

APA-3

**CERTIFICATION OF ADMINISTRATIVE RULES
FILED WITH THE LEGISLATIVE SERVICES AGENCY
OTHNI LATHRAM, DIRECTOR**

(Pursuant to Code of Alabama 1975, §41-22-6, as amended).

I certify that the attached are correct copies of rules as promulgated and adopted on the 13th day of September, 2018 and filed with the agency secretary on the 13th day of September, 2018.

AGENCY NAME: Department of Education

Amendment New Repeal (Mark appropriate space)

Rule No. 290-3-3

(If amended rule, give specific paragraph, subparagraphs, etc., being amended)

Rule Title: Educator Preparation

ACTION TAKEN: State whether the rule was adopted with or without changes from the proposal due to written or oral comments:


The Rule was adopted without changes.

NOTICE OF INTENDED ACTION PUBLISHED IN VOLUME XXXVII,
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Dr. Eric G. Mackey
State Superintendent of Education

(NOTE: In accordance with §41-22-6(b), as amended, a proposed rule is required to be certified within 90 days after completion of the notice.)

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

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

OFFICE OF TEACHING AND LEADING

- 290-3-3-.01 Definitions, page 243
- 290-3-3-.01.01 Effective Dates, page 252
- 290-3-3-.02 College and University Requirements, page 253

- 290-3-3-.03 Alabama Core Teaching Standards, page 263

- 290-3-3-.04 Class B (Bachelor's Degree Level) Programs for Teaching Fields, page 276
- 290-3-3-.04.01 Pre-Kindergarten (Pre-K) Education, page 277.01
- 290-3-3-.05 Early Childhood Education (Grades P-3), page 278
- 290-3-3-.06 Elementary Education (Grades K-6), page 282
- 290-3-3-.07 Middle-Level Teaching Fields (Grades 4-8), page 285
- 290-3-3-.08 Secondary Teaching Fields (Grades 6-12), page 286
- 290-3-3-.09 Reserved, page 287
- 290-3-3-.10 English Language Arts, page 288
- 290-3-3-.11 Languages Other Than English, page 292
- 290-3-3-.12 Health Education, page 294
- 290-3-3-.12.01 Health Education (6-12) and Physical Education (P-12), page 297
- 290-3-3-.13 Mathematics, page 302
- 290-3-3-.14 General Rules for All Science Teaching Fields, page 308
- 290-3-3-.15 General Science, page 311
- 290-3-3-.16 Biology, page 315
- 290-3-3-.17 Chemistry, page 317
- 290-3-3-.18 Physics, page 320
- 290-3-3-.19 Reserved, page 322
- 290-3-3-.20 General Social Studies, page 323
- 290-3-3-.21 Reserved, page 325
- 290-3-3-.22 History, page 326
- 290-3-3-.23 General Rules for All Career and Technical Education Teaching Fields, page 330
- 290-3-3-.24 Agriscience Education, page 333
- 290-3-3-.25 Business and Marketing Education, page 335
- 290-3-3-.26 Family and Consumer Sciences Education, page 337
- 290-3-3-.27 Reserved, page 340
- 290-3-3-.28 Technical Education, page 341
- 290-3-3-.29 Reserved, page 341

- 290-3-3-.30 Pre-School Through Grade 12 Teaching Fields, page 342
- 290-3-3-.31 Visual Arts, page 343
- 290-3-3-.31.01 Dance, page 345
- 290-3-3-.31.02 Languages Other Than English, page 348
- 290-3-3-.32 Music (Choral and Instrumental), page 349
- 290-3-3-.33 Physical Education, page 352
- 290-3-3-.33.01 Theatre, page 355
- 290-3-3-.34 Special Education, page 358
- 290-3-3-.35 Reserved, page 367
- 290-3-3-.36 Reserved, page 367
- 290-3-3-.37 Reserved, page 367
- 290-3-3-.38 Reserved, page 367
- 290-3-3-.39 Reserved, page 367
- 290-3-3-.40 Reserved, page 367
- 290-3-3-.41 Reserved, page 367

- 290-3-3-.42 Class A (Master's Degree Level) Programs for Teaching Fields, page 368
- 290-3-3-.43 Gifted, page 374
- 290-3-3-.44 Alternative Class A Programs for Teaching Fields, page 378
- 290-3-3-.45 English for Speakers of Other Languages (ESOL) (Grades P-12), page 384
- 290-3-3-.45.01 Reading Specialist (Grades P-12), page 387
- 290-3-3-.46 Reserved, page 390

