
(i)   Familiarity with theatre literature of various historical periods, cultural sources, and modes of presentation.
(ii)   Experience with specific repertories and comparative standards of production quality through performance, academic study, and attendance at productions.
3.   Theoretical and historical studies. Candidates must acquire:
(i)   The ability to analyze plays perceptively and to evaluate them critically.
(ii)   An understanding of the common elements and vocabulary of theatre and of the interaction of these elements, and be able to employ this knowledge in analysis, including analyses of their productions.
(iii) The ability to place works of theatre in historical and stylistic contexts and have some understanding of the cultural milieu in which they were created.
(iv)   The ability to develop and defend informed judgments about theatre.

4.   Technology. Candidates must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.

5.   Synthesis. Candidates should be able to work independently on a variety of artistic problems by combining, as appropriate to the issue, their capabilities in performance, repertory, theory, history, and technology, as well as other fields they have studied.

6.   Results.

(i)   Candidates must demonstrate achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve artistic problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

(ii)   Candidates must demonstrate their competence by developing a body of work for evaluation in the major area of study.

(iii)   Candidates must have the ability to communicate ideas, concepts, and requirements to theatre professionals and laypersons. Such communication may involve oral, written, visual, and musical media.

(b)   Theatre Education.   The following basic competencies are essential to all prospective theatre teachers:

1.   The production foundation:

(i)   The candidate must be familiar with the basic expressive, technical, procedural, and organizational skills, and conceptual insights essential for theatrical performance. Instruction should include traditional processes as well as new developments.

(ii)   The candidate should have the understanding to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished work.

(iii)   The candidate must be a competent director, able to create expressive performances with various types of groups and in general classroom situations. Laboratory experiences to give the prospective teacher opportunities to apply rehearsal techniques and procedures are essential.

2.   Aesthetics, theatre history, literature, theory, and criticism. The prospective theatre teacher should have an understanding of contending philosophies of theatre, the development of past and contemporary theatre forms, major styles and periods of theatre history and dramatic literature, theories of criticism, and an understanding of the fundamental and integral relationships of all these to the theatre performance.

3.   Teaching competencies. The candidate is expected to understand the total contemporary educational program – including relationships among the arts – in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Essential competencies are:

(i)   An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education.

(ii)   An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs.

(iii)   An ability to assess aptitudes, experimental backgrounds, skills, and interest of individuals and groups of students, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively.

(iv)   A knowledge of current methods and materials available in all fields and levels of theatre education.

(v)   An understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.

(vi)   An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum.

(vii) An awareness of the need for continuing study, self-evaluation, and professional growth.

Author: Dr. Eric G. Mackey

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

History: New 06-10-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.39 <u>Visual Arts (Grades P-12)</u>**.**

(1)   **Rationale.** Standards for teacher candidates in visual art must address studio production, art history, art criticism and aesthetics, and relative salient knowledge and abilities. These standards respond to the requirements in the aforementioned areas, as well as in art education. Further, these standards are informed by and aligned with the standards of the National Association of Schools of Art and Design (NASAD), the standards of the National Art Education Association, and the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Core Teaching Standards.

(2)   **Program Curriculum**. In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i) and (iv), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.33, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a)   **Art Competencies**. The following basic competencies are essential to all visual arts teachers:
1.   <u>Studio Art Competencies</u>. The prospective teacher of visual arts must be:
(i)   Familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights that can be developed through studio arts and design experience, including a variety of two- and three- dimensional media and processes.
(ii)   Familiar with traditional processes as well as newer technological developments in environmental and functional design fields.
2.   <u>Art History and Analysis</u>. The prospective teacher of visual arts must have an understanding of:
(i)   The major styles and periods of art history, analytical methods, and theories of criticism.
(ii)   The development of past and contemporary art forms in Western and non-Western cultures.
(iii)   Contending philosophies of art.
(iv)   The fundamental and integral relationships of all these components to the making of art.
3.   <u>Technical Processes</u>. The prospective teacher of visual arts should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.

(b)   Teaching Competencies. The prospective teacher of visual arts must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education. Prior to program completion, prospective teachers of visual arts shall demonstrate specific competencies including:

1.   An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.

2.   An understanding of the philosophical and social foundation underlying visual arts in education and ability to express a rationale for personal attitudes and beliefs.

3.   Ability to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.

4.   Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.

5.   Knowledge of current methods and materials available in all fields and levels of visual arts education, including consideration of safety issues related to the use of art materials and art processes.

6.   Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.

7.   Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.

8.   An understanding of evaluation techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.

9.   Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.40 <u>**World Languages (Grades P-12)**</u>.

(1)   Program Curriculum.

(a)   In addition to meeting Rules 290-3-3-.03(6)(a)1.-4., 290-3-3-.03(6)(e)1.(i)-(iii) and 2.(i) and (iv), 290-3-3-.04, 290-3-3-.05, and 290-3-3-.33, the teaching field shall require an academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit in a single language other than English. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(b)   P-12 programs for world languages must meet the standards for secondary programs for world languages in Rule 290-3-3-.32(2)(a) through (f).

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: Adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.41 <u>Class A (Master's Degree Level) Programs for Teaching Fields</u>.

(1)   **Purpose of Class A Programs for Teaching Fields.** Class A educator preparation programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the Class A program shall be to help the teacher develop higher levels of competence than is possible in the Class B program. Additional information specific to Alternative Class A programs is provided in Rule 290-3-3-.42.

(2)   **Institutional and Program Requirements.**

(a)   The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b)   Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(c)   Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit appropriate to the teaching field and not used for prior-level certification or degree in any teaching field or area of instructional support.

(3)   **Unconditional Admission to Class A Programs for Teaching Fields.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program**. Requirements for unconditional admission shall include:

(a)   A criminal history background check. Additional information is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(b)   A <u>valid</u> bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, English for speakers of other languages (ESOL), and reading specialist (Rules 290-3-3-.42-.45).
    1.   Unconditional admission to a Class A special education program or a Class A ESOL program requires at least a <u>valid</u> bachelor's-level certificate in any teaching field.
    2.   Unconditional admission to a Class A reading specialist program requires two full years of full-time classroom teaching experience.
    3.   It shall be the responsibility of the educator preparation provider to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the individual does not hold a valid Class B Professional Educator Certificate.

4.   If an individual is unconditionally admitted to a Class A program based on a <u>valid</u> bachelor's-level professional educator certification from another state, completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must hold a valid Alabama Class B certificate before applying for Class A certification.

5.   Program Options. At the Class A level, the teacher may complete either of two types of programs, each of which requires at least 30 semester hours of graduate credit not used for prior level certification or degree in any teaching field or area of instructional support. In addition, both traditional and Alternative Class A programs require extensive clinical experiences.

(i)   <u>Traditional educator preparation program</u>.

(I)   At least one-third of the program shall consist of teaching field courses.

(II)   English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(ii)   <u>Alternative Class A program</u>. Full information is provided in Rule 290-3-3-.42.

(4)   Standards Applicable to Traditional Class A Educator Preparation Programs for EPPs with On-Site Visits Scheduled Fall 2022 and Thereafter.   (See additional applicability information provided in Rule 290-3-3-.41(2)(c)2.) The following standards are based on the Council for Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs and are applicable to all teaching fields and areas of instructional support.

(a)   Candidate and Pedagogical Knowledge.   The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of the provider's curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

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

(i)   Applications of data literacy;

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

(iii) Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;

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

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

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

2.   Provider Responsibilities. Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in National Board for Professional Teaching Standards or national discipline-specific standards.

(b) Clinical Partnerships and Practice.   The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

1. Partnerships for Clinical Preparation. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation.

2. Clinical Experiences.   The provider works with partners to design varied and developmental clinical experiences that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation program emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed method, action) that are characteristic of their professional specialization as detailed in Rule 290-3-3-.41(4)(a)1. (i)-(vi).

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

1. Recruitment. The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with the provider's mission. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress toward a candidate pool which reflects the diversity of America's P-12 students.

2. Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully. The provider sets admissions requirements for academic achievement and gathers data to monitor candidates from admission to completion. The undergraduate GPA of each cohort of candidates admitted to Class A programs during every semester or term must equal at least 3.0, beginning fall 2022 and thereafter.

3. Monitoring and Supporting Candidate Progression.   The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to the Alabama State Board or Department of Education or CAEP, and documents their resolution.

4. **Competency at Completion.** The provider ensures candidates possess academic competency to help facilitate learning with positive impacts on diverse P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought. Multiple measures are provided, and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

(d) **Satisfaction with Preparation.** The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.
1. **Satisfaction of Employers.** The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.
2. **Satisfaction of Completers.** The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that preparation was effective.

(e) **Quality Assurance System and Continuous Improvement.** The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving, and highlight innovations.
1. **Quality Assurance System.** The provider has developed, implemented, and modified as needed, a functioning quality assurance system that ensures a process to document operational effectiveness. This system documents how multiple measures enter the system, how the data are used in decision making, and the outcomes of those decisions for programmatic improvement.
2. **Data Quality.** The provider's quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure that interpretations of data are valid and consistent.
3. **Continuous Improvement.** The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, and documents modifications and the effects of those innovations.
4. **Stakeholder Involvement.** The provider includes relevant internal (e.g., faculty, staff, candidates, EPP administration) and external (e.g., alumni, employers, practitioners, school and community partners, and other defined by the provider) stakeholders in the program design, evaluation, and continuous improvement process.

(5) **Requirements for Class A Certification for Teachers.** Readiness to serve on the Class A level as a teacher shall include:

(a) At least a <u>valid</u> Class B Professional Educator Certificate. Additional information is provided in Rule 290-3-3-.41(3)(b).

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

(c)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. For candidates who meet requirements for unconditional admission to a traditional Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program. Rule 290-3-3-.42(4)(b) provides information about the GPA requirement for completion of an Alternative Class A program.

(e)   Successful completion of an internship in the Alternative Class A program, English for speakers of other languages, gifted, and reading specialist programs. In all disciplines except Alternative Class A programs, internship experiences may be integrated throughout the program. Internships must comply with Rule 290-3-3-.03(6)(e)2.

(f)   Successful completion of a practicum for initial certification in a special education teaching field. For programs that meet rules for Grades K-6 and 6-12 or Grades P-12, the practicum must include both elementary and secondary placements.

(g)   A <u>valid</u> Class B Professional Educator Certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A teaching fields, ESOL, reading specialist, and special education programs. English for speakers of other languages, reading specialist, and special education programs require a <u>valid</u> Class B Professional Educator Certificate in any teaching field<u>.</u>

(6)   Testing for Class A Certification for Teachers. Applicants for initial Class A certification in a teaching field must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(7)   Interim Employment Certificate. An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in some teaching fields through a State-approved Class A program at an Alabama institution.   Additional information, including requirements and restrictions is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).
History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; amended 10-14-04, effective 11-18-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 6-14-12, effective 7-19-2012; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.42 <u>Alternative Class A Programs for Teaching Fields</u>.

(1)   **Purposes of Alternative Class A Programs.** The purposes of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skill above the level required for completion of a Class B program. Additional information is provided in Rule 290-3-3-.04.

(2)   **Unconditional Admission to Alternative Class A Programs.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program**. Requirements for unconditional admission shall include:

(a)   **A criminal history background check.** Additional information is provided in Rule 290-3-3-.03(6)(d).

(b)   **Testing requirement.** Effective September 1, 2013, successful passage of the three basic skills assessments became a precondition for unconditional admission to a Class B program or an Alternative Class A program. Effective for basic skills tests taken September 1, 2017, and thereafter the Educational Testing Services (ETS) Praxis Core Academic Skills for Educators Tests replaced the ACT WorkKeys. Effective April 17, 2019, Praxis Core was rescinded as a requirement for unconditional admission to an Alternative Class A program.

(c)   **Degree requirements.** A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum grade point average (GPA) overall of 2.50. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. Effective July 1, 2017, and thereafter, a person who is eligible for unconditional admission to an Alternative Class A program shall have earned a bachelor's degree with a minimum grade point average (GPA) overall of 2.75 or a master's or higher degree with a GPA of at least 3.0. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses. An applicant with an undergraduate GPA of at least 2.0 may seek unconditional admission if the alternative score on the Alabama-prescribed Praxis subject-area test is obtained.

1.   Courses that were taken as part of the degree used to meet the admission requirement in Rule 290-3-3-.44(2)(c) for a bachelor's or higher degree with a minimum grade point average of 2.5 (2.75 if admitted based on a bachelor's degree or 3.0 if admitted based on a master's degree July 1, 2017, and thereafter) cannot be used again to meet Alternative Class A program requirements.

2.   The person must meet one of the following options:

(i)   Earned a bachelor's degree from a regionally accredited college or university.

(ii)   Earned a bachelor's degree from a non-regionally accredited institution <u>and</u> an earned master's or higher degree from a regionally accredited institution, and has attained a passing score on the prescribed Praxis subject assessment of the Alabama Educator Certification Assessment Program (AECAP). [See Rule 290-3-3-.04.] This option is permitted only when <u>both</u> of the following conditions are met:

(I)   At the discretion of the administrative head of the EPP and in accordance with institutional policy.

