

**290-3-3-.31.01 Dance.**

(1) **Rationale.** The main goal of these standards is to provide the criteria for dance teacher candidates in preparing them to implement a quality dance education program. Such a program develops skillful and artistic movers who master dance content and engage in seeing, knowing, moving, communicating, and responding to dance and the arts through a variety of experiences, including multi-subject, multicultural learning opportunities. These standards are consistent with the teacher preparation standards of the National Association of Schools of Dance (NASD), the standards of the National Dance Education Organization (NDEO), and the dance standards found in the *Alabama Course of Study: Arts Education*. The standards build upon the Alabama Core Teaching Standards.

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

(a) **Common Body of Knowledge and Skills in Dance.**

1. **Performance.** Candidates develop skill in at least one major area of performance to the highest possible level of technical skill and conceptual understanding appropriate to the particular area of concentration and its expressive possibilities.

2. **Choreography.** Candidates develop basic knowledge and skills in choreography and demonstrate their choreographic potential in traditional and/or experimental approaches.

3. **Theoretical and Historical Studies.** Candidates:

(i) Develop an understanding of the common elements and vocabulary of dance and of the interaction of these elements, and are able to employ this knowledge in analysis.

(ii) Analyze dance perceptively and evaluate dance critically.

(iii) Place dance in historical, cultural, and stylistic contexts.

(iv) Form and defend individual critiques.

(v) Have fundamental knowledge of the body and of kinesiology as applicable to work in dance.

4. **Knowledge and Skills.** Candidates demonstrate:

(i) Basic knowledge of dance pedagogy.

(ii) Competence in repertory, dance notation, history of dance, dance technologies, philosophy of dance, music, anatomy and kinesiology, dance ethnology, production design, and multi-disciplinary forms.

(iii) Entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

(iv) Competence through the development of a body of work for evaluation in the major area of study.

(v) Ability to form and defend analyses and critiques of dance and communicate dance ideas, concepts, and requirements to professional and lay persons related to practice of the major field of study.

**(b) Dance Education.** Dance educators understand, apply, and communicate the craft of dance composition.

1. Studio. The prospective dance teacher demonstrates proficiency in technique, improvisation, composition, repertory, and performance. Candidates:

(i) Attain an intermediate or advance level in at least two forms of technique.  
(ii) Develop a physical and conceptual understanding of movement and its expressive possibilities, including issues associated with student health and safety.

(iii) Demonstrate an appreciation and understanding of dance forms and styles from diverse cultures

2. Theoretical and Historical Studies. The prospective dance teacher demonstrates knowledge of dance history, repertory, and ethnology; movement analysis; dance and movement sciences; and music and production. Candidates:

(i) Analyze dance perceptively and evaluate it critically.  
(ii) Develop working vocabularies (physical, verbal, written) based on an understanding and interpretation of the common elements of dance and are able to employ this knowledge in analysis.

(iii) Place dance in historical, cultural, and stylistic contexts, and perceive dance as an evolving arts discipline.

(iv) Form, articulate, and defend individual critiques, critical analyses, and evaluations about dance.

(v) Demonstrate fundamental knowledge of the body, and understanding of the fundamentals of developmental kinesiology sufficient to correlate student learning and development with age and physical motor skills.

**(c) Teaching Competencies.** Candidates demonstrate:

1. Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilizations.

2. Effective classroom, studio, and rehearsal management strategies.

3. Understanding of child growth and development and an understanding of principles of learning as they relate to dance.

4. Ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

5. Knowledge of current methods, materials, and repertories available in various fields and levels of dance education appropriate to the teaching specialization.

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6. Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.
7. Basic understanding of the principles and methods of developmental curricula and the short- and long-term units that comprise them.
8. Understanding of evaluative techniques and ability to apply them in assessing both the progress of students in dance and the objectives and procedures of the curriculum.

**Author:** Dr. Eric G. Mackey

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**290-3-3-.31.02 Languages Other Than English.**

**(1) Program Curriculum.**

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

(b) P-12 programs for languages other than English must meet the standards for secondary programs for languages other than English in Rule 290-3-3-.11(2)(a) through (f).