- 290-3-3-.47 Class A (Master's Degree Level) Programs for Instructional Support Personnel Other Than Speech-Language Pathology and Instructional Leadership, page 391
- 290-3-3-.48 Instructional Leadership, page 394
- 290-3-3-.49 Library Media, page 401.01
- 290-3-3-.50 School Counseling, page 401.07
- 290-3-3-.51 School Psychometry, page 401.14
- 290-3-3-.51.01 Sport Management, page 401.17
- 290-3-3-.51.02 Speech-Language Pathology (Grades P-12), page 401.20

- 290-3-3-.52 Class AA (Sixth-Year Level) Programs for Teaching Fields, page 401.23
- 290-3-3-.52.01 Teacher Leader, page 401.26

- 290-3-3-.53 Class AA (Sixth-Year Level) Programs for Instructional Support Personnel Other Than Instructional Leadership, page 401.37
- 290-3-3-.53.01 Instructional Leadership, page 404.40
- 290-3-3-.54 School Psychology, page 401.45

- 290-3-3-.55 Innovative Programs, page 401.49

- 290-3-3-.56 Alabama State Department of Education, page 401.51

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 32 semester hours of credit with at least 19 semester hours of upper-division credit. All teaching field specific courses required in the Arts and Sciences major (e.g., the biology courses listed for an academic major in biology) must appear on the approved program checklist. This requirement applies to certification for secondary (6-12), middle school (4-8), and P-12. (The intent of this definition is to designate majors outside the department/school/college of education.) The academic major must be open to persons not pursuing certification. Programs in early childhood education, elementary education, health education, career and technical education, physical education, and special education do not require an academic major but do require at least 32 semester hours of credit in the teaching field with at least 19 semester hours of upper-division credit. 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.

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 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.

290-3-3-.01.01 Effective Dates.

(1) Unless noted elsewhere, the effective date of these rules is June 1, 2019, for educator preparation providers (EPPs) and programs to be reviewed after that date.

(2) Changes based on the federal *No Child Left Behind Act of 2001* (NCLB) (i.e., general studies requirements for early childhood education, elementary education, and collaborative special education teacher K-6 and 6-12; and the academic major requirement for middle/secondary and some P-12 programs) became effective for candidates recommended for certification after June 30, 2005, and will not be altered with the demise of NCLB.

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

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

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.

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

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

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

(b) Provider Responsibilities.

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

2. Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to Alabama 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).

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

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

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

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

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

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

(c) Clinical Experiences. The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Rule 290-3-3-.02(1)(a) and Rule 290-3-3-.03(1) through (10), that are associated with a positive impact on the learning and development of all P-12 students.

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

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

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

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

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

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

(e) Selection at Completion.

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

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

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

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

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

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

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

(a) **Quality and Strategic Evaluation.**

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

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

(b) **Continuous Improvement**

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

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

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

(6) General Requirements

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

1. Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions.
2. Transferred courses and/or credits that meet the definition of professional studies courses in Rule 290-3-3-.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-.02(6)(a)5.
8. Individuals in a master's program may enroll in courses in an approved Class AA program in accordance with written institutional policies and State standards for program admission. Additional information is provided in Rule 290-3-3-.02(6)(a)5.

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

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

(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 encourage 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 or 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. Completion of a teaching field for most Class B middle/secondary and P-12 teaching field programs shall ensure that the candidate has completed the teaching field course requirements for an academic major in the teaching field. Class B programs to prepare pre-kindergarten (pre-K) teachers and programs in early childhood education, elementary education, health education, career and technical education, physical education, and special education do not require an academic major.

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

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

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

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

2. Methods course requirements. Each Class B and Alternative Class A 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 Act 2002-457.

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

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

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

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

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

1. Field experiences.

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

(ii) Except as noted in Rule 290-3-3-.02(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 child care 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), child care centers and homes, and Office of School Readiness programs.]

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

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

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

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

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

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

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

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

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

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

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

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

(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 date of the next comprehensive review for all other programs, 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-.56(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.