(II)   If there is a prescribed Praxis subject assessment of the AECAP.

3.   Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate from the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis subject assessment of the AECAP. This option is permitted only when <u>both</u> of the following conditions are met:

(i)   At the discretion of the administrative head of the EPP and in accordance with institutional policy.

(ii)   If there is a prescribed Praxis subject assessment of the AECAP.

(d)   General studies. Individuals applying for admission to an Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies. Alternatively, the current passing score on the prescribed Praxis subject assessment of the AECAP may be accepted to meet this requirement for the following areas:

(i)   In lieu of 12 semester hours in mathematics, Praxis 5003 or 5903.

(ii)   In lieu of 12 semester hours in science, Praxis 5005 or 5905.

(iii) In lieu of 12 semester hours in social studies, Praxis 5004 or 5904.

(e)   Teaching field. Prior to unconditional admission, a person who wishes to earn certification in a teaching field listed below shall have completed one of the options in Rule 290-3-3-.42(2)(e)1. through 5.

1.   <u>For teaching fields other than Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education (K-6 or 6-12)</u>, in lieu of Rule 290-2-3-3-.42(2)(e)2. through 5., verification of a current passing score on the prescribed Praxis subject assessment of the Alabama Educator Certification Assessment Program.

2.   <u>Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education Teacher K-6 or 6-12</u>. Additional information is provided in Rule 290-3-3-.42(2)(d).

3.   <u>Single Teaching Field for Middle Level or Secondary</u>: An academic major in the teaching field, or if an academic major is not on the official transcript, 30 semester hours appropriate to the teaching field including at least 18 semester hours of upper-division credit.

4.   <u>Comprehensive Middle Level or Secondary Teaching Fields</u>:

(i)   English Language Arts: An academic major in an area included in English language arts—e.g., English, speech, drama/theatre, and print or broadcast journalism—and at least one

course in each of the other listed areas of English language arts. If an academic major is not on the official transcript, then the admission requirement shall be 30 semester hours of credit appropriate to English language arts, including at least 18 semester hours of upper-division credit. At a minimum, coursework must include courses in literature, grammar, reading skills, writing, speech, theatre, and print or broadcast journalism.

(ii)   General Science: An academic major in an area included in the sciences—e.g., biology, chemistry, Earth or space science, and physics—and at least one course in each of the other listed areas of general science. If an academic major is not on the official transcript, then the admission requirement shall be 30 semester hours of credit appropriate to general science including at least 18 semester hours of upper-division credit and at least one course in each of following areas: biology, chemistry, Earth or space science, and physics.

(iii)   General Social Studies: An academic major in an area included in the social studies—e.g., economics, geography, history, and political science—and at least one course in each of the other areas listed in the social studies. If an academic major is not on the official transcript, then the admission requirement shall be 30 semester hours of credit appropriate to the social studies with at least 18 semester hours of upper-division credit and at least one course in each of the following areas: economics, geography, history, and political science.

(iv)   Career and Technical Education: At least 30 semester hours appropriate to the teaching field including at least 18 semester hours of upper-division credit.

5.   P-12 Programs: An academic major in the teaching field or, if an academic major is not on the official transcript, 30 semester hours of credit appropriate to the teaching field including at least 18 semester hours of upper-division credit.

(3)   Curriculum of Alternative Class A Programs. A program in a given teaching field shall be designed to develop teaching competencies above the level required for Class B program completion. In addition, a program shall:

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

1.   For candidates unconditionally admitted to a program December 15, 2020, or thereafter, the teaching field for programs in early childhood education, elementary education, and collaborative special education (K-6) shall require no less than nine semester hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundational reading skills. Prior to program completion, candidates shall demonstrate the ability to use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the *Alabama Course of Study: English Language Arts.*

2.   English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b)   Meet the **Alabama Core Teaching Standards** in Rule 290-3-3-.04.

(c)   Include a **<u>methods course</u>** specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology).

(d)   Extensive **field experiences**. The field experiences must comply with Rule 290-3-3-.03(6)(e)1.

(e)   An **internship**.
1.   The internship shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher.

2.   The internship must comply with Rule 290-3-3-.03(6)(e)2. regarding dividing the internship.
3.   Entry and exit criteria shall be clearly identified for the internship.

(f)   A **survey of special education course** is required unless that course was previously completed. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(4)   Requirements for Class A Certification. Readiness to serve as a teacher shall include:

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

(b)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. For candidates who meet requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.

(c)   Competence to teach students as demonstrated in an internship as described in Rule 290-3-3-.03(6)(e)2.

(5)   **Testing for Class A Certification.** Applicants unconditionally admitted to an Alternative Class A program prior to September 1, 2013, must meet the basic skills assessments requirements of the Alabama Educator Certification Assessment Program (AECAP) as a prerequisite for certification. Applicants for initial certification through the completion of an Alternative Class A program must meet the Praxis II requirements of the AECAP as a precondition for certification. Additional information is provided in Rule 290-3-3-.41(6).

(6)   **Interim Employment Certificate.**

(a)   An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a State-approved Alternative Class A program at an Alabama institution. Additional information, Master's in Elementary Education (K-12 Online Leadership). Master's in Elementary Education (K-12 Online Leadership). including requirements and restrictions, is provided in Rule 290-3-2-.06.

(b)   Special provisions for holders of Interim Employment Certificates.
1.   A teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten level may, at the discretion of the unit, complete a three-semester hour practicum at the preschool and/or kindergarten level to meet the divided internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three-semester hour practicum in Grades 1, 2, and/or 3 to meet the divided internship requirements applicable to early childhood education (or early childhood special education) programs.
2.   A teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the lower elementary level (grades K, 1, 2, and/or 3) may, at the discretion of the unit, complete a three-semester hour practicum at the upper elementary level (grades 4, 5, and/or 6) to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program. Similarly, a teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the upper elementary level may, at the discretion of the unit, complete a three-semester hour practicum at the lower elementary level to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program.
3.   A teacher who is employed based on holding a valid Interim Employment Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three-semester hour practicum at the secondary level (6-12) to meet the divided internship requirements applicable to the P-12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three-semester hour practicum at the elementary level to meet the divided internship requirements applicable to the P-12 program.

4. A teacher who is employed based on holding a valid Interim Employment Certificate for collaborative special education teacher (K-6) or (6-12) and who is enrolled in a collaborative special education program for both K-6 and 6-12 but whose employment is limited to the grade span for which certification is held may, at the discretion of the unit, complete a three semester hour practicum at the level for which certification is not held to meet the divided internship requirements applicable to both programs.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16; 16-23-1; 16-23-2 (1975).
History: New 02-13-86; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective   08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 04-09-09, effective 5-14-09; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; amended and adopted 06-11-2020, effective 08-15-2020; amended 9-10-20, effective 11-13-2020; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.43 English for Speakers of Other Languages (ESOL, Grades P-12).

(1) **Unconditional Admission to an ESOL Program.** The program must meet the requirements in Rule 290-3-3-.41. Initial certification in English for Speakers of Other Languages (ESOL) is at the Class A level. Requirements for unconditional admission to the program include at least a valid bachelor's-level professional educator certificate in a teaching field. (Additional information specific to Alternative Class A programs is provided in Rule 290-3-3-.42.) If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B certificate before applying for Class A certification.

(2) **Program Curriculum.** The following standards reflect the standards of Teachers of English to Speakers of Other Languages (TESOL) International Association.

(a) **Knowledge about Language.**
1. Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas and serve as language models for English language learners (ELLs).
2. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.
3. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.
4. Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

(b) **ELLs in the Sociocultural Context.**
1. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
2. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.
3. Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.
4. Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy, practices, circumstances) to develop effective instructional practices.
5. Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the education strengths and needs of individuals ELLs and ELLs in general.

(c)   Planning and Implementing Instruction.

1. Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs in the content areas.

2. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multi-level classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

3. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

4.Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

5.Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

6. Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

7. Candidates use and adapt relevant materials and resources, including digital sources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

(d)   Assessment and Evaluation.

1. Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

2. Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.

3. Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4. Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

(e)   Professionalism and Leadership.

1. Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

2. Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

3. Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

4. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

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

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

(b) A survey of special education course is required unless that course was taken for prior level certification. [See definition (51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. Effective for candidates unconditionally admitted to a Class A ESOL program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) Competence to teach English for speakers of other languages as demonstrated in an internship, with an ESOL certified cooperating teacher, of at least 300 clock hours that complies with Rule 290-3-3-.03(6)(e)2.(i) and (iv) and Rule 290-3-3-.41(5)(e).

(e) A <u>valid</u> Class B Professional Educator Certificate in a teaching field unless the individual completes an Alternative Class A program in ESOL.

(4) Testing for Certification of Teachers of ESOL. Applicants for initial certification in English for speakers of other languages through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is in Rule 290-3-3-.41(6).

290-3-3-.44 <u>**Gifted (Grades P-12)**</u>**.**

(1)   **Unconditional Admission to a Gifted Program.** The program must meet the requirements in Rule 290-3-3-.41. Initial certification in Gifted is at the Class A level. Requirements for unconditional admission to the program include at least a <u>valid</u> bachelor's-level professional educator certificate in a teaching field. If an individual is unconditionally admitted to an Alabama Class A program based on a <u>valid</u> bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B certificate before applying for Class A certification.

(2)   **Program Curriculum.** These rules have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC) and build upon the Alabama Core Teaching Standards.

(a)   **Learner Development and Individual Learning Differences.** Candidates understand the variations in learning and development in cognitive and affective areas between and among gifted individuals and apply this understanding to provide meaningful and challenging learning experiences for gifted individuals. Candidates:
        1.   Understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with exceptionalities.
        2.   Use understanding of development and individual differences to respond to the needs of gifted individuals.

(b)   **Learning Environments.** Candidates create safe, inclusive, and culturally responsive learning environments so that gifted individuals become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidates:
        1.   Create safe, inclusive, culturally responsive learning environments that engage gifted individuals in meaningful and rigorous learning activities and social interactions.
        2.   Use communication and motivational and instructional intervention to facilitate understanding of subject matter and to teach gifted individuals how to adapt to different environments and develop ethical leadership skills.
        3.   Adjust their communication to an individual's language proficiency and cultural and linguistic differences.
        4.   Demonstrate understanding of the multiple environments that are part of the continuum of services for gifted individuals, including the advantages and disadvantages of various settings and teach them how to adapt to the expectations and demands of differing environments.

(c)   Curricular Content Knowledge. Candidates use knowledge of general and specialized curricula to advance learning for gifted individuals. Candidates:
1.   Understand the role of central concepts, structures of the discipline, and tools of inquiry of the content they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
2.   Design appropriate learning and performance modifications for gifted individuals that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
3.   Use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge gifted individuals.
4.   Understand that gifted individuals demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

(d)   Assessment. Candidates use multiple methods of assessment and data sources in making educational decisions about identification of gifted individuals and student learning. Candidates:
1.   Understand that some groups of gifted individuals have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias.
2.   Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for gifted individuals.
3.   Collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
4.   Use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
5.   Understand the various child-find processes and strategies to elicit gifted behaviors in the strength areas and minimize bias.
6.   Engage gifted individuals in assessing the quality of their own learning and performance and in setting future goals and objectives.

(e)   Instructional Planning and Strategies. Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted individuals. Candidates:
1.   Know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of gifted individuals.
2.   Apply appropriate technologies to support instructional assessment, planning, and delivery for gifted individuals.

3. Collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.

4. Emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for gifted individuals.

5. Use instructional strategies that enhance the affective development of gifted individuals.

6. Develop and implement state documents and regulations, (i.e., Gifted Education Plans [GEP] and Standards and Student Outcomes).

(f) **Professional Learning and Ethical Practice.** Candidates use foundational knowledge of the field and professional ethical principles and programming standards of the Council for Exceptional Children and the National Association for Gifted Children to inform gifted education practice, to engage in lifelong learning, and to advance the profession. Candidates:

1. Use professional ethical principles and specialized program standards to guide their practice.

2. Understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of gifted individuals in school and society.

3. Model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of gifted individuals in the delivery of gifted education services.

4. Are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.

5. Advance the profession by engaging in activities such as advocacy and mentoring.

6. Are familiar with and use state documents and regulations (i.e., Second Grade Child Find Procedures, Help Document, and advanced curriculum guides).

(g) **Collaboration.** Candidates collaborate with families, other educators, related-service providers, gifted individuals, and personnel from community agencies in culturally responsive ways to address the needs of gifted individuals across a range of learning experiences. Candidates:

1. Apply elements of effective collaboration.

2. Serve as a collaborative resource with colleagues.

3. Use collaboration to promote the well-being of gifted individuals across a wide range of settings, experiences, and collaborators.

(3)   **Requirements for Certification for Teachers of Gifted Students.** Readiness to serve as a teacher of gifted students shall include:

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

(b)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(c)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. Effective for candidates unconditionally admitted to a Class A Gifted program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d)   Competence to teach gifted students as demonstrated in an internship of at least 300 clock hours that complies with Rule 290-3-3-.03(6)(e)2.(i) and Rule 290-3-3-.41(5)(e).