**Author:** Dr. Eric G. Mackey

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**290-3-3-.32 Music (Choral and Instrumental).**

**(1) Rationale.** Candidates must be able to work on musical problems by combining their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology. Prospective teachers must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work. Prospective teachers are expected to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. The standards build upon the National Association of Schools of Music (NASM) standards and Alabama Core Teaching Standards.

**(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). If a music education program is accredited by NASM, a degree in music education will be accepted. Both choral and instrumental music programs must respond to Rule 290-3-3-.32 (a) through (e). Only choral programs must respond to Rule 290-3-3-.32(e)1. Only instrumental programs must respond to Rule 290-3-3-.32(e)2.

**(a) Common Body of Knowledge.**

1. Performance. Prior to program completion, candidates must acquire:

(i) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

(ii) An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.

(iii) The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.

(iv) Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.

(v) Keyboard competency.

(vi) Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature and continuous throughout the program.

2. Musicianship Skills and Analysis. Prior to program completion, candidates must acquire:

(i) An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

(ii) Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.

(iii) The ability to place music in historical, cultural, and stylistic contexts.

3. Composition/Improvisation. Prior to program completion, candidates must acquire a rudimentary capacity to create original or derivative music.

4. History and Repertory. Prior to program completion, candidates must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

5. Synthesis. Prior to program completion, candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

**(b) Music Competencies for all Music Teachers.**

1. Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

2. Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

3. Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the candidate's teaching specialization are also essential.

4. Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

**(c) Knowledge, Skills and Experiences for all Music Teachers.** Prior to program completion, prospective music teachers must have:

1. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.

2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

3. Experiences in solo vocal or instrumental performance.

4. Experiences in ensembles that are varied both in size and nature.

5. The ability to lead performance-based instruction in a variety of settings.

6. Laboratory experiences in teaching beginning students in a variety of specializations.

**(d) Teaching Competencies for all Music Teachers.** Prior to program completion, candidates must acquire:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.
3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

**(e) Teaching Competencies Unique to Choral or Instrumental Music.**

1. Choral Music. Prior to program completion, candidates must acquire:
  - (i) Vocal and pedagogical skill sufficient to teach effective use of the voice.
  - (ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for choral music.
  - (iii) Experiences in solo vocal performance and in ensembles that are varied both in size and nature.
  - (iv) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.
2. Instrumental Music. Prior to program completion, candidates must acquire:
  - (i) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
  - (ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
  - (iii) Experiences in solo instrumental performance and in ensembles of varied size and nature.

**Author:** Dr. Eric G. Mackey

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

(1) **Rationale.** The main goal of these standards is to prepare the candidate with the knowledge and abilities to implement a quality physical education program that develops skillful movers who value lifelong health and well-being. These standards are aligned with the standards for the preparation of teachers of physical education from SHAPE America (Society of Health and Physical Education), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). These standards are aligned with the *Alabama Course of Study: Physical Education*. The standards build upon the Alabama Core Teaching Standards. An option to combine health education and physical education is provided in Rule 290-3-3-.12.01.

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

(a) **Content and Foundational Knowledge.** Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective P-12 physical education program. Candidates:

1. Describe and apply common content knowledge for teaching P-12 physical education.
2. Describe and apply specialized content knowledge for teaching P-12 physical education.
3. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for P-12 students.
4. Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for P-12 students.
5. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for P-12 students.
6. Describe the historical, philosophical and social perspectives of physical education issues and legislation.

(b) **Skillfulness and Health-Related Fitness.** Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness. Candidates:

1. Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).



2. Achieve and maintain a health-enhancing level of fitness throughout the program.

**(c) Planning and Implementation.** Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with the Alabama Course of Study: Physical Education and local expectations through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students. Candidates:

1. Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with the Alabama Course of Study: Physical Education and local expectations for P-12 students.
2. Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that address the diverse needs of all students.
3. Plan for and manage resources to provide active, fair and equitable learning experiences.
4. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications.
5. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objectives.
6. Plan and implement learning experiences that engage students 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.