290-3-3-.03 Alabama Core Teaching Standards. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the following standards 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 learner's content knowledge in the learner's primary language.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (e) The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- (f) The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- (g) The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- (h) The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- (i) The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- (j) The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.
- (k) The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- (l) The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- (m) The candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- (n) The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (o) The candidate knows when and how to evaluate and report learner progress against standards.
- (p) The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (q) The candidate possesses knowledge of Alabama's assessment requirements and processes.
- (r) The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- (s) The candidate takes responsibility for aligning instruction and assessment with learning goals.
- (t) The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.
- (u) The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.
- (v) The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

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

(7) Planning for Instruction. 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-wide programs and initiatives into the curriculum and instructional processes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SUPP. NO. 18-3
290-3-3-.03 Author

EDUCATOR PREPARATION

290-3-3-.03 History

Author: Dr. Eric G. Mackey

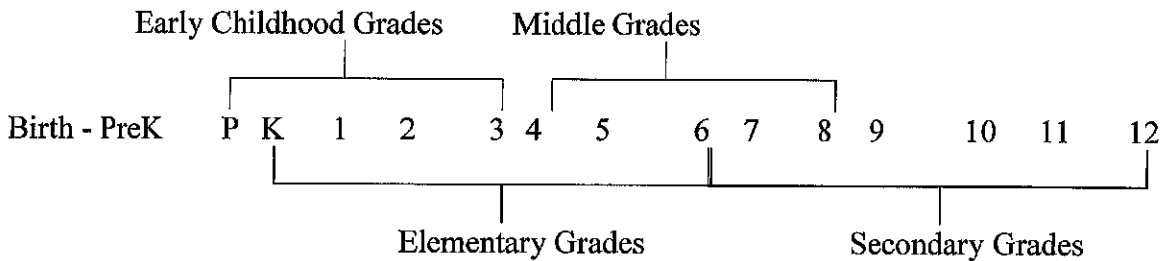
Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-9-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 03-08-07, effective 04-12-07; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

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

(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.**



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

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

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

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

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

(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-.02(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).

Author: Dr. Eric G. Mackey

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-09-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

290-3-3-.04.01 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-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1.(i)-(iv), and 2.(i) and (v), 290-3-3-.03, and 290-3-3-.04, the pre-K curriculum shall require a teaching field of at least 32 semester hours with at least 19 semester hours of upper-division credit, including at least 18 semester hours of courses specific to child development and/or early childhood education.

(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 child care and Office of School Readiness programs.

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

SUPP. NO. 18-3
290-3-3-.04.01(4)

EDUCATOR PREPARATION

290-3-3-.04.01 History

(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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(g) Unique Field Experience and Internship Placement Requirements.

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

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

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

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

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

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

(b) **Curriculum.**

1. **Reading, writing, and oral language.** Candidates demonstrate a high level of competence in 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) Teach foundational reading skills (including phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing skills utilizing a variety of multisensory strategies.

(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.** 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.** 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.** Candidates know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. Prior to program completion, candidates 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. Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

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

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

Author: Dr. Eric G. Mackey

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

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

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

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

2. At least one course in each of the specified areas included in the comprehensive teaching field. Coursework in other areas of the comprehensive teaching field may also be included. Additional information on the comprehensive teaching fields is provided in Rules 290-3-3-.02(6)(c)1.(i), 290-3-3-.10(2), 290-3-3-.15(2), and 290-3-3-.20(2).

(b) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.02(6)(c)1.(ii), 290-3-3-.11., .12., .13., .16-18., .21., and .22. Career and technical education programs are not options for middle-level certification.

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

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

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

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

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

2. At least one course in each of the specified areas included in the comprehensive teaching field. Coursework in other areas of the comprehensive teaching field may also be included. Additional information is provided in Rules 290-3-3-.02(6)(c)1.(i), 290-3-3-.10(2), 290-3-3-.15(2), and 290-3-3-.20(2).

(b) **A single teaching field** with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.02(6)(c)1.(ii), 290-3-3-.11, .12, .13, .16-.18, .21, and .22.

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

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

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

Author: Dr. Eric G. Mackey

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

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

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

(a) **Content Knowledge.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(e) Professional Knowledge and Skills.

1. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.

(i) Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.

(ii) Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.

2. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.

(i) Candidates model literate and ethical practices in English language arts teaching, and engage in 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; 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.