(e)   A valid Class B Professional Educator Certificate in a teaching field.

(4)   **Testing for Certification of Teachers of Gifted Students.** Applicants for initial certification in Gifted through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is in Rule 290-3-3-.41(6).

(5)   **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in some teaching fields through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

290-3-3-.45 <u>Reading Specialist (Grades P-12)</u>**.**

(1)   **Rationale.** The reading specialist is an advocate for school-wide literacy. The reading specialist has a depth of knowledge regarding the science of reading, why some children have difficulty reading, and how to most effectively assess and teach reading, thereby improving students' outcomes through prevention of and intervention for reading difficulties. Additionally, the reading specialist understands how to use evidence to inform how proficient reading and writing develop, and how to work with adult learners as partners.   The reading specialist serves as the catalyst for developing effective reading practices in a school or school system by equipping colleagues to improve teacher knowledge and skill in the science of reading, guide instructional practices, select high quality instructional materials, use evidence-based strategies, and increase student learning about the reading process and working with adult learners as partners. Alabama standards for the preparation of reading specialists are aligned with standards from the International Reading Association and State initiatives for reading.

(2)   **Unconditional Admission to a Reading Specialist Program**.

(a)   Requirements for unconditional admission to the Class A reading specialist program shall include <u>one</u> of the following:
1.   A <u>valid</u> bachelor's-level professional educator certificate in early childhood education, elementary education, or collaborative special education teacher (K-6) and two full years of full-time classroom teaching experience; <u>or</u>
2.   A <u>valid</u> bachelor's-level professional educator certificate in any area of education, two full years of full-time classroom teaching experience, and a passing score on the Praxis Teaching Reading test validated for use in Alabama.

(b)   In addition to meeting the criteria in Rule 290-3-3-.45(2)(a)1. or 2., if an individual is unconditionally admitted to an Alabama Class A program based on a <u>valid</u> bachelor's- or <u>valid</u> master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a Class B certificate before applying for Class A certification.

(3)   **Program Curriculum.**

(a)   **Foundational Knowledge.** Candidates understand the theoretical and evidence-based foundation of reading and writing processes and instruction and understand how it relates to the science of reading. Prior to program completion, prospective reading specialists shall demonstrate that they:
1.   Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes such as strategic knowledge, and components including phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, sight language comprehension, and reading-writing connections.

2.   Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

3.   Understand when to make reasonable adjustments based on what is known about the science of reading and the development of children to improve all students' reading development and achievement.

4.   Understand the components and expectations of the Alabama Reading Initiative related to effective early reading instructional practices, effective reading instruction for all students, intervention instruction for struggling readers, and strategies for motivating accomplished readers.

(b) Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, evidence-based curriculum to support student learning in reading and writing. Prior to program completion, prospective reading specialists shall demonstrate that they:

1.   Use foundational knowledge to design or implement an integrated, comprehensive, and evidence-based curriculum.

2.   Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

3.   Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

(c) Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Prior to program completion, prospective reading specialists shall demonstrate that they:

1.   Understand types of assessments and their purposes, strengths, and limitations.

2.   Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.   Use assessment information to plan and evaluate instruction.

4.   Communicate assessment results and implications to a variety of audiences.

(d) Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in society. Prior to program completion, prospective reading specialists shall demonstrate that they:

1.   Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

2.   Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

3.   Develop and implement strategies to advocate for equity.

(e) Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Prior to program completion, prospective reading specialists shall demonstrate that they:

1.   Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

2.   Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

3.   Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

4.   Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

(f)   Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-
long effort and responsibility. Prior to program completion, prospective reading specialists shall demonstrate that they:

1.   Use foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

2.   Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.

3.   Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

4.   Understand and influence local, state, or national policy decisions.

(4)   Requirements for Certification as a Reading Specialist. Readiness to serve as reading specialist shall include:

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

(b)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met ~~meeting~~ requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(c)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator reparation program. Effective for candidates unconditionally admitted to a Class A reading specialist program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d)   Competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours that complies with Rule 290-3-3-.42(5)(e).

(e)   A <u>valid</u> Class B Professional Educator Certificate in a teaching field.

(5)   Testing for Certification as a Reading Specialist. Applicants for initial certification as a reading specialist through the completion of a Class A program must meet the assessment requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.

(6)   Faculty Qualifications for a Reading Specialist Program. The faculty specialist for the reading specialist program shall possess an earned doctorate in reading. Additional information is provided in Rule 290-3-3-.01(33). The faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading; shall understand the Alabama Reading Initiative (ARI); shall teach courses required in the program; and shall advise candidates seeking certification through program completion.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-09-99 effective 01-13-00; amended 03-14-02 effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new   04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.46 **Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel Except Speech-Language Pathology and Instructional Leadership.**

(1)   **Purpose of Class A Programs for Areas of Instructional Support.** The purpose of a Class A program shall be to prepare educators to serve effectively in instructional support positions. Information specific to instructional leadership programs is provided in Rule 290-3-3-.47. Information specific to speech-language pathology is provided in Rule 290-3-3-.51.

(2)   **Standards Applicable to Class A Instructional Support Programs for EPPs with On-Site Visits Scheduled Fall 2021 and Thereafter.** The following standards are based on the Council for Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs and are applicable to all teaching fields and areas of instructional support.

(a)   **Content and Pedagogical Knowledge.** The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by program completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of Alabama's college-and career ready standards.
1.   **Candidate Knowledge, Skills, and Professional Dispositions.**   Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:
(i)   Applications of data literacy;
(ii)   Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
(iii)   Employment of data analysis and evidence to develop supportive school environments;
(iv)   Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
(v)   Supporting appropriate applications of technology for their field of specialization; and
(vi)   Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
2.   **Provider Responsibilities.** Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in National Board for Professional Teaching Standards or national discipline-specific standards.

(b) **Clinical Partnerships and Practice.** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

1. Partnerships for Clinical Preparation. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advance program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced candidate outcomes.

2. Clinical Experiences. The provider works with partners to design varied and developmental clinical experiences that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation program emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed method, action) that are characteristic of their professional specialization as detailed in Rule 290-3-3-.41(4)(a)1. (i)-(vi).

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

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

2. Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully. The provider set admissions requirements for academic achievement and gathers data to monitor candidates from admission to completion. The provider continuously monitors disaggregated evidence of academic quality, mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed. Each applicant for admission to a traditional master's level (Class A) program must provide evidence of having earned a degree grade point average (GPA) of at least 2.50 printed on the transcript of the degree-granting college or university that was regionally accredited when the degree was earned. In addition, the cohort GPA must be at least 3.0. [See Rule 290-3-3-.01(10).]

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

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

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

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

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

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

1. Quality and Strategic Evaluation.

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

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

2. Continuous Improvement.

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

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

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

(3)   Other **Institutional and Program Requirements.**

(a)   The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b)   Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(c)   Completion of a Class A program for an area of instructional support requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(4)   Unconditional Admission to Class A Programs for Areas of Instructional Support Personnel Other than Speech-Language Pathology and Instructional Leadership.

(a)   Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.**

(b)   A criminal history background check. Additional information is provided in Rule 290-3-3-.03(6)(d).

(c)   Experience. Effective July 1, 2017, two full years of full-time, acceptable professional educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

(d)   Admission to programs in library media, school counseling, school psychometry, and sport management:
1.   A <u>valid</u> bachelor's-level or <u>valid</u> master's-level professional educator certificate in a teaching field or a <u>valid</u> master's-level certificate in another area of instructional support. OR
2.   If an individual is unconditionally admitted to an Alabama Class A program based on a <u>valid</u> bachelor's- or <u>valid</u> master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a <u>valid</u> Class B Professional Educator Certificate before applying for Class A certification.

(5)   Program Curriculum.

(a)   Completion of a Class A program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(b)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51).] An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education.   A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

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(6)   **Requirements for Certification for Class A Instructional Support Personnel Other than Speech-Language Pathology and Instructional Leadership**. Readiness to serve in an instructional support capacity shall include:

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

(b)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 for all courses in the Alabama State Board of Education approved program for instructional support personnel. For candidates unconditionally admitted to a Class A instructional support program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for the Alabama State Board of Education approved instructional support program.

(c) Satisfactory completion of an internship. For fields other than instructional leadership, speech pathology, and school counseling, internship experiences may be integrated throughout the program.

(d)   Except for Speech-Language Pathology, at least a <u>valid</u> Class B Professional Educator Certificate in a teaching field, or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support, or a <u>valid</u> Class A Professional Leadership Certificate.

(7)   **Testing for Class A Certification for Instructional Support Personnel**. Applicants for initial Class A certification in an instructional support area must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(8)   **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in library media, school counseling, or instructional leadership through a State-approved Class A program at an Alabama institution. Additional Information is provided in the Educator Certification Chapter of the *Alabama Administrative Code*. An Interim Employment Certificate is not issued for school psychometry or sport management.

290-3-3-.47 <u>Instructional Leadership (Grades P-12)</u>.

(1)   **Unconditional Admission to an Instructional Leadership Program.** In addition to a <u>valid</u> Class B Professional Educator Certificate in a teaching field or a <u>valid</u> Class A Professional Educator Certificate in a teaching field or instructional support area, the applicant must document a criminal history background check and shall:

(a)   Educational Experience. The prospective Instructional Leadership candidate must meet one of the following criteria:
1.   Have a minimum of three full years of full-time, satisfactory professional educational work experience in a P-12 setting, which must include P-12 teaching experience if admitted prior to August 2010 <u>or</u> have a minimum of three full years (or six full semesters) of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience if admitted on or after August 1, 2010.
2.   Effective January 1, 2022, and thereafter, have a valid Alabama Professional Educator Certificate endorsed for library media or school counseling, document a minimum of seven full years of full-time employment, in the same school system, as a library media specialist or school counselor in a P-12 setting if admitted spring semester 2022 or thereafter, and provide a written recommendation from the current employing superintendent.

(b)   Submit an admission portfolio before an interview. The portfolio must contain the following:
1.   Three letters of recommendation to include the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.
2.   Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available.
3.   Evidence of ability to improve student achievement.
4.   Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership.
5.   Summary of candidate's reasons for pursuing instructional leadership certification.
6.   Summary of what the candidate expects from the preparation program.

(c)   Pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty.

(d)   Individuals must be unconditionally admitted to the Class A instructional leadership program before enrolling in any instructional leadership courses in the program.

(2)   Curriculum of an Instructional Leadership Program. In addition to meeting Rule 290-2-2-.46(2)(a)-(e), the curriculum for instructional leaders builds on candidate knowledge and abilities acquired through preparation for and employment as a teacher. The standards are based on the Professional Standards for Educational Leaders (PSEL) prepared by the Council of Chief School Officers with support from numerous professional associations to update the former Interstate School Leader Licensure Consortium (ISLLC) Standards.

(a)   Mission, Vision, and Core Values. Effective instructional leaders develop, advocate for, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Prospective instructional leaders will be prepared and able to:
    1. Develop an educational mission for the school to promote the academic success and well-being of each student.
    2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school focused on the successful learning and development of each child and on instructional and organizational practices that promote such success.
    3. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
    4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
    5. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
    6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
    7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

(b) Ethics and Professional Norms. Effective instructional leaders act ethically and according to professional norms to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:
    1. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.
    2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
    3. Place children at the center of education and accept responsibility for each student's academic success and well-being.
    4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
    5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
    6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

(c) Equity and Cultural Responsiveness. Effective instructional leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.

8. Address matters of equity and cultural responsiveness in all aspects of leadership.

(d) Curriculum, Instruction, and Assessment. Effective instructional leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

5. Promote the effective use of technology in the service of teaching and learning.

6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

(e) Community of Care and Support for Students. Effective instructional leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Prospective instructional leaders will be prepared and able to:

1.   Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

3.   Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5. Cultivate and reinforce student engagement in school and positive student conduct.

6. Infuse the school's learning environment with the cultures and languages of the school's community.

(f) Professional Capacity and School Personnel. Effective instructional leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1.   Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

3.   Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

9.   Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

(g) Professional Community for Teachers and Staff. Effective instructional leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

8. Encourage faculty-initiated improvement of programs and practices.

(h) Meaningful Engagement of Families and Community. Effective instructional leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1.   Be approachable, accessible, and welcoming to families and members of the community.

2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

5. Create means for the school community to partner with families to support student learning in and out of school.

6.   Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

7. Develop and provide the school as a resource for families and the community.

8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

9. Advocate publicly for the needs and priorities of students, families, and the community.

10.   Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

(i) Operations and Management. Effective instructional leaders manage school operations and resources to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

4. Be responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

5. Protect teachers' and other staff members' work and learning from disruption.

6. Employ technology to improve the quality and efficiency of operations and management.

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

10. Develop and manage productive relationships with the central office and school board.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

(j) School Improvement. Effective instructional leaders act as agents of continuous improvement to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.

2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

6.   Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

7.   Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the local school system office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

8.   Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

9.   Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.

(3)   Requirements for Certification in Instructional Leadership. Readiness to serve as an instructional leader shall include:

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

(b) A survey of special education course is required unless that course was taken for prior level certification. [See definition (51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification. This rule is applicable to the Reduced-Hour Option described in Rule 290-3-3-.47(6).