**Author:** Dr. Eric G. Mackey

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**290-3-3-.33.01 Theatre.**

(1) **Rationale.** The main goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality theatre program that develops skillful participants. These standards are consistent with the standards of the National Association of Schools of Theatre (NAST). The standards build upon the Alabama Core Teaching Standards.

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

(a) **Common Body of Knowledge and Skills.**

1. **Production.** Candidates must acquire:

(i) Technical skills requisite for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing) and those skills must be progressively developed to the highest level appropriate to the particular area of concentration.

(ii) An overview understanding of the major aspects, techniques, and directions of the area of concentration.

(iii) Fundamental, comprehensive understanding of the various elements and basic interrelated processes of creation, interpretation, performance, and production.

(iv) Fundamental, conceptual understanding of the expressive possibilities of theatre.

(v) Knowledge and skills sufficient to work in both collaborative and individual roles in matters of theatre interpretation.

(vi) Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular performance and production experiences.

2. **Repertory.** Candidates must acquire:

(i) Familiarity with theatre literature of various historical periods, cultural sources, and modes of presentation.

(ii) Experience with specific repertories and comparative standards of production quality through performance, academic study, and attendance at productions.

3. **Theoretical and historical studies.** Candidates must acquire:

(i) The ability to analyze plays perceptively and to evaluate them critically.

(ii) An understanding of the common elements and vocabulary of theatre and of the interaction of these elements, and be able to employ this knowledge in analysis, including analyses of their productions.

(iii) The ability to place works of theatre in historical and stylistic contexts and have some understanding of the cultural milieu in which they were created.

(iv) The ability to develop and defend informed judgments about theatre.

4. Technology. Candidates must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.

5. Synthesis. Candidates should be able to work independently on a variety of professional problems by combining, as appropriate to the issue, their capabilities in performance, repertory, theory, history, and technology, as well as other fields they have studied.

6. Results.

(i) Candidates must demonstrate achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

(ii) Candidates must demonstrate their competence by developing a body of work for evaluation in the major area of study.

(iii) Candidates must have the ability to communicate ideas, concepts, and requirements to theatre professionals and laypersons. Such communication may involve oral, written, visual, and musical media.

**(b) Theatre Education.** The following basic competencies are essential to all prospective theatre teachers:

1. The production foundation:

(i) The candidate must be familiar with the basic expressive, technical, procedural, and organizational skills, and conceptual insights essential for theatrical performance. Instruction should include traditional processes as well as new developments.

(ii) The candidate should have the understanding to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished work.

(iii) The candidate must be a competent director, able to create expressive performances with various types of groups and in general classroom situations. Laboratory experiences to give the prospective teacher opportunities to apply rehearsal techniques and procedures are essential.

2. Aesthetics, theatre history, literature, theory, and criticism. The prospective theatre teacher should have an understanding of contending philosophies of theatre, the development of past and contemporary theatre forms, major styles and periods of theatre history and dramatic literature, theories of criticism, and an understanding of the fundamental and integral relationships of all these to the theatre performance.

3. Teaching competencies. The candidate is expected to understand the total contemporary educational program – including relationships among the arts – in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Essential competencies are:

(i) An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education.

(ii) An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs.

(iii) An ability to assess aptitudes, experimental backgrounds, skills, and interest of individuals and groups of students, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively.

(iv) A knowledge of current methods and materials available in all fields and levels of theatre education.

(v) An understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.

(vi) An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum.

(vii) An awareness of the need for continuing study, self-evaluation, and professional growth.

**Author:** Dr. Eric G. Mackey

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**290-3-3-.34 Special Education.**

(1) **Rationale.** These rules are designed to ensure quality educator preparation programs that lead to improved outcomes for students with exceptionalities. The rules have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC) and build upon the Alabama Core Teaching Standards. In addition to including standards applicable to all areas of special education, except gifted (see Rule 290-3-3-.43) and speech-language pathology (see Rule 290-3-3-.51.02), this rule includes standards unique to collaborative special education (K-6 and/or 6-12), early childhood special education (P-3), deaf and hard of hearing (P-12), and visual impairment (P-12).