290-3-3-.12 Health Education.

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

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

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

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

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

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

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

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

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

(d) Implementation. Candidates implement health education instruction.

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

(e) Assessment. Candidates assess student learning.

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

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

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

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

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

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

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

SUPP. NO. 18-3
290-3-3-.12(2)(h)2.

EDUCATOR PREPARATION

290-3-3-.12 History

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

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History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; 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.

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

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

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

(3) Health Education.

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

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

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

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

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

1. Candidates design strategies for involving key individuals and organizations in program planning for School Health Education.
2. Candidates design a logical scope and sequence of learning experiences that accommodate all students.
3. Candidates create appropriate and measurable learner objectives that align with assessments and scoring guides.
4. Candidates select developmentally appropriate strategies to meet learning objectives.
5. Candidates align health education curricula with needs assessment data and the National Health Education Standards.
6. Candidates analyze the feasibility of implementing selected strategies.

(d) **Implementation.** Candidates implement health education instruction.

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

(e) **Assessment.** Candidates assess student learning.

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

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

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

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

1. Candidates use health information resources.
2. Candidates respond to requests for health information.

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

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

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

(4) Physical Education.

(a) 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

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History: New 08-13-2015; effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

290-3-3-.13 Mathematics.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(iv) Right triangles and trigonometry.

(v) Application of periodic phenomena and trigonometric identities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(ii) Parametric, polar, and vector functions.

(iii) Sequences and series.

(iv) Multivariate functions.

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

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

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

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

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

(iii) Propositional and predicate logic.

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

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

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

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

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

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

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

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

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

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

(c) Content Pedagogy. Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. Candidates:

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

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

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

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

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

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

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

(d) Mathematical Learning Environment. Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. Candidates:

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

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

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

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

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

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

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

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

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

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

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

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

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

Author: Dr. 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Author: Dr. 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.

290-3-3-.15 General Science.

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

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

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

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

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

11. Fundamental processes of modeling and investigating in the biological sciences.
12. Applications of biology in environmental quality and in personal and community health.

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

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

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

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

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

1. Energy, work, and power.
2. Motion, major forces, and momentum.
3. Newtonian principles and laws with engineering applications.
4. Conservation of mass, momentum, energy, and charge.

5. Physical properties of matter.
6. Kinetic-molecular motion and atomic models.
7. Radioactivity, nuclear reactors, fission, and fusion.
8. Wave theory, sound, light, the electromagnetic spectrum, and optics.
9. Electricity and magnetism.
10. Fundamental processes of investigating in physics.
11. Applications of physics in environmental quality and to personal and community health.

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

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

(xiii) How to design, conduct, and report research in chemistry.
(xiv) Applications of chemistry and chemical technology in society, business, industry, and health fields. **OR**

3. Advanced Competencies for **Physics. Knowledge of:**

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

3. Supporting Competencies for General Science.

- (a) Mathematics at least to the pre-calculus level.
- (b) 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.

290-3-3-.16 Biology.

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

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

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

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

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

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

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

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

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

Author: Dr. 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.

290-3-3-.17 Chemistry.

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

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

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

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

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

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

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

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

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

SUPP. NO. 18-3
290-3-3-.17 Author

EDUCATOR PREPARATION

290-3-3-.17 History

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.

290-3-3-.18 Physics.

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

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

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

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

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

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

1. Thermodynamics and energy-matter relationships.
2. Nuclear physics including matter-energy duality and reactivity.
3. Angular rotation and momentum, centripetal forces, and vector analysis.
4. Quantum mechanics, space-time relationships, and special relativity.
5. Models of nuclear and subatomic structures and behavior.
6. Light behavior, including wave-particle duality and models.
7. Electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance.
8. Issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development.
9. Historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and development of theories in physics.
10. How to design, conduct, and report research in physics.
11. Applications of physics and engineering in society, business, industry, and health field.

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

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

Author: Dr. 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.

SUPP. NO. 18-3
290-3-3-.19 Reserved

EDUCATOR PREPARATION

290-3-3-.19 History

Author: Dr. Thomas R. Bice.

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

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

290-3-3-.21 Reserved

Author: Dr. Thomas R. Bice.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016.

290-3-3-.22 History.

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

(a) **Content Knowledge.** Prior to program completion, candidates 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.