(c)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program in instructional leadership. Effective for candidates unconditionally admitted to a Class A instructional leadership program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d)   A <u>valid</u> Alabama Class B Professional Educator Certificate in a teaching field or a <u>valid</u> Alabama Class A Professional Educator Certificate in a teaching field or instructional support area.

(e)   An <u>internship</u> that allows candidates to benefit from purposeful hands-on experiences designed to prepare them to lead the essential work of school improvement and higher student achievement.

1.   Components: Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:

(i)   Collaboration between the university and LEAs that anchors internship activities in real-world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.

(ii)   An explicit set of school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of an instructional leader, as identified in Alabama standards and research and incorporated in the preparation programs' design.

(iii)   A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real-life problems at each level.

(iv)   Field placements provide opportunities to work with diverse students, teachers, parents, and communities.

(v)   Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing   P-12 instructional leaders (principals and central office staff), and LEA personnel.

(vi)   Ongoing supervision provided by program faculty who have the expertise and time to provide frequent formative feedback on interns' performance that lets them know how they need to improve.

(vii)   Directing instructional leaders (principals and central office staff) model the desired leadership behaviors and know how to guide interns through required activities that bring their performance to established standards.

(viii)   Rigorous evaluations of interns' performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures.

2.   Design. Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program.   The internship is designed to place candidates in the cooperating schools during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active school with students present for the equivalent of ten full days. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended for certification.

(4) Testing for Certification in Instructional Leadership. Applicants for initial certification in instructional leadership through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.46(7).

(**5**)   **Faculty.** An institution shall meet the following criteria.

(a)   At least two faculty members who are full-time to the instructional leadership program shall hold earned doctorates in instructional leadership (educational administration) or related fields.

(b)   A minimum of two full-time faculty members in instructional leadership (educational administration) shall each have a minimum of three years of experience as a practicing assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or any three years combination thereof.

(c)   Instructional leadership faculty with recent experience in instructional leadership shall supervise interns. The institution shall have and follow a written policy pertaining to teaching load credit for supervising candidates in field experiences and residencies.

(d)   In order to ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the two required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position. The request to do so must be supported with evidence that each of the two individuals to be employed part-time meets the doctoral degree and experience requirements indicated in Rule 290-3-3-.47(5)(a) and (b).

(**6**)   **Reduced-Hour Option Effective July 1, 2014.** A person who holds a Class A Professional Educator Certificate and meets the program admission requirements in Rule 290-3-3-.47(1)(a) and (b) may be able to complete a reduced-hour program to be recommended for a Class A Instructional Leadership Certificate. Although the number of semester hours of required credit for instructional leadership courses may vary by EPP, depending on the courses needed to document compliance with program approval standards, at least 18 semester hours of credit for instructional leadership courses are required for this option. EPPs may choose to require additional courses or set a higher GPA requirement. Every instructional leadership course required for the reduced-hour option must include either field or clinical experiences.

(**7**)   **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in instructional leadership through a State-approved Class A program at an Alabama institution. Additional Information is provided in the Educator Certification Chapter of the *Alabama Administrative Code*.

290-3-3-.48 <u>**Library Media (Grades P-12)**</u>**.**

    (1)   **Rationale.** Programs for library media specialists develop leadership, collaboration, and technology skills to design and manage up-to-date, comprehensive, and integrated library media centers. The library media specialist possesses the knowledge and skills to enable the learning community to become effective users of ideas and information. These standards are aligned the 2018 National School Library Standards of the American Library Association/American Association of School Librarians (ALA/AASL), and the *Alabama Course of Study: Technology Education.*

    (2)   **Unconditional Admission to a Library Media Program.** The study of library media begins at the Class A level. Requirements for unconditional admission shall include:

    (a)   A <u>valid</u> bachelor's-level or <u>valid</u> master's-level professional educator certificate in a teaching field or <u>valid</u> master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a <u>valid</u> bachelor's- or <u>valid</u> master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a <u>valid</u> Class B Professional Educator Certificate before applying for Class A certification.

    (b)   Effective July 1, 2017, two full years of full-time, acceptable educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

    (3)   **Program Curriculum.** In addition to meeting Rule 290-2-2-.46(2)(a)-(e), the program must meet the following requirements:

    (a) Learners and Learning Environments. Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the *National School Library Standards* considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.
    1. Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.
    2. Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

3. Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

4. Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

(b) Instruction. Candidates in school librarian preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.

1. Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.

2. Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.

3. Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.

4. Assessment. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.

(c) Literacies. Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

1. Reading Engagement. Candidates demonstrate knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.

2. Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.

3. Technology-Enabled Learning. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.

(d) Management. Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services. Candidates use policies, procedures, and organizational practices to administer the library media program.

1. Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.

2. Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.

3. Evidence-Based Decision Making. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.

4. Administration of the Library Media Program. Candidates demonstrate understanding of the need for a collection development policy that upholds the ideas of providing access to diverse materials and ideas within the learning community. This policy should include criteria and procedures for selection, reconsideration, and challenges to library materials. Candidates demonstrate understanding of the need for local procedures for short- and long-range planning and evaluation of the library media center program. Candidates demonstrate understanding of library budgeting, organization, and bibliographic principles.

(e) Professionalism. Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.

      1. Professional Learning. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.

      2. Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.

      3. Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.

      4. Ethical Practice. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.

      (4)   **Requirements for Certification in Library Media.** Readiness to serve as a library media specialist shall include:

      (a)   At least a <u>valid</u> Class B Professional Educator Certificate in a teaching field, a <u>valid</u> Class A Professional Leadership Certificate, or a <u>valid</u> Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

      (c)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

      (d)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for library media specialists. For candidates unconditionally admitted to a Class A library media program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved library media program.

(e)   Competence to perform as a library media specialist in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in library media and who are employed as librarians.

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

(5)   Testing for Certification in Library Media. Applicants for initial certification in library media through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
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290-3-3-.49 <u>School Counseling (Grades P-12)</u>.

(1)   **Rationale.** School counselors should be knowledgeable of effective counseling theories, practices, and techniques in order to meet the needs of a multicultural school population and to facilitate academic, career, and personal/social success. They also analyze and use data to enhance the school counseling program. These standards are aligned with the standards for the preparation of school counselors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the *Comprehensive Counseling and Guidance Model for Alabama Public Schools*.

(2)   **Unconditional Admission to a School Counseling Program.** The study of school counseling begins at the Class A level. Requirements for unconditional admission shall include:

(a)   A <u>valid</u> bachelor's-level or <u>valid</u> master's-level professional educator certificate in a teaching field or a <u>valid</u> master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a <u>valid</u> bachelor's- or <u>valid</u> master's-level professional educator certificate in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a <u>valid</u> Class B Professional Educator Certificate before applying for Class A certification.

(b)   Effective July 1, 2017, and thereafter, two full years of full-time, acceptable professional educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

(3)   **Program Curriculum Essential for All School Counselors.** In addition to meeting Rule 290-2-2-.47(2)(a)-(e), the program must meet the following requirements:

(a)   **Professional counseling orientation and ethical practice.** Prospective school counselors shall demonstrate knowledge of:
      1.   History and philosophy of the counseling profession and the origins of the counseling specialty areas.
      2.   The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and interorganizational collaboration and consultation.
      3.   Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
      4.   The role and process of the professional counselor advocating on behalf of the profession.
      5.   Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
      6.   Professional organizations, including membership benefits, activities, services to members, and current issues.

7.   Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

8.   Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

9.   Technology's impact on the counseling profession.

10.   Strategies for personal and professional self-evaluation and implications for practice.

11.   Self-care strategies appropriate to the counselor role.

12.   Counseling supervision models, practices, and processes.

(b)   Social and cultural diversity. Prospective school counselors shall demonstrate knowledge of:

1.   Research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

2.   Theories and models of multicultural counseling, identity development, and social justice and advocacy.

3.   Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

4.   Learning activities to foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.

5.   Learning activities that foster understanding of the help-seeking behaviors of diverse clients.

6.   Learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews.

7.   Multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations.

(c)   Human growth and development. Prospective school counselors shall demonstrate knowledge of:

1.   Theories of individual and family development across the lifespan.

2.   Theories of learning.

3.   Theories of normal and abnormal personality development.

4.   Theories and etiology of addictions and addictive behaviors.

5.   Individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior.

6.   Effects of crisis, disasters, and other trauma-causing events on diverse individuals across the lifespan.

7.   A general framework for understanding differing abilities and strategies for differentiated interventions.

8.   Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

(d)   Career counseling. Prospective school counselors shall demonstrate knowledge of:

1.   Theories and models of career development, counseling, and decision-making.

2.   Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors.

3.   Processes for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology, and information systems.

4.   Approaches for assessing the conditions of the work environment on clients' overall life experiences.

5.   Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.

6.   Strategies for career development program planning, organization, implementation, administration, and evaluation.

7.   Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

8.   Strategies for facilitating client skill development for career, educational, and lifework planning and management.

9.   Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making.

10.   Ethical and culturally relevant strategies for addressing career development.

(e)   Counseling and helping relationships. Prospective school counselors shall demonstrate knowledge of:

1.   Theories and models of effective counseling and wellness programs.

2.   A systems approach that provides an understanding of family, social, community, and political networks.

3.   Theories, models, and strategies for understanding and practicing consultation.

4.   Ethical and culturally relevant strategies for developing helping relationships.

5.   Counselor characteristics and behaviors that influence the helping process.

6.   Essential interviewing, counseling, and case conceptualization skills.

7.   Developmentally relevant counseling treatment or intervention plans.

8.   Development of measurable outcomes for clients.

9.   Empirically-based counseling strategies and techniques for prevention, intervention, and advocacy.

10.   Strategies to promote client understanding of and access to a variety of community-based resources.

11.   Suicide prevention models and strategies.

12.   Crisis intervention and psychological first aid strategies.

13.   Processes for aiding students in developing a personal model of counseling.

(f)   **Group counseling.** Prospective school counselors shall demonstrate knowledge of:
1.   Theoretical foundations of group work.
2.   Dynamics associated with group process and development.
3.   Therapeutic factors and how they contribute to group effectiveness.
4.   Characteristics and functions of effective group leaders.
5.   Approaches to group formation, including recruiting, screening, and selecting members.
6.   Types of groups and other considerations that affect conducting groups in varied settings.
7.   Ethical and culturally relevant strategies for designing and facilitating groups.
8.   Direct experiences in which candidates participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

(g)   **Assessment and testing.** Prospective school counselors shall demonstrate knowledge of:
1.   Historical perspectives concerning the nature and meaning of assessment.
2.   Methods of effectively preparing for and conducting initial assessment meetings.
3.   Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide.
4.   Procedures for identifying and reporting abuse.
5.   Use of assessments for diagnostic and intervention planning purposes.
6.   Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments.
7.   Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
8.   Reliability and validity in the use of assessments.
9.   Use of assessments relevant to academic/educational, career, personal, and social development.
10.   Use of environmental assessments and systematic behavioral observations.
11.   Use of symptom checklists, personality, and psychological testing.
12.   Use of assessment results to diagnose developmental, behavioral, and mental disorders.
13.   Ethical and culturally and developmentally relevant strategies for selecting, administering, and interpreting assessment and test results.

(h)   **Research and program evaluation.** Prospective school counselors shall demonstrate knowledge of:
1.   The importance of research in advancing the counseling profession, including its use to inform evidence based practice.
2.   Needs assessments.
3.   Development of outcome measures for counseling programs.

4.   Evaluation of counseling interventions and programs.
5.   Qualitative, quantitative and mixed research methods.
6.   Designs used in research and program evaluation.
7.   Statistical methods used in conducting research and program evaluation.
8.   Analysis and use of data in counseling.
9.   Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

(4)   Program Curriculum Specific to School Counselors. Candidates who are preparing to specialize as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. In addition to the common core curricular experiences, programs must provide evidence that candidate learning has occurred in the following domains.

(a)   Foundations. Prospective school counselors shall demonstrate knowledge of:
1.   History and development of school counseling.
2.   Models of school counseling programs.
3.   Models of school-based collaboration and consultation.
4.   Principles of school counseling, including prevention, intervention, wellness, education, leadership, and advocacy.
5.   Assessment relevant to P-12 education.

(b)   Contextual Dimensions. Prospective school counselors shall demonstrate knowledge of:
1.   School counselor roles as leaders, advocates, and systems change agents in P-12 schools.
2.   School counselor roles in consultation with families, school personnel, and community agencies.
3.   School counselor roles in student support and school leadership teams.
4.   School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and other trauma-causing events.
5.   Competencies to advocate for school counseling roles.
6.   Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
7.   Common medications that affect learning, behavior, and mood in children and adolescents.
8.   Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs.
9.   Qualities and styles of effective leadership in schools.
10.   Community resources and referral sources.

11. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

12. Legal and ethical considerations specific to school counseling.

(c) **Practice.** Prospective school counselors shall demonstrate knowledge of or ability to:

1. Develop school counseling program mission statements and objectives.
2. Design and evaluate school counseling programs.
3. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
4. Interventions to promote academic development.
5. Use of developmentally appropriate career counseling interventions and assessments.
6. Techniques of personal/social counseling in school settings.
7. Strategies to facilitate school and life transitions.
8. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
9. Approaches to increase promotion and graduation rates.
10. Interventions to promote career and/or college readiness.
11. Strategies to promote equity in student achievement.
12. Techniques to foster collaboration and teamwork within schools.
13. Strategies for implementing and coordinating peer intervention programs.
14. Use of accountability data to inform decision making.
15. Use of data to advocate for programs and students.

(5) **Requirements for Certification in School Counseling.** Readiness to serve as a school counselor shall include:

(a) At least a <u>valid</u> Class B Professional Educator Certificate in a teaching field, a <u>valid</u> Class A Professional Leadership Certificate, or a <u>valid</u> Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school counseling. For candidates unconditionally admitted to a Class A school counseling program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school counseling program.

(e)   Practicum. For candidates admitted prior to August 1, 2010, a practicum that includes a minimum of 30 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students. For candidates admitted on or after August 1, 2010, a practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students.

(f)   Internship. For candidates admitted prior to August 1, 2010, competence to perform all activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 300 clock hours, begun subsequent to completion of the practicum. For candidates admitted on or after August 1, 2010, competence to perform all the activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 600 clock hours, begun subsequent to the completion of the practicum, including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in school counseling and who are employed as a counselor.

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

(6)   Testing for Certification in School Counseling. Applicants for initial certification in school counseling through the completion of a Class A Program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP).

290-3-3-.50 <u>School Psychometry (Grades P-12)</u>.

(1)   **Rationale.** The main goal of these standards is to provide individuals with the necessary knowledge and abilities to become effective school psychometrists.

(2)   **Unconditional Admission to a School Psychometry Program.** The study of school psychometry begins at the Class A level. Requirements for unconditional admission shall include:

(a)   A <u>valid</u> bachelor's-level or <u>valid</u> master's-level professional educator certificate in a teaching field or <u>valid</u> master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a <u>valid</u> bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a <u>valid</u> Class B Professional Educator Certificate before applying for Class A certification.

(b)   Effective July 1, 2017, and thereafter, two full years of full-time, acceptable professional educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

(3)   **Program Curriculum.** In addition to meeting Rule 290-2-2-.47(2)(a)-(e), the program must meet the following requirements:

(a)   **Data-based decision making and accountability.** Prospective school psychometrists shall demonstrate ability to:
1.   Conduct psychological and psycho-educational assessments, including:
(i)   Non-biased assessment of personal-social adjustment, intelligence, adaptive behavior, language and communication skills, academic achievement, environmental-cultural influences, and vocational interests.
(ii)   Formal assessment instruments, procedures, and techniques.
(iii)   Interviews, observations, and behavioral evaluations.
(iv)   Explicit regard for the context in which assessments take place and will be used.
2.   Systematically collect data and other information about individuals and utilize these data for decision making.
3.   Access information and technology resources to enhance data collection and decision-making.

(b)   **Consultation and collaboration.** Prospective school psychometrists shall demonstrate ability to:
1.   Consult and collaborate in planning, problem solving, and decision-making processes among diverse school personnel, families, community professionals, and others.

2.   Provide in-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.

(c)   **Interventions and instructional support to develop cognitive and academic skills.** Prospective school psychometrists shall demonstrate ability to:
1.   Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations.
2.   Enhance cognitive, affective, social, and vocational development.
3.   Facilitate the delivery of services by assisting those who play major roles in the educational system (such as parents, families, school personnel, community agencies).

(d)   **Diversity in development and learning.** Prospective school psychometrists shall demonstrate ability to apply knowledge of diversity in development and learning while providing professional and effective services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

(e)   **Research application.** Prospective school psychometrists shall demonstrate ability to evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

(f)   **Legal, ethical, and professional practice.** Prospective school psychometrists shall demonstrate ability to:
1.   Provide services consistent with the Alabama Educator Code of Ethics and the ethical, legal, and professional standards in school psychology.
2.   Collaborate with local and state education agencies to implement accountability systems.
3.   Advocate for school psychometrists' professional roles to provide effective services.

(4)   **Requirements for Certification in School Psychometry.** Readiness to serve as a school psychometrist shall include:

(a)   At least a <u>valid</u> Class B Professional Educator Certificate in a teaching field or a <u>valid</u> Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school psychometry. For candidates unconditionally admitted to a Class A school psychometry program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school psychometry program.

(e)   Competence to perform as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a school psychometrist or school psychologist with at least a valid master's level professional educator certificate in school psychometry or school psychology that complies with Rule 290-3-3-.41(5)(e).

(f)   A passing score on a comprehensive assessment documenting mastery of the curriculum of the school psychometry program, which may include, but may not be limited to, an oral examination.

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

(5)   Testing for Certification in School Psychometry. Applicants for initial certification in school psychometry through the completion of a Class A program must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

290-3-3-.51 <u>**Speech-Language Pathology (Grades P-12)**</u>**.**

    (1)   **Unconditional Admission.**   Requirements for unconditional admission to a Class A speech-language pathology (S-LP) program shall include a bachelor's degree from an institution that was regionally accredited at the time the degree was earned.

    (2)   **Program Curriculum.** These standards are based on standards developed by the American Speech-Language Hearing Association (ASHA). To prepare prospective speech-language pathologists, an Alabama EPP must have master's degree level S-LP program accreditation from the Council on Academic Accreditation (CAA). The program must require at least 36 semester hours of graduate credit and satisfactory performance on the CAA-prescribed Praxis test(s). The curriculum shall provide the speech-language pathologist with:

    (a)   **Knowledge of:**
    1.   Biological sciences, physical sciences, statistics, and social/behavioral sciences.
    2.   Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

    3.   Communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates in the following areas:
    (i)   Articulation.
    (ii)   Fluency.
    (iii)   Voice and resonance, including respiration and phonation.
    (iv)   Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing.
    (v)   Hearing, including the impact on speech and language.
    (vi)   Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology).
    (vii)   Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).
    (viii)   Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities).
    (ix)   Augmentative and alternative communication modalities.
    4.   For each area specified in Rule 290-3-3-.51(2)(a)3.(i)-(ix), principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
    5.   Standards of ethical conduct.
    6.   Processes used in research and the integration of research principles into evidence-based clinical practice.

7.   Contemporary professional issues.

8.   Entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

(b)   **Ability:**

1.   With regard to <u>evaluation</u>:

(i)   Conduct screening and prevention procedures (including prevention activities).

(ii)   Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

(iii)   Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.

(iv)   Adapt evaluation procedures to meet client/patient needs.

(v)   Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

(vi)   Complete administrative and reporting functions necessary to support evaluations.

(vii)   Refer clients/patients for appropriate services.

2.   With regard to <u>intervention</u>:

(i)   Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs, collaborating with clients/patients and relevant others in the planning process.

(ii)   Implement intervention plans, involving clients/patients and relevant others in the intervention process.

(iii)   Select or develop and use appropriate materials and instrumentation for prevention and intervention.

(iv)   Measure and evaluate clients'/patients' performance and progress.

(v)   Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

(vi)   Complete administrative and reporting functions necessary to support intervention.

(vii)   Identify and refer clients/patients for services as appropriate.

3.   With regard to <u>interaction and personal qualities</u>:

(i)   Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

(ii)   Collaborate with other professionals in case management.

(iii)   Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

(iv)   Adhere to the Alabama Educator Code of Ethics and the ASHA Code of Ethics and behave professionally.

(3)   **Requirements for Completion of the Speech-Language Pathology Program.** Readiness to serve students with speech or language impairment shall include:

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

(b)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the approved program for speech-language pathology. For candidates who meet requirements for unconditional admission to a Class A speech- language pathology program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education program.

(c)   Competence to serve as a speech-language pathologist as demonstrated in a 400 clock hour supervised clinical experience in the practice of speech-language pathology, 25 hours of which were spent in clinical observation and 375 hours of which were spent in direct client/patient contact.

(d) A survey of special education course is required. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A Speech-Language Pathology program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education.

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

290-3-3-.52 Sport Management (Grades P-12).

(1) **Unconditional Admission to Class A Programs for Sport Management.** The study of sport management begins at the Class A level. Requirements for unconditional admission shall include:

(a) A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable educational experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

(2) **Program Curriculum.** In addition to meeting Rule 290-2-2-.47(2)(a)-(e), the program must meet the curriculum shall provide the prospective sport manager with:

(a) **Knowledge of**:
1. Eligibility requirements for participating in athletics.
2. The interrelationships among sports, culture, and society, including:
(i) The historical relationship between sports and education.
(ii) The role and function of sports in contemporary society.
(iii) The socio-cultural factors that influence participation in sports.
(iv) Local, state, and national professional and regulatory organizations.
3. Organization and administration of sports programs, including:
(i) Program development, operation, and assessment.
(ii) Leadership styles and their impact on the management process.
(iii) Personnel management and development of human resources.
(iv) Accounting, budgeting, marketing, and fundraising.
4. Facilities management, including planning, construction, use, and maintenance of indoor and outdoor sports, physical education, and recreational facilities.
5. Sports marketing, public relations, and media.
6. Sports law and risk management, including:
(i) Legal structures and terminology.
(ii) Tort liability and negligence.
(iii) Personal and school board liability.
(iv) Documentation of injuries, circumstances, and care.
7. Issues in sports, including:
(i) Gender equity.
(ii) Title IX of the Educational Amendments of 1972 to the Civil Rights Act of 1965.

(iii)   Drug use and abuse.

(iv)   Diversity.

8.   The Alabama Educator Code of Ethics and ethics in sport management.

9.   Health and safety in sports programs, including:

(i)   Adaptive physical activities, nutrition, and exercise.

(ii)   Certification in first aid, cardiopulmonary resuscitation (CPR) for the adult and child, and automated external defibrillator (AED) for the adult and child.

(b)   Ability to:

1.   Support academic learning for all athletes.

2.   Work collaboratively and effectively with students, parents, teachers, administrators, athletic staff, community members, and others to establish and reach academic and program goals.

3.   Use a variety of problem solving-techniques and decision-making skills to solve problems.

4.   Use effective and appropriate written and oral communications.

5.   Model appropriate behavior for students, parents, teachers, administrators, athletic staff, community members, and others.

6.   Develop and administer policies that promote safety and equity.

7.   Make decisions based on the legal and ethical principles.

8.   Manage staff, budgets, and facilities effectively.

9.   Develop and produce materials for diverse purposes (promotional, informational, media news releases).

10.   Plan, organize, staff, market, and implement an athletic event.

(3)   Requirements for Certification for Class A Sport Management.   Readiness to serve as a sport manager shall include:

(a)   At least a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

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

(c)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d)   Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for sport management. For candidates unconditionally admitted to a Class A sport management program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved sport management program.

(e)   Competence to perform as a sport manager in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school settings. Internships in P-12 schools must be supervised by individuals who have a valid master's level professional educator certificate and three years of educational experience in a P-12 setting in sport management, physical education and health education, or physical education. If no person with these qualifications is available, then an athletic director who has at least master's level certification and three years of experience as an athletic director may serve as supervisor of an internship. Additional information is provided in Rule 290-3-3-.41(5)(d).

(f)   Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the sport management program, which may include but may not be limited to, an oral exam.

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

(4)   **Testing for Class A Certification for Sport Management.** Applicants for initial certification in sport management must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

(5)   **Faculty.** The faculty specialist for the program shall have an earned doctorate from a regionally accredited institution in sport management, physical education, or a closely related field.

290-3-3-.53 <u>Class AA (Education Specialist Level) Programs for Teaching Fields</u>**.**

    (1)   Purposes of Class AA Programs for Teaching Fields. The purposes of a Class AA program shall be to prepare educators on the education specialist level to serve effectively in teaching positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program. Class AA programs must meet Advanced CAEP standards.

    (2)   Institutional and Program Requirements.

    (a)   The provision of Class AA programs shall be limited to institutions that meet the standards for accreditation at the education specialist's degree or higher level by the Southern Association of Colleges and Schools.

    (b)   Institutions must have and enforce policies that preclude a candidate who took a course for master's degree credit from taking the same course for education specialist's degree credit.

    (c)   Completion of a Class AA program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

    (3)   Unconditional Admission to a Class AA Program for Teaching Fields. Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program**. Requirements for unconditional admission shall include:

    (a)   A criminal history background check. Additional information is provided in Rule 290-3-3-.03(6)(d).

    (b)   A <u>valid</u> master's-level professional educator certificate in the same teaching field(s) in which the Class AA Professional Educator Certificate is sought, except as prescribed below:
    1.   Special circumstances:
    (i)   A teacher with a <u>valid </u>bachelor's-level professional educator certificate in early childhood education and a <u>valid</u> master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in early childhood education. A teacher with a <u>valid</u> bachelor's-level professional educator certificate in elementary education and a <u>valid</u> master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in elementary education.
    (ii)   A teacher with a <u>valid</u> bachelor's-level professional educator certificate in any teaching field and a <u>valid</u> master's-level professional educator certificate in English for speakers of other languages may be unconditionally admitted to a Class AA program in the same teaching field for which the teacher holds a valid bachelor's level professional educator certificate.