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1.-2., 290-3-3-.03 and 290-3-3-.04, programs to prepare the prospective special education teacher shall require a teaching field with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. A major in Arts and Sciences is not required.

(a) **Learner Development and Individual Learning Differences.** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:

1. All candidates will:

(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.

(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2. In addition to meeting Rule 290-3-3-.34(2)(a)1.(i)-(ii), candidates in early childhood special education (P-3) will also:

(i) Support and facilitate families' and caregivers' roles in providing developmentally appropriate learning experiences addressing all areas of development.

(ii) Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; and gross and fine motor skills.

3. In addition to meeting Rule 290-3-3-.34(2)(a)1.(i)-(ii), candidates in deaf and hard of hearing (P-12) will also have and apply knowledge of:

(i) Cognitive and language development of individuals who are deaf or hard of hearing.

(ii) Effects of the relationship among onset of hearing loss, age of identification, and provision of services on the development of individuals who are deaf or hard of hearing.

(iii) Influence of experience and educational placement on all developmental domains.

(iv) Influence of cultural identity and language on all developmental domains.

- (v) Components of linguistic and non-linguistic communication.
- (vi) Importance of early intervention on language development.
- (vii) Effects of sensory input on the development of language and learning.
- (viii) Spoken and visual communication models.
- (ix) Current theories of the development of spoken language and signed languages.

4. In addition to meeting Rule 290-3-3-.34(2)(a)1.(i)-(ii), candidates in visual impairment (P-12) will also:

- (i) Have and apply knowledge of:
  - (I) The human visual system.
  - (II) Development of secondary senses when vision is impaired.
  - (III) Effects of visual impairment on development.
  - (IV) Impact of visual impairment on learning and experience.
  - (V) Psychosocial aspects of visual impairment and learning methods.
  - (VI) Effects of visual impairment on receptive and expressive literacy and communication.
- (ii) Select and develop teaching strategies addressing age, visual impairment and visual prognosis.
- (iii) Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem.
- (iv) Select, adapt, and use instructional strategies to address the impact of additional exceptionalities.

**(b) Learning Environments.** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:

1. All candidates will:
  - (i) Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
  - (ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
  - (iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.
2. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in early childhood special education (P-3) will also:
  - (i) Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities.
  - (ii) Implement basic health, nutrition, and safety management procedures for all children.
  - (iii) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(iv) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.

3. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (K-6) will also:

(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(ii) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.

4. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (6-12) will also:

(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

(ii) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.

5. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in deaf and hard of hearing (P-12) will also:

(i) Have and apply knowledge of the influence of family communication and culture on all developmental domains.

(ii) Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.

(iii) Provide access to incidental language experiences.

(iv) Prepare individuals who are deaf or hard of hearing to use interpreters, as appropriate.

(v) Manage assistive technology for individuals who are deaf or hard of hearing.

(vi) Design a classroom environment that maximizes opportunities for visual learning and meets developmental and learning needs.

6. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in visual impairment (P-12) will also:

(i) Have and apply knowledge of:

(I) Braille.

(II) Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities.

(III) The importance of role models with visual impairments.

(ii) Design multi-sensory learning environments that encourage active participation in group and individual activities.

(iii) Provide access to incidental learning experience.

(iv) Facilitate orientation and mobility.



(c) **Curricular Content Knowledge.** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:

1. All candidates will:

(i) Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. ["General curricula" means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. "Specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]

(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

2. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in early childhood special education (P-3) will also determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.

3. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in collaborative special education teacher (6-12) will also provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.

4. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in deaf and hard of hearing (P-12) will also:

(i) Plan and implement transitions across service continua.

(ii) Integrate language instruction into academic areas.

