

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

(1) **32/19.** The semester hours required in a teaching field, including at least 32 semester hours of credit in a teaching field with at least 19 semester hours of upper-division credit. Additional information is provided in Rule 290-3-3-.01(54).

(2) **Academic Major.** The specialized area of study in a discipline ~~that meets the institution's requirements for an Arts and Sciences major and is on the individual's official transcript.~~ For the purpose of program approval, the major must require a minimum of ~~30~~ 32 semester hours of credit with at least ~~18~~ 19 semester hours of upper-division credit. ~~All teaching field-specific courses required in the Arts and Sciences major (e.g., the biology courses listed for an academic major in biology) must appear on the approved program checklist.~~ This requirement applies to 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). ~~for secondary (6-12), middle school (4-8), and P-12. (The intent of this definition is to designate majors outside the department/school/college of education.) The academic major must be open to persons not pursuing certification. Programs in early childhood education, elementary education, health education, career and technical education, physical education, and special education do not require an academic major but do require at least 32 semester hours of credit in the teaching field with at least 19 semester hours of upper-division credit. See Rule 290-3-3-.32 for information pertaining to music.~~

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

(a) Three Basic Skills Assessments 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.

(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. At a minimum, documentation must include the application form, application fee, and an official transcript verifying a degree at the level for which certification is sought. If the degree has not been conferred at the time of application, in addition to the official transcript, the application must include an official document from the institution's registrar stating all degree requirements have been met. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(5) Approved Program. An educator preparation program at an institution of higher education that has been formally approved by the Alabama State Board of Education. All of the courses in an approved program shall be indicated on an Alabama State Department of Education form called a program checklist. 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 EPP and its partners to give conceptual meanings through an articulated rationale to the EPP’s operation, providing direction for programs, courses, teaching, candidate performance, faculty scholarship and service, assessment, and EPP accountability. See EPP definition in Rule 290-3-3-.01(19).

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

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

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

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

(16) 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 mean the entity responsible for the preparation of educators. The word “provider” may be used in lieu of educator preparation provider or EPP. See Rule 290-3-3-.01(3).

(20) **Field Experiences.** Prior to the internship, a variety of early and ongoing field-based contacts in diverse P-12 schools and other appropriate settings that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching that contribute to the understanding and competence of the candidate. Additional information is provided in the definition of clinical practice in Rule 290-3-3-.01(9) and in Rule 290-3-3-.02(6)(e)1.

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

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

(23) **Highly Qualified Teacher (HQT).** When the federal No Child Left Behind Act (NCLB) was in place, Alabama 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 college or university to supervise interns.

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

(29) Kindergarten. In Alabama schools 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) Class B: Bachelor's degree level. Additional information is provided in Rule 290-3-3-.04.

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

(c) Class AA: 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 child care facility accredited by the National Association for the Education of Young Children (NAEYC).

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

(38) Professional Education Work Experience. 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-.56(2).

(41) Program Checklist. An official document identifying all courses required to complete a State-approved educator preparation program. Program checklists are submitted by an institution and approved by the Alabama State Board of Education following a review. The official State-approved program checklist will be used as the basis for issuing a certificate. Additional information on program approval is in Rule 290-3-3-.56(2). If institutions modify the format of the State-approved program checklist to facilitate advisement, all requirements on the official program checklist must be included on the modified forms, 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-.02(6)(a)5.]

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

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

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

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

(c) Higher Learning Commission of the North Central Association 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-.02(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 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 must complete a survey of special education course. The course should be designed to prepare candidates to demonstrate 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-.02(2) for Class B programs and in Rule 290-3-3-.44(2)(e) for Alternative Class A programs. Teaching field courses are typically unique to the discipline or area.

(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.

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

History: New 12-19-78; amended 12-13-90, effective 2-1-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; emergency amended rule adopted 04-14-05, effective 04-14-05; amended rule adopted 06-09-05, effective 07-14-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-1-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-16; repealed and adopted new 9-13-18, effective 06-01-19; amended 3-12-2020, effective 05-15-2020.