(iii)   A teacher with a <u>valid</u> bachelor's-level professional educator certificate in English language arts and a <u>valid</u> master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in English language arts.

(iv)   A teacher with a <u>valid</u> master's level professional educator certificate in a teaching field may be unconditionally admitted to a Class AA program in special education or English for Speakers of Other Languages.

2.   If an individual is unconditionally admitted to an Alabama Class AA program based on a <u>valid</u> master's-level professional educator certificate from another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a <u>valid</u> Class A Professional Educator Certificate before applying for Class AA certification.

(4)   Curriculum of Class AA Programs for Teaching Fields. The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards of quality for study at the education specialist level.

(a)   A Class AA program for a teaching field must require at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

1.   At least one-third of the program shall consist of teaching field courses.

2.   English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b)   Institutions must have and enforce policies that preclude a candidate who took a course for credit in a Class A program from taking the same course for credit in a Class AA program.

(5)   Requirements for Class AA Certification in a Teaching Field.

(a)   A <u>valid</u> Class A Professional Educator Certificate in the same teaching field(s) which was used as a basis for admission to the Class AA program, as provided for in Rule 290-3-3-.53(3)(b)1.(i)-(iv) or for teacher leader as provided in Rule 290-3-3-.54(2)(a)1.

(b)   An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class AA program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.   403.45

(d)   Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved educator preparation program as verified on an official transcript.   For candidates who meet requirements for unconditional admission to a Class AA educator preparation program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved educator preparation program.

(e)   Successful completion of a practicum shall be required for initial certification in a special education teaching field.   For programs that meet rules for Grades K-6 and 6-12 or Grades P-12, the practicum must include both elementary and secondary placements.

(6)   Testing for Class AA Certification for a Teaching Field. At the present time, there is no testing requirement for Class AA certification for teachers except for teachers who earn initial Class AA certification in a special education teaching field.   Such teachers must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(7)   Interim Employment Certificate. An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class AA certification in a special education teaching field through a State-approved Class AA program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-39-5 (1975).
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290-3-3-.54   Teacher Leader (Grades P-12).

(1)   **Rationale.** To realize the mission of enhancing school leadership among teacher leaders in Alabama resulting in the improvement of academic achievement for all students, prospective teacher leaders must have opportunities to work collaboratively with school administrators, colleagues, students, parents and families, and the larger community to achieve school-wide goals. Teacher leaders adhere to the Alabama Educator Code of Ethics and model the use of the Alabama Professional Development Standards when providing learning opportunities for their colleagues. Standards for the preparation of teacher leaders reflect the National Network of State Teachers of Year Model Teacher Leader Standards.

(a)   Program content should be primarily focused on supporting the development and improving the practice of shared leadership.

(b)   All candidates should understand and be able to support leadership that is shared with all stakeholders to increase student learning.

(c)   All candidates must support the concept and the practice of collective learning with faculties and schools.

(2)   **Unconditional Admission to a Teacher Leader Program.** Initial certification for a teacher leader shall be at the Class AA level.

(a)   Criteria for unconditional admission to teacher leader programs shall include:
1.   A <u>valid</u> master's level professional educator certificate in any teaching field or area of instructional support.
2.   A minimum of three full years of full-time teaching experience in a P-12 setting.
3.   A portfolio containing:
(i)   Three letters of recommendation.
(ii)   Evidence of ability to positively affect student achievement.
(iii)   Evidence of collaborative leadership potential.

(b)   If an individual is unconditionally admitted to an Alabama Class AA teacher leader program based on a <u>valid</u> master's level professional educator certificate in a teaching field or area of instructional support from another state, completes the Class AA teacher leader program, and subsequently applies for Class AA teacher leader certification, then the individual must hold at least a <u>valid</u> Class A Professional Educator Certificate in a teaching field or area of instructional support before applying for Class AA certification.

(3)   **Program Requirements.** Each State-approved program must:

(a)   Include at least 30 semester hours of course work at the education specialist level or above and not used for prior-level certification or degree in any teaching field or area of instructional support.

(b)   Include periodic focus sessions for candidates to share problem-based concerns and successes and to collaborate on issues and solutions.

(c)   Include meaningful P-12 school-based field experiences in any teacher leader course used to meet a teacher leader standard.

(d) Include a minimum of six semester hours reserved for a problem-based research project in a school or school system.

(4)   Collaboration. The program should include:

(a)   Joint curriculum design.

(b)   Joint mentoring decisions.

(c)   Joint planning for field experiences.

(d)   Joint planning for the problem-based research project.

(5)   Curriculum of a Teacher Leader Program. Teacher leaders are prepared to work with colleagues across all teaching fields to improve instruction and to enhance learning opportunities for P-12 students. In addition to meeting Rule 290-2-2-.46(2)(a)-(e), the program must ensure preparation in:

(a)   Fostering a Collaborative Culture to Support Educator Development and Student Learning. The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning. The prospective teacher leader demonstrates ability to:
1. Utilize group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.
2. Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.
3. Employ facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.
4. Strive to create an inclusive culture where diverse perspectives are welcomed in addressing challenges.
5. Use knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

(b) Accessing and Using Research to Improve Practice and Student Learning. The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development. The prospective teacher leader demonstrates ability to:

1. Assist colleagues in accessing and using research in order to select appropriate strategies to improve student learning.

2. Facilitate the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.

3. Support colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues.

4. Teach and support colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

(c) Promoting Professional Learning for Continuous Improvement. The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals. The prospective teacher leader demonstrates ability to:

1. Collaborate with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals.

2. Use information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning.

3. Facilitate professional learning among colleagues.

4. Identify and use appropriate technologies to promote collaborative and differentiated professional learning.

5. Work with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.

6. Advocate for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning.

7. Provide constructive feedback to colleagues to strengthen teaching practice and improve student learning.

8. Use information about emerging education, economic, and social trends in planning and facilitating professional learning.

(d) Facilitating Improvements in Instruction and Student Learning.   The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively

with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals. The prospective teacher leader demonstrates ability to:

1. Facilitate the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.

2. Engage in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.

3. Support colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.

4. Serve as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.

5. Use knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.

6. Promote instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

(e) Promoting the Use of Assessments and Data for School and District Improvement. The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies. The prospective teacher leader demonstrates ability to:

1. Increase the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.

2. Collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.

3. Create a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.

4. Work with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

(f) Improving Outreach and Collaboration with Families and Community. The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning. The prospective teacher leader demonstrates ability to:

1. Use knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community.

2. Model and teach effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.

3. Facilitate colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students.

4. Develop a shared understanding among colleagues of the diverse educational needs of families and the community.

5. Collaborate with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

(g) Advocating for Student Learning and the Profession. The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and serves as an individual of influence and respect within the school, community, and profession. The prospective teacher leader demonstrates ability to:

1. Share information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.

2. Work with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students.

3. Collaborate with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members.

4. Advocate for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.

5. Represent and advocate for the profession in contexts outside of the classroom.

(6)   Requirements for Class AA Certification in Teacher Leader. Readiness to serve as a teacher leader shall include:

(a)   At least a <u>valid</u> Class A Professional Educator Certificate or a <u>valid</u> Class A Professional Leadership Certificate. See Rule 290-3-3-.54(2)(b).

(b) An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class AA program July 1, 2017, or thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for Class A certification may not be used to meet the requirement for Class AA certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 for all courses in the Alabama State Board of Education approved teacher leader program as verified on an official transcript. Effective for candidates unconditionally admitted to a Class AA teacher leader program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved teacher leader program.

(e) Satisfactory completion of a problem-based research project.

(7)   Testing for Certification in Teacher Leader. Applicants for initial certification in teacher leader through the completion of a Class AA program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.

(8)   Faculty. An institution shall meet the criteria listed below.

(a)   The program shall include at least two faculty members who hold earned doctorates and are full-time to the EPP. One faculty member shall hold an earned doctorate in educational administration or instructional leadership and shall be actively involved in the preparation of instructional leaders at the Class AA level. One faculty member shall hold an earned doctorate and be actively involved in the preparation of teachers at the Class AA level for grades P-3, K-6, 6-12, or P-12.

(b)   Faculty members shall teach courses required in the teacher leader preparation program, advise candidates seeking certification through program completion, and demonstrate a thorough understanding of current State initiatives.

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).
History: New 5-13-2010, effective 06-17-2010; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.53 **Class AA (Education Specialist Level) Programs for Areas of Instructional Support Other Than Instructional Leadership.**

(1)   **Purpose of Class AA Programs for Areas of Instructional Support Other than Instructional Leadership.** The purpose of a Class AA program shall be to prepare educators on the education specialist level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program. Class AA programs must meet Advanced CAEP standards.

(2)   **Institutional and Program Requirements.**

(a)   The provision of Class AA programs shall be limited to institutions that meet the standards for accreditation at the education specialist's degree or higher level by the Southern Association of Colleges and Schools.

(b)   Institutions must have and enforce policies that preclude a candidate who took a course for master's degree credit from taking the same course for education specialist's degree credit.

(c)   Completion of a Class AA program for an area of instructional support requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3)   **Unconditional Admission to a Class AA Program for Instructional Support Personnel Other than Class AA Instructional Leadership.**

(a)   Requirements for unconditional admission shall include:
1.   A criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).
2.   A valid master's-level professional educator certificate in the instructional support field in which the Class AA Professional Educator Certificate is sought, except for programs in school psychology as prescribed in Rule 290-3-3-.54(2).
3.   At least two full years of full-time acceptable P-12 professional educational work experience.

(b)   If an individual is unconditionally admitted to an Alabama Class AA program based on a valid master's-level professional educator certificate from another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate before applying for Class AA certification. Individuals who hold an out-of-state professional educator certificate from another state must meet all requirements for the Class A Professional Educator Certificate, including experience requirements described in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(c)   Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.**

(d)   Requirements for admission to a Class AA program in instructional leadership are in Rule 290-3-3-53.01(2).

(4)   Curriculum of a Class AA Program for Instructional Support Personnel.

(a)   Completion of a Class AA program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

(b)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class AA program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(5)   Requirements for Class AA Certification Other than Instructional Leadership. Readiness to serve in an instructional support capacity at the Class AA level shall include:

(a)   A <u>valid</u> Class A Professional Educator Certificate in the instructional support field, except as prescribed in Rule 290-3-3-.57(2)(a).

(b)   An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c)   Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program as verified on an official transcript. For candidates who meet requirements for unconditional admission to a Class AA instructional support program July 1, 2017, and thereafter, a minimum GPA of 3.50 on all courses used to meet the requirements on the approved program checklist for the Alabama State Board of Education approved instructional support program.

      (6)   **Testing for Class AA Certification of Instructional Support Personnel**. Applicants for initial certification in an instructional support area through the completion of a Class AA program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Eric G. Mackey
Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).
History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.56 Instructional Leadership (Grades P-12).

(1)   **Rationale.** Grounded in the Alabama Standards for Instructional Leaders, and building on the knowledge and abilities developed at the Class A (master's degree) level, candidates in the Class AA Instructional Leadership programs will use their skills to create and practice successful instructional leadership. Class AA Instructional Leadership programs will rely on leadership experiences in school and school district settings to translate candidates' leadership knowledge into sound leadership practices. A core principle of Class AA Instructional Leadership programs will be the development of shared leadership practices with all who have a stake in improving student achievement, especially parents and teachers.

(2)   **Unconditional Admission.** Advanced certification for an Instructional Leader shall be at the Class AA level and shall ensure the following:

(a)   All candidates must undergo a criminal history background check. Additional information is provided in Rule 290-3-3-.03(6)(d).

(b)   All candidates must hold a <u>valid</u> Alabama Class A Professional Leadership Certificate or a <u>valid</u> Alabama Class A Professional Educator Certificate in Instructional Leadership or one of the other Alabama Class A leadership certificate designations [Instructional Leader, Principal, Superintendent, Superintendent-Principal, Educational Administrator, Supervisor (any subject and/or grade level), Administrator of Career and Technical Education].

(c)   Candidates must:
1.   Hold a <u>valid</u> Class A Professional Educator Certificate in Instructional Leadership or a <u>valid</u> Class A Professional Leadership Certificate.
2.   Meet one of the following criteria:
(i)   Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.
(ii)   Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.56(2)(b) is proper certification according to the current edition of the *Subject and Personnel Codes* of the Alabama State Department of Education.
(iii)   Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program.

(d)   Applicants who completed a Class A program other than a Class A Instructional Leadership program approved by the State Board of Education on or after September 8, 2005, must submit a portfolio which includes:

1. Three letters of recommendation.
2. Most recent performance appraisals.
3. Evidence of ability to lead student achievement.
4. Evidence of leadership and management potential.
5. Reasons for pursuing the Class AA certificate in Instructional Leadership.

(e)   Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and instructional leadership faculty. (Questions in the interview should reflect a higher level of knowledge and ability than those used as part of the admission process for the Class A Instructional Leader program.)

(f)   Individuals must be unconditionally admitted to the Class AA instructional leadership program or the institution's Class AA teacher leader program before enrolling in any leadership courses in the Class AA instructional leadership program.