5. In addition to meeting Rule (34)(2)(c)1.(i)-(iii), candidates in visual impairment (P-12) will also:

(i) Have and apply knowledge of the relationship among assessment; development of an individualized education program; and placement as they affect vision-related services.

(ii) Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments.

(iii) Obtain and organize specialized materials to implement instructional goals.

(d) **Assessment.** Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:

1. All candidates will:

(i) Select and use technically sound formal and informal assessments that minimize bias.

(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

2. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in collaborative special education (6-12) will also select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

3. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in deaf and hard of hearing (P-12) will also:

(i) Have and apply knowledge of specialized terminology used in assessing individuals who are deaf or hard of hearing.

(ii) Administer assessment tools using the individual's preferred mode and language of communication.

(iii) Develop specialized assessment procedures that allow for alternative forms of expression.

(iv) Collect and analyze spoken, signed, or written communication examples.

4. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in visual impairment (P-12) will also:

(i) Have and apply knowledge of:

(I) Specialized terminology used in assessing individuals with visual impairments.

(II) Alternative assessment techniques for individuals with visual impairments.

(III) Basic terminology related to the function of the human visual system.

(ii) Administer and interpret vision-related assessments.

(iii) Use functional evaluations related to the expanded core curriculum.

(iv) Interpret and apply background information and family history related to the individual's visual status.

**(e) Instructional Planning and Strategies.** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:

1. All candidates will:

(i) Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)

(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.

(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

(vi) Teach to mastery and promote generalization of learning.

(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

2. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in collaborative special education (6-12) will also:

(i) Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.

(ii) Teach and promote self-determination and self-advocacy skills.

3. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in deaf and hard of hearing (P-12) will also:

(i) Have and apply knowledge of visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.

(ii) Apply strategies to facilitate cognitive and communicative development.

(iii) Implement strategies for stimulating and using residual hearing.

(iv) Facilitate independent communication in all contexts.

(v) Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.

(vi) Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.

(vii) Develop successful inclusion experiences in which students are actively participating in activities in inclusive classrooms and receive educational benefits.

(viii) Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.

(ix) Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.

(x) Apply first and second language teaching strategies to the instruction of individuals who are deaf or hard of hearing.

(xi) Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

4. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in visual impairment (P-12) will also:

- (i) Have and apply knowledge of:
  - (I) Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.
  - (II) Strategies for teaching tactual perceptual skills.
  - (III) Strategies for teaching adapted physical and recreational skills.
  - (IV) Strategies for teaching social, daily living, and functional life skills.
  - (V) Strategies for teaching career-vocational skills and providing vocational counseling.
  - (VI) Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills.
  - (VII) Strategies for responding and understanding the implications of non-verbal communication as a substructure of language.
  - (VIII) Strategies for teaching listening and compensatory auditory skills.
- (ii) Teach communication through technology and adaptations specific to visual impairments.
  - (iii) Select and adapt materials in Braille, accessible print, and other formats.
  - (iv) Teach the use of the braillewriter, slate and stylus, and computer technology to produce Braille materials.
  - (v) Teach the use of the abacus, talking calculator, tactile graphic, and adapted science equipment.
  - (vi) Prepare individuals for sighted guide and pre-cane orientation and mobility instruction.

**(f) Professional Learning and Ethical Practice.** Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:

1. All candidates will:
  - (i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.
  - (ii) Understand how foundational knowledge and current issues influence professional practice.
  - (iii) Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
  - (iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.
  - (v) Advance the profession by engaging in activities such as advocacy and mentoring.
  - (vi) Provide guidance and direction to paraeducators, tutors, and volunteers.

2. In addition to meeting Rule 290-3-3-.34(2)(f)1.(i)-(vi), candidates in early childhood special education (P-3) will also understand and apply Alabama standards for pre-school education.