SUPP.-NO. 18-3
290-3-3-.22 Author

EDUCATOR PREPARATION

290-3-3-.22(2) History

Author: Dr. Eric G. Mackey

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History: New 12-13-90, effective 02-01-91; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(f) Professionalism and Ethical Practice.

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

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

Author: Dr. 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.

290-3-3-.24 Agriscience Education.

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

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

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

1. Soils.

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

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

2. Horticulture.

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

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

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

3. Agricultural Marketing.

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

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

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

4. Power Equipment.

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

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

5. Environmental Science.

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

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

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

6. Animal and Dairy Science.

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

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

7. Agricultural Mechanics.

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

(ii) Candidates perform metal fabrication processes.

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

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

(c) Professionalism and Ethical Practice.

1. Candidates practice stewardship as it applies to the environment and natural resources.

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

Author: Dr. 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.

290-3-3-.25 Business and Marketing Education.

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

(a) **Content Knowledge and Skills.** Prior to program completion:

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

14. Candidates demonstrate the ability to teach entrepreneurial concepts.
15. Candidates know and apply the standard features and operation of typical business, information processing, and productivity software.
16. Candidates demonstrate an understanding of computer-based multimedia tools.
17. Candidates are familiar with current computer platforms and the operating systems commonly used.
18. Candidates understand the principles of computer networks.
19. Candidates demonstrate functional knowledge of internal computer organization and architecture, and a computer programming language.
20. Candidates demonstrate proper use of typical business, information processing, and productivity software to solve application problems.
21. Candidates understand current computer platforms and operating systems.
22. Candidates can explain the internal computer operation.
23. Candidates understand emerging technologies.
24. Candidates demonstrate the use of technology to access information, solve problems, collect data, manage information, and make decisions.
25. Candidates can evaluate, select, and use various digital devices, software, and related technology to support the instructional and learning process.

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

Author: Dr. 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.

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

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

(a) Family Studies and Community Services.

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

(b) Human Development Through the Life Span.

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

(c) Consumer Economics, Resource Management and Consumer Services.

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

5. Candidates apply management theory related to work simplification, time management and organization of activities in the home and workplace.
6. Candidates demonstrate skills needed for product development, testing, and presentation.
7. Candidates evaluate the effects of technology on individual and family resources.
8. Candidates analyze resource consumption for conservation and waste management practices that impact consumer behavior.

(d) Food Science, Dietetics, and Nutrition.

1. Candidates analyze factors that influence nutritional needs and wellness practices of individuals, families, and clients across the life span.
2. Candidates compare the functions and sources of nutrients.
3. Candidates utilize nutritional guidelines such as the Recommend Daily Allowances, Dietary Guidelines for Americans, and the United States Department of Agriculture (USDA) Daily Food Guide in planning nutritional foods for individuals, families, and clients.
4. Candidates evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
5. Candidates utilize food management strategies in preparing meals and food products.
6. Candidates apply cooking and food science principles in preparing meals and food products and in food preservation.
7. Candidates demonstrate food safety and sanitation practices in preparing meals and food products.
8. Candidates apply risk management procedures to food safety, food testing, and sanitation.
9. Candidates evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
10. Candidates apply basic concepts of nutrition and nutritional therapy in a variety of settings.
11. Candidates are familiar with the use of current technology in food product development and marketing.
12. Candidates are aware of factors that influence an athlete's health, fitness, and sports performance.
13. Candidates are aware of event planning from a variety of perspectives including that of planners, hosts, participants, vendors, hotels/facilities, and related hospitality entities.
14. Candidates demonstrate a variety of creative food styling and presentation techniques.

(e) Textiles and Apparel.

1. Candidates demonstrate wardrobe management by planning, selecting, and purchasing clothing and accessories and constructing clothing using the elements of art and design principles; and the care of clothing.
2. Candidates demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
3. Candidates demonstrate the use of the art principles and design elements in the merchandising of textiles products and apparel.
4. Candidates evaluate fiber and textile products, materials and finishes and their effect on performance and appearance.
5. Candidates demonstrate fashion, apparel, and textile design skills.

(f) Housing, Interiors and Furnishings.