(3)   **Program Requirements.** To provide a Class AA Instructional Leadership program, an institution must provide a Class A Instructional Leadership program. Each State-approved program must meet the following specifications:

(a)   **Curriculum.** All Class AA programs in Instructional Leadership must:
1. Include no fewer than 30 semester hours of course work at the education specialist level or above not used for prior-level certification or degree requirements.
2. Include periodic cohort or group focus sessions for member candidates to share problem-based concerns and successes and to collaborate on issues and solutions.
3. Include meaningful P-12 school-based field experiences in any instructional leadership course.
4. Set aside three to nine semester hours for problem-based experiences.

(b)   **Collaboration.** All programs shall continue the EPP/LEA partnerships created for the Class A Instructional Leadership program that include:
1. Joint selection and admissions process. See Rule 290-3-3-.56(2).
2. Joint curriculum design.
3. Joint mentoring decisions.
4. Joint planning for field experiences.
5. Joint planning for problem-based activities.

(c)   **Content.** In addition to meeting Rule 290-2-2-.46(2)(a)-(e), the program content shall ensure the following:
1. The core of the instructional content portion of the Class AA program shall be the Alabama Standards for Instructional Leaders. The content shall be an extension rather than a repetition of instructional approaches used in the Class A Instructional Leadership programs.

Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation.

2.   The core of instructional content shall be anchored in practical experiences.

3.   Practical experiences shall be carefully planned and linked to at least one central instructional problem which will serve to focus the candidate's research and problem-solving efforts.

4.   Program content shall incorporate experiences that encourage candidates to engage in alternative ways of thinking about educational settings, planning, scheduling, and/or approaches to teaching to accomplish learning goals for student populations with ever-changing needs.

5.   The program shall include a significant content focus on adult learning theory. All candidates should develop a clear understanding of how adults learn and that schools are places where adults and students learn together.

6.   Mentor training shall include, at a minimum:

(i)   Understanding the mentor's role.

(ii)   Providing high-quality learning experiences, coaching, and feedback to new and experienced professional educators and other staff.

(iii)   Improving teacher performance using the Alabama Educator Effectiveness Process.

7.   The program shall include significant content and practice in shared leadership. It should include opportunities for each candidate to understand and be able to implement leadership that is shared with all stakeholders in meaningful ways to support improved student learning.

8.   The program shall include a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and adolescent literacy.

9.   The program shall include study of content appropriate to the National Board Core Propositions for Accomplished Educational Leaders from the National Board for Professional Teaching Standards:

(i)   Skills.

(I)   Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.

(II)   Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.

(III)   Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

(ii)   Applications.

(I)   Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.

(II)   Accomplished educational leaders are committed to student and adult learners and to their development.

(III)   Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

(iii) Dispositions.

(I) Accomplished educational leaders model professional, ethical behavior and expect it from others.

(II) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.

(III) Accomplished educational leaders advocate on behalf of their schools, communities and profession.

10. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change.

(4) Requirements for Certification. Readiness to serve as a Class AA Instructional Leader shall include:

(a) A <u>valid</u> Class A Professional Educator Certificate in instructional leadership or one of the other Class A leadership certificate designations listed in Rule 290-3-3-56(2)(b) or a <u>valid</u> Class A Professional Leadership Certificate.

(b) An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01 (51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class AA program July 1, 2017, or thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for Class A certification may not be used to meet the requirement for Class AA certification.

(d) An official transcript from a regionally accredited institution documenting a minimum of 30 semester hours of post-master's degree work at the education specialist level or above not used for prior-level certification or degree requirements.

(e) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved Class AA Instructional Leadership program. Effective for candidates unconditionally admitted to a Class AA instructional leadership program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved instructional leadership program.

(f) Completion of mentor training.

(g) Completion of a problem analysis project.

(5)   **Testing for Class AA Certification for Instructional Leadership.** Applicants for Class AA certification who are meeting requirements for a certificate which covers a grade span different from the grade span covered by the certificate used as the basis for admission to the Class AA Instructional Leadership program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP). Some individuals hold an Alabama certificate for principal K-6 or 6-12 rather than P-12. A person holding one of those certificates and completing the Class AA Instructional Leadership P-12 program must meet the Praxis requirements as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(6)   **Faculty.**

(a)   In order to offer both Class A and Class AA programs in Instructional Leadership, the institution must employ at least three faculty members who are full-time to the institution, hold an earned doctorate in instructional leadership (educational administration) or a related field, and have a minimum of three years of experience as an assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or administrator of career and technical education, or any three years combination thereof.

(b)   In order to ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the three required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position. The request to do so must be supported with evidence that each of the two individuals to be employed part-time meets the doctoral degree and experience requirements indicated in Rule 290-3-3-.56(6)(a).

(7)   **Phase-out of Class AA Educational Administration Programs.** Applications for Class AA certification in educational administration, based on completion of an approved program at an Alabama EPP, have not been accepted since September 1, 2012.

290-3-3-.57 <u>School Psychology (Grades P-12)</u>**.**

(1)   **Rationale.** These standards are aligned with the standards of the National Association of School Psychologists (NASP) for the preparation of school psychologists.

(2)   **Unconditional Admission to a School Psychology Program.** Initial certification for a school psychologist shall be at the Class AA level.

(a)   Criteria for unconditional admission to school psychology programs shall include two full years of full-time professional educational work experience in a P-12 school system(s) and at least a <u>valid</u> master's-level professional educator certificate in school psychometry, school psychology, or special education. An individual who holds a <u>valid</u> out-of-state professional educator certificate in school psychometry, school psychology, or special education at the master's level may be admitted to a Class AA program for school psychology.

(b)   If an individual who is unconditionally admitted to an Alabama Class AA program in school psychology based on a <u>valid</u> master's-level professional educator certificate in school psychometry, school psychology, or special education from another state, completes the Class AA program in school psychology, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a <u>valid</u> Class A Professional Educator Certificate in school psychology, school psychometry, or special education before applying for Class AA certification.

(3)   **Program Curriculum.** In addition to meeting Rule 290-2-2-.46(2)(a)-(e), the program shall include content related to:

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

(b)   Direct and Indirect Services.

1.   <u>Student Level Services</u>. School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers,

parents, and other school professionals) to develop and implement academic and mental health interventions.

(i)   Interventions and instructional support to develop academic skills.

(I)   School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

(II)   In collaboration with others, school psychologists demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

(ii)   Interventions and mental health services to develop social and life skills.

(I)   School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

(II)   In collaboration with others, school psychologists demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.   <u>Systems Level Services – Schools</u>. School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

(i)   School-wide practices to promote learning.

(I)   School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

(II)   In collaboration with others, school psychologists demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

(ii)   Preventive and responsive services.

(I)   School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

(II)   In collaboration with others, school psychologists demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

3.   <u>Systems Level Services – Family-School Collaboration</u>.

(i)   School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

(ii)   School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

(c)   **Foundations of School Psychologists' Service Delivery.**

1.   <u>Diversity in development and learning</u>.

(i)   School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

(ii)   School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.   <u>Research, program evaluation, legal, ethical, and professional practice</u>. School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

(i)   Research and program evaluation.

(I)   School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

(II)   School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

(ii)   Legal, ethical, and professional practice.

(I)   School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

(II)   School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for characteristics needed for effective practice as school psychologists (respect for human diversity and social justice,

communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills).

(4)   Requirements for Certification in School Psychology. Readiness to serve as a school psychologist shall include:

(a)   A <u>valid</u> Class A Professional Educator Certificate in school psychometry, school psychology, or special education.

(b)   An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c)   A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to the semester when the individual met requirements for unconditional admission to a Class AA program July 1, 2017, or thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for Class A certification may not be used to meet the requirement for Class AA certification.

(d)   Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program for school psychology as verified on an official transcript. Effective for candidates unconditionally admitted to a Class AA school psychology program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved school psychology program.

(e)   Competence to perform as a school psychologist in a supervised P-12 internship of at least 300 clock hours supervised by an individual holding valid Alabama certification in school psychology.

(5)   Testing for Certification in School Psychology. Applicants for initial certification in school psychology through the completion of a Class AA program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

290-3-3-.58 **Innovative Programs.**

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

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

(3)   **Objectives.** Each proposal shall be built upon a statement of the objectives of the area of the public school program with which the proposal deals. The objectives shall be developed cooperatively by the institution and its P-12 partners and shall be based on current research-based practices and trends.

(4)   **Program Curriculum.** As appropriate to the level of proposed innovation, the program must meet CAEP standards for initial or advanced programs.

(a)   Programs may be proposed at the Class B, Class A, or Class AA level. The institution must comply with any general standards appropriate to the proposed teaching field or area of instructional support. (As examples, career and technical programs must address Rule 290-3-3-.15; a proposal for an innovative special education program must address the portions of Rule 290-3-3-.37 applicable to all special education teacher; and any innovative Class A program must meet Rule 290-3-3-.41.) If a Class B program is proposed, the institution must document compliance with Rules 290-3-3-.04 and 290-3-3-.05. If an Alternative Class A program is proposed, the institution must document compliance with Rule 290-3-3-.04 and Rule 290-3-3-.42(1), (2)(a)-(c), and (4)(b).

(b)   Each proposed program shall include a clearly formulated written statement of the knowledge and abilities necessary for certification as a teacher or instructional support staff member, the proposed curriculum, and a description of any internship to be required. This statement shall be based upon the preceding rules regarding the objectives enumerated in response to Rule 290-3-3-.58(3).

(5)   **Schedule.**

(a)   Proposed innovative programs shall include a timetable which establishes the starting and ending dates of the project, as well as:
    l.   The sequence of activities as they are to occur.
    2.   The anticipated schedule of evaluation checkpoints.
    3.   The identification of the kinds of evidence needed to show results of the program.

(b)   The timetable shall give the approximate date on which program reports are to be submitted to appropriate institutional officials and the Alabama State Department of Education. Additional information on the review of a proposed program is provided in Rule 290-3-3-.56(3).

(6)   Requirements for Certification Based on an Innovative Program. The innovative program shall include provisions for continuing evaluation based on performance criteria to be met by candidates completing the program. The evaluation plan shall include the definition and specification of kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas of the program that need strengthening and the support needed for further program development.   An annual report shall be provided to the Alabama State Department of Education, Educator Preparation Section.

(7)   Testing for Certification Based on Completion of an Innovative Program. Applicants for initial certification based on completion of an innovative program must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification. Additional information is provided in Rule 290-3-3-.01(3).

(8)   Approval. Proposals for innovative programs designed to lead to certification of teachers or instructional support personnel shall be approved by the Alabama State Board of Education prior to implementation and only for the duration of approval of existing programs. However, continuation of the program for more than two years is contingent upon the institution's submission of a progress report at the end of the second year and the approval of the report by the Educator Preparation Section of the Alabama State Department of Education.

(9)   Progress Report. The institution shall submit a progress report at the end of two years. Receipt of the report will be acknowledged by the Alabama State Department of Education. If a review of the report indicates areas of concern, the Alabama State Department of Education reserves the right to schedule a site visit.

(10) Summative Report. The innovative program shall continue until the performance of its first program completers has been evaluated during their first three years of employment in Alabama public schools in the roles for which they were prepared. Information acquired in the program may result in the development and submission of standards to the Alabama State Board of Education for program approval through existing routes as described in Rule 290-3-3-.56(3).

(11) Termination. If no one completes an innovative program and earns an Alabama educator certificate within seven (7) years of program approval, ALSDE staff will prepare a resolution to terminate program approval and submit the resolution to the ALSBE.

Author: Dr. Eric G. Mackey

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; repealed and adopted new 08-12-21, effective 10-15-21.

290-3-3-.59 Alabama State Department of Education.

(1)   **Leadership.** The Alabama State Department of Education (ALSDE), through its Office of Teaching and Leading, Educator Preparation and Educator Certification Sections, shall provide the necessary leadership for coordinating educator preparation and certification in the State. The ALSDE shall work on a continuing basis to provide appropriate advisory and consultative services in developing and maintaining quality preparation programs that meet all Alabama State Board of Education (ALSBE) rules/standards.

(a)   The ALSDE provides a program approval model based on the premise that the completer of an Alabama-approved program will be eligible to apply for ALSDE certification.

(b)   When an institution wishes to make changes in an approved program, the head of the EPP shall submit written documentation of the changes to be made. The documentation shall be reviewed and approved by ALSDE personnel when applicable standards are deemed to be met.

(c)   The Educator Preparation Section shall maintain a current list of each institution's approved programs.

(2)   **Accreditation/Approval of the Educator Preparation Provider (EPP).** The entity within an institution of higher education that coordinates educator preparation programs shall undergo a comprehensive review of the EPP and each program at least every seven years based on the options and standards listed below.