3. In addition to meeting Rule 290-3-3-.34(2)(f)1.(i)-(vi), candidates in deaf and hard of hearing (P-12) will also:

- (i) Have and apply knowledge of:
  - (I) Model programs for individuals who are deaf or hard of hearing.
  - (II) Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
  - (III) Professional resources relevant to the field of education for individuals who are deaf or hard of hearing.
  - (IV) Professional organizations in the field of deaf education.
  - (V) Incidence and prevalence data about individuals who are deaf or hard of hearing.
  - (VI) Sociocultural, historical, and political forces unique to deaf education.
  - (VII) Etiologies of hearing loss that can result in additional learning and related challenges.
- (ii) Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.
- (iii) Increase proficiency and sustain a commitment to maintaining instructional language competence.
- (iv) Explain historical foundations and research evidence upon which educational practice is based.
- (v) Develop and enrich cultural competence relative to the Deaf community.

4. In addition to meeting Rule 290-3-3-.34(2)(f)1.(i)-(vi), candidates in visual impairment (P-12) will also:

- (i) Have and apply knowledge of:
  - (I) Access rights to specialized equipment and materials for individuals with visual impairments.
  - (II) Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools.
  - (III) Incidence and prevalence for individuals with visual impairments.
- (ii) Select, adapt, and use instructional strategies to address the impact on additional exceptionalities.
- (iii) Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options.
- (iv) Participate in the activities of professional organizations in the field of visual impairment.

**(g) Collaboration.** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of

individuals with exceptionalities across a range of learning experiences. Prior to program completion:

1. All candidates will:
  - (i) Use theory and elements of effective collaboration.
  - (ii) Serve as a collaborative resource to colleagues.
  - (iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
2. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in collaborative special education (6-12) will also cooperate with other agencies to address post-school outcomes.
3. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in deaf and hard of hearing (P-12) will also:
  - (i) Have and apply knowledge of services, organizations, and networks that support individuals who are deaf or hard of hearing.
  - (ii) Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.
4. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in visual impairment (P-12) will also:
  - (i) Have and apply knowledge of:
    - (I) Strategies for assisting families and other team members in transition planning.
    - (II) Services, networks, publications for and organizations of individuals with visual impairments.
  - (ii) Structure and supervise the activities of para-educators and others who work with individuals with visual impairments.
  - (iii) Plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.

**(3) Unique Field Experience and Internship Placement Requirements for Candidates in Early Childhood Special Education.**

1. Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, child care centers and homes, and 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.

**Author:** Dr. Eric G. Mackey

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**290-3-3-.42 Class A (Master's Degree Level) Programs for Teaching Fields.**

(1) **Purpose of Class A Programs for Teaching Fields.** Class A educator preparation programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the Class A program shall be to help the teacher develop higher levels of competence than is possible in the Class B program. Additional information specific to Alternative Class A programs is provided in Rule 290-3-3-.44.

(2) **Institutional and Program Requirements.**

(a) The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(c) Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3) **Unconditional Admission to Class A Programs for Teaching Fields.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.** Requirements for unconditional admission shall include:

(a) A criminal history background check. Additional information is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(b) A valid bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, English for speakers of other languages (ESOL), and reading specialist.

1. Unconditional admission to a Class A special education program or a Class A ESOL program requires at least a valid bachelor's-level certificate in any teaching field.

2. Unconditional admission to a Class A reading specialist program requires two full years of full-time classroom teaching experience.

3. It shall be the responsibility of the educator preparation provider to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the individual does not hold a valid Class B Professional Educator Certificate.



4. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's-level professional educator certification from another state, completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must hold a valid Alabama Class B certificate before applying for Class A certification.

5. Program Options. At the Class A level, the teacher may complete either of two types of programs, each of which requires at least 30 semester hours of graduate credit not used for prior level certification or degree in any teaching field or area of instructional support. In addition, both traditional and Alternative Class A programs require extensive clinical experiences.

(i) Traditional educator preparation program.

(I) At least one-third of the program shall consist of teaching field courses.

(II) English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(ii) Alternative Class A program. Full information is provided in Rule 290-3-3-.44.