1. Candidates determine the functions and types of housing available and design concepts related to available resources and options for individuals, families, and clients.
2. Candidates evaluate the use of housing and interior furnishings and products in meeting specific design needs of clients.
3. Candidates demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
4. Candidates analyze influences on architecture and furniture design and development.
5. Candidates evaluate client's needs, goals, and resources in creating design plans for housing, interiors and furnishings.
6. Candidates are aware of the key operations and services provided by a real estate agency.

(g) Education, Early Childhood Education and Services.

1. Candidates use developmentally appropriate practices to plan education programs and services for infants, toddlers, and Pre-K aged children.
2. Candidates demonstrate the integration of curriculum and instruction to meet learner's developmental needs and interests at all levels of education.
3. Candidates demonstrate safe and healthy environments for learning.
4. Candidates plan professional development activities for adults.
5. Candidates are aware of techniques used in consulting with clients.

(h) Food Production Services.

1. Candidates demonstrate food safety and sanitation procedures used in the food industry.
2. Candidates demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
3. Candidates demonstrate menu planning and techniques based on standardized recipes to meet customer needs.

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

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

(i) Hospitality, Tourism and Recreation.

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

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

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

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

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

(k) Business Practices.

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

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

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

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

Author: Dr. Eric G. Mackey

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

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290-3-3-.28 Technical Education.

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

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

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

(c) Learning Environments.

1. Candidates demonstrate occupational safety and health procedures applicable to the technical area, including attention to workplace hazards, material safety data sheets, and safety codes.

2. Candidates inspect and maintain tools and equipment related to their occupational setting to promote safe use.

(d) Career and Technical Programs. Candidates are familiar with national accrediting bodies appropriate to the technical area, such as the National Automotive Technical Education Foundation (NATF) and the Graphic Arts Education and Research Foundation (GAERF).

Author: Dr. 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.

290-3-3-.29 Reserved.

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed 08-13-2015.

290-3-3-.30 Pre-School Through Grade 12 Teaching Fields.

(1) **Options.** P-12 programs include languages other than English; visual arts; dance; music (choral or instrumental); physical education; theatre; gifted (Class A, see Rule 290-3-3-.43) and some areas of special education. EPPs may provide collaborative special education programs for teachers of Grades K-6 and/or 6-12; or EPPs may provide combined programs that meet all rules applicable to the separate programs. In addition to meeting the standards in Rules 290-3-3.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i), (iv), and (vii), 290-3-3-.03, and 290-3-3-.04, an institution has three options for the preparation of P-12 teachers:

(a) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single-teaching field option is provided in Rules 290-3-3-.31, 290-3-3-.31.01, 290-3-3-.31.02, 290-3-3-.32, and 290-3-3-.33.01.

(b) A single teaching field in physical education or special education programs that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. Additional information is provided in Rules 290-3-3-.33 and .34.

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

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

Author: Dr. 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.

290-3-3-.31 Visual Arts.

(1) **Rationale.** Standards for teacher candidates in visual art must address studio production, art history, art criticism and aesthetics, 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) and the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Core Teaching Standards.

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).

(a) **Art Competencies.** The following basic competencies are essential to all visual arts teachers:

1. **Studio Art Competencies.** The prospective teacher of visual arts must be:

(i) Familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights that can be developed through studio arts and design experience, including a variety of two- and three- dimensional media and processes.

(ii) Familiar with traditional processes as well as newer technological developments in environmental and functional design fields.

(iii) Able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.

2. **Art History and Analysis.** The prospective teacher of visual arts must have an understanding of:

(i) The major styles and periods of art history, analytical methods, and theories of criticism.

(ii) The development of past and contemporary art forms in Western and non-Western cultures.

(iii) Contending philosophies of art.

(iv) The fundamental and integral relationships of all these components to the making of art.

3. **Technical Processes.** The prospective teacher of visual arts should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.

(b) Teaching Competencies. The prospective teacher of visual arts must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education. Prior to program completion, prospective teachers of visual arts shall demonstrate specific competencies including:

1. An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
2. An understanding of the philosophical and social foundation underlying visual arts in education and ability to express a rationale for personal attitudes and beliefs.
3. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
4. Knowledge of current methods and materials available in all fields and levels of visual arts education, including consideration of safety issues related to the use of art materials and art processes.
5. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
6. Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.
7. An understanding of evaluation techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
8. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

Author: Dr. 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.