(a)   **Accreditation/approval options.**
1.   An institution choosing to seek or continue Council for the Accreditation of Educator Preparation (CAEP) accreditation and state approval as an EPP uses CAEP processes to document compliance with CAEP standards as adopted for use in Alabama and uses ALSDE processes to document compliance with Alabama-specific standards. When all standards are met through CAEP processes and Alabama processes, ALSDE staff prepare an approval resolution for consideration by the ALSBE. See information about the approval of specific programs in Rule 290-3-3-.56(3).
2.   Through fall semester 2021, an institution choosing to seek only ALSBE approval as an EPP uses ALSDE processes to document compliance with CAEP standards as adopted for use in Alabama and Alabama-specific standards. When all standards are met, ALSDE staff prepare an approval resolution for consideration by the ALSBE. See information about the approval of specific programs in Rule 290-3-3-.56(3).
3.   As prescribed in the Alabama Literacy Act, all Alabama EPPs must seek CAEP accreditation. If the CAEP decision for an EPP is probationary accreditation, ALSBE members may consider a resolution to extend state program approval for up to two years to allow for an onsite review to determine whether the EPP meets CAEP standards and Alabama-specific

standards. If the resolution is adopted and all CAEP and Alabama-specific standards are deemed met, state approval may be extended for an additional five years. If the resolution is not adopted or if all CAEP and Alabama-specific standards are not met, the process to rescind ALSBE approval will be initiated. If CAEP renders a denial of accreditation decision following the first CAEP review of an EPP, the process to rescind ALSBE approval will be initiated. Additional information is provided in Rule 290-3-3-.59(6).

(b)   EPP approval standards for Class B programs.
1.   CAEP standards as adopted for use in Alabama and related indicators are in Rule 290-3-3-.03(1)-(5) and are summarized here:
(i)   Content and pedagogical knowledge.
(ii)   Clinical partnerships and practice.
(iii)   Candidate recruitment, progression and selectivity.
(iv)   Program impact.
(v)   Quality assurance system and continuous improvement.
2.   Alabama-specific standards are detailed in the Rule 290-3-3-.03(6) and are summarized here:
(i)   Courses, credits, and /or programs acceptable to meet state-approved program requirements.
(ii)   General studies.
(iii)   Teaching field.
(iv)   Criminal history background check.
(v)   Field experiences and internships (Class B, Class A, and Class AA programs).
(vi)   Faculty qualifications.
(vii)   Governance and accountability for educator preparation.
(viii) Educator preparation provider (EPP) accountability.

(c)   EPP approval standards for Class A programs.
1.   CAEP standards as adopted for use in Alabama and related indicators for teaching field programs are in Rule 290-3-3-.41(4)(a)-(e) for teaching field programs, in Rule 290-3-3-.46(2)(a)-(e) for instructional support programs, and are summarized here:
(i)   Content and pedagogical knowledge.
(ii)   Clinical partnerships and practice.
(iii)   Candidate quality and selectivity.
(iv)   Satisfaction with preparation.
(v)   Quality assurance and continuous improvement.
2.   Alabama-specific standards for Class A programs are provided in earlier sections of this document.

(3)   Approval of Educator Preparation Programs. The EPP determines how each program leading to an Alabama Professional Educator Certificate or Professional Leadership Certificate is to be reviewed. Each program may be reviewed under a different option listed below:

(a)   Continuous Improvement in Educator Preparation (CIEP) program review, an Alabama-specific process with:
    1.   Six main **purposes**:
    (i)   Ensure approved programs produce well-prepared and effective educators ready to improve P-12 student learning consistent with Alabama Courses of Study and other documents.
    (ii)   Emphasize the importance of well-planned, sequential, and meaningful field experiences.
    (iii)   Provide a robust continuous improvement/output model.
    (iv)   Provide a framework for institutions to submit mid-cycle reports for each program that feed into the data reports needed for comprehensive reviews, including site visits.
    (v)   Focus on a limited number of key assessments providing high-quality information on candidate performance:
    (I)   State-required tests for certification, such as Praxis assessments.
    (II)   An additional assessment of content knowledge.
    (III)   Assessment of candidate's ability to plan instruction, or for non-teaching areas, the ability to fulfill identified professional responsibilities.
    (IV)   Evaluation during the internship.
    (V)   Assessment of impact on student learning, or for non-teaching areas, the ability to create supportive learning environments.
    (vi)   Ensure that comparable data streams are available across all Alabama institutions approved to prepare educators.
    2.   A **scope and focus** for the program review process that includes the curriculum plan, field experiences, and key assessments.
    3.   A range of **approval options** including:
    (i)   Initial approval of a new program.
    (ii)   Continued approval of an existing program.
    (iii)   Conditional approval if fewer than all requirements have been met for a new or continuing program.
    (iv)   Probationary approval of a currently-approved program for which serious concerns were identified.
    (v)   Denial of approval.

(b)   CAEP program review with national recognition.

(c)   Program review by another national discipline-specific accrediting agency recognized by the U.S. Department of Education, such as the National Association of Schools of Music.

(4)   Application of Rules.

(a)   Continuing review of approved programs. The institution's approved programs shall be reviewed on a seven-year cycle, unless the State Superintendent of Education initiates a special review. In addition to submitting the documents required for an onsite visit, the EPP will submit to the ALSDE:
1.   A copy of every accreditation-related report submitted to the American Association of Colleges for Teacher Education and/or the Council for the Accreditation of Educator Preparation.
2.   A copy of every accreditation report received from a SPA or discipline-specific accrediting agency recognized by the U.S. Department of Education, such as the National Association of Schools of Music.

(b)   Review of proposed program(s) and/or program(s) affected by significant changes in program approval rules.
1.   The chief administrative officer of the institution shall submit a written request to the State Superintendent of Education for a review, indicating the specific program(s) to be developed for review and/or the program(s) affected by significant changes in program approval rules.
2.   The development and review of proposed program(s) shall be authorized by the Alabama State Board of Education. The development and review process involves two separate actions by the ALSBE: a resolution to authorize development of the program(s) and a resolution to approve the newly developed program(s). Candidates shall not be enrolled in courses unique to a proposed program prior to approval by the State Board of Education. Approval of a request to review a program does not authorize an institution to admit students to the program.
3.   The review process shall be coordinated by staff members in the Educator Preparation Section of the ALSDE. The review process shall include the training of review team chairpersons and members, as well as the evaluation of their effectiveness.
4.   The institution shall use CIEP Program Report Submission Forms, program checklists and other supporting evidence to document compliance with program approval rules.
5.   The State Superintendent of Education shall appoint teams to review the documentation provided by the institution, making every effort to ensure that the teams:
(i)   Represent diversity.
(ii)   Include representatives of local education agencies, institutions of higher education, and the Alabama State Department of Education.
(iii) Include only persons who have a high degree of competence in the area(s) of assignment, have been trained to evaluate educator preparation programs, have never been employed by the institution, and have no current professional or personal relationship with the institution.
6.   The CIEP documentation will be provided by the institution at least 18 months prior to the onsite visit and shall be evaluated prior to a site review.

       7.   For the site review, the institution shall provide work space, support services, lodging, reimbursement for travel expenses, and information needed by the team to complete the review process.

       8.   The report of the site team shall include a summary statement(s) concerning all standards, as well as recommendations for any standards deemed unmet, and shall be sent from the State Superintendent of Education to the chief academic officer. A copy of the report will also be sent to the EPP head, along with a list of standards that are deemed unmet by the review team.

       9.   For any program that receives less that initial approval or continuing approval, the head of the EPP shall provide written acknowledgement of having received the review team report and indicate whether the institution will comply with recommendations contained in the report or withdraw the affected program.

       10.   The head of the EPP and the Alabama Department of Education staff member responsible for the review shall facilitate documentation of compliance with recommendations contained in the review team report.

       (c)   **Special reviews.** The State Superintendent of Education reserves the right to require special reviews in response to the adoption of new standards, significant changes to existing standards, or evidence of factors such as:

       1.   Candidates recommended for certification have not met approved program requirements.

       2.   Candidates are allowed to continue to enroll in almost all professional education courses prior to meeting program admission criteria.

       3.   Evidence that the unit is not implementing its assessment system.

       (5)   **Appeals procedure.**

       (a)   In the event the reviewed institution feels that it has justifiable reasons to question the validity of any part of the team report, it may request that appeals procedures be invoked. Such procedures shall include the appointment of an appeals panel, members of which shall have no connections or conflict of interest with the institution and made up as follows:

       1.   The Alabama Department of Education administrator who is responsible for both educator preparation and certification (chairperson).

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

       3.   At least one representative of an association of professional educators.

       4.   The chairperson of the review team or a team member designated by the team chairperson, as a non-voting member.

       5.   At least two staff members of the ALSDE Office of Teaching and Leading, as non-voting members.

(b)   The administrative head of EPP and/or other designated personnel from the teacher preparation institution involved shall be invited to attend the meeting(s) of the panel and shall be given ample opportunity to present evidence and otherwise represent the interests of the institution in the matter under consideration. Evidence may not include changes made after the onsite review.

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

(d)   All parties involved in the appeals process shall receive from the State Superintendent of Education written notification of the decision within ten working days.

(e)   If the appeal results in a favorable decision for the institution and all pertinent standards are deemed met, the resolution for program approval shall be presented to the Alabama State Board of Education.

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

(6) Rescinding Alabama State Board of Education approval of educator preparation programs. Institutions that recommend for certification candidates who have not met approved program requirements will jeopardize the continuation of their educator preparation programs.

(a)   Following a due process procedure enumerated in the Alabama Administrative Procedure Act, Ala. Code §§41-22-1, et seq. (1975), approval of an educator preparation program may be rescinded for just cause, including failure of a significant number of program completers to receive satisfactory ratings based on performance evaluations established by the Alabama State Board of Education.

(b)   An institution that has approval of any or all programs rescinded by the Alabama State Board of Education must wait at least five scholastic years to request permission to develop a program in the teaching field(s) or instructional support area(s) for which approval was rescinded or in any teaching field or instructional support area if approval of all programs was rescinded.

(c)   Candidates who have been admitted to a program that has had its State Board of Education approval rescinded shall have the right to finish that program to which they have been admitted in a reasonable period of time. No other candidates may be admitted to that program.

(d)   The notice of a proposed action shall be given consistent with provisions of Ala. Code §41-22-12 (1975).

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

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

(g)   The conduct of a hearing under this rule shall follow the below order of presentation:
1.   Reading of notice of proposed program approval rescission and grounds therefore.
2.   Preliminary matters, if any.
3.   Opening statements by the parties, if desired.
4.   Presentation of evidence supporting the proposed program approval rescission.
5.   Presentation of evidence in support of the institution's position.
6.   Rebuttal evidence to the institution's presentation, if any.
7.   Summation by the parties, if desired.
8.   The hearing officer may establish a pre-hearing conference and any other schedule to facilitate the hearing.
9.   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.
10.   The proposed order shall become the final decision unless a party files an exception within ten (10) days from receipt thereof.
11.   If an exception is filed, it shall include a request for oral argument before the Alabama State Board of Education, if desired. Written argument, not to exceed 10 pages of 8 1/2 x 11 inch paper, double-spaced, shall be filed with the Alabama State Board of Education within ten (10) days after the filing of the exception.
12.   Oral argument shall be limited to ten (10) minutes per party, with the party filing the exception making the first presentation, unless modified by the State Board of Education.

(7)   Educator Data.

(a)   Supply and demand. Studies necessary to provide current data on the numbers of teachers available for employment in each teaching and instructional support field in the public schools and the likely number of vacancies in each field shall be the responsibility of the Office of Teaching and Leading of the Alabama Department of Education, with the cooperation of the educator preparation institutions and local education agencies. The information compiled from these studies shall be made available to institutions that offer programs for preparing teachers for use in planning programs and counseling candidates.

(b)   Program enrollment, attrition and completion data.   The Alabama State Department of Education may require EPPs to report on candidates admitted to programs, the support provided to candidates, including those who choose to withdraw or do not meet requirements to continue, and those who complete programs, whether or not they apply for Alabama certification.

(b)   Satisfaction surveys. EPPs and the ALSDE will share responsibility for designing, administering, and summarizing the data obtained from satisfaction surveys completed by recent program completers and their employers.

(c)   Report card. The State Superintendent of Education may stipulate the factors to be included in a report card, allowing a reasonable amount of time for information to be gathered and prepared for dissemination.

(8)   Liaison With Other Agencies Which Accredit or Develop Standards for Educator Preparation Programs. The Office of Teaching and Leading shall maintain contact with other entities affecting educator preparation programs in the State. Three entities of particular significance in this respect are the Council for the Accreditation of Educator Preparation (CAEP), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO). The Office of Teaching and Leading shall facilitate maximum cooperation with these agencies and shall coordinate the approval of educator preparation programs with the functions of these agencies whenever feasible. Whenever feasible, cooperative and concurrent evaluations shall be facilitated.

(9)   Continuous Improvement. The State Superintendent of Education may appoint an advisory panel to study any dimension(s) of educator preparation and certification. Recommendations from such a group would be received by the State Superintendent of Education prior to their submission to the Alabama State Board of Education. Membership on such a group shall include P-12 teachers and instructional support personnel, representatives of higher education, business and industry, parents, and the general public. When needed, the Educator Preparation Section may convene ad hoc groups representing EPPs to provide feedback on proposed revisions of standards or procedures.

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