**(4) Standards Applicable to Traditional Class A Educator Preparation Programs for EPPs with On-Site Visits Scheduled Fall 2021 and Thereafter.** The following standards are based on the Council for Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs and are applicable to all teaching fields and areas of instructional support.

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

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

(i) Applications of data literacy;

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

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

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

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

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

2. **Provider Responsibilities.** Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in National Board for Professional Teaching Standards or national discipline-specific standards.

**(b) Clinical Partnerships and Practice.** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

1. **Partnerships for Clinical Preparation.** Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced candidate outcomes.

2. **Clinical Experiences.** The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation program emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed method, action) that are characteristic of their professional specialization as detailed in Rule 290-3-3-.42(4)(a)1. (i)-(vi).

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

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

2. **Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully.** The provider set admissions requirements for academic achievement and gathers data to monitor candidates from admission to completion. The provider continuously monitors disaggregated evidence of academic quality, mode of delivery, and individual preparation programs, identifying differences, trends and patterns

that should be addressed. Each applicant for admission to a traditional master's level (Class A) program must provide evidence of having earned a degree grade point average (GPA) of at least 2.50 printed on the transcript of the degree-granting college or university that was regionally accredited when the degree was earned. In addition, the cohort GPA must be at least 3.0. [See Rule 290-3-3-.01(10).]

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

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

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

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

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

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

**1. Quality and Strategic Evaluation.**

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

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

**2. Continuous Improvement.**

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

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

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

**(5) Requirements for Class A Certification for Teachers.** Readiness to serve on the Class A level as a teacher shall include:

(a) At least a valid Class B Professional Educator Certificate. Additional information is provided in Rule 290-3-3-.42(3)(b).

(b) An official transcript from a regionally accredited institution documenting an earned master's degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. For candidates who meet requirements for unconditional admission to a traditional Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program. Rule 290-3-3-.44(4)(b) provides information about the GPA requirement for completion of an Alternative Class A program.

(e) Successful completion of an internship in the Alternative Class A program, English for speakers of other languages, reading specialist, and speech-language pathology programs. In all disciplines except Alternative Class A programs, internship experiences may be integrated throughout the program. Internships must comply with Rule 290-3-3-.02(6)(e)2.

(f) Successful completion of a practicum for initial certification in a special education teaching field. For programs that meet rules for Grades K-6 and 6-12 or Grades P-12, the practicum must include both elementary and secondary placements.

(g) A valid Class B Professional Educator Certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A teaching fields, ESOL, reading specialist, and special education programs. English for speakers of other languages, reading specialist, and special education programs require a valid Class B Professional Educator Certificate in any teaching field.

**(6) Testing for Class A Certification for Teachers.** Applicants for initial Class A certification in a teaching field must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

**(7) Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in some teaching fields through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

**Author:** Dr. Eric G. Mackey

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290-3-3-.43 Gifted.

(1) **Unconditional Admission to a Gifted Program.** The program must meet the requirements in Rule 290-3-3-.42. Initial certification in Gifted is at the Class A level. Requirements for unconditional admission to the program include at least a valid bachelor's-level professional educator certificate in a teaching field. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B certificate before applying for Class A certification.

(2) **Program Curriculum.** These rules have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC) and build upon the Alabama Core Teaching Standards.

(a) **Learner Development and Individual Learning Differences.** Candidates understand the variations in learning and development in cognitive and affective areas between and among gifted individuals and apply this understanding to provide meaningful and challenging learning experiences for gifted individuals. Candidates:

1. Understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with exceptionalities.
2. Use understanding of development and individual differences to respond to the needs of gifted individuals.

(b) **Learning Environments.** Candidates create safe, inclusive, and culturally responsive learning environments so that gifted individuals become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidates:

1. Create safe, inclusive, culturally responsive learning environments that engage gifted individuals in meaningful and rigorous learning activities and social interactions.
2. Use communication and motivational and instructional intervention to facilitate understanding of subject matter and to teach gifted individuals how to adapt to different environments and develop ethical leadership skills.
3. Adjust their communication to an individual's language proficiency and cultural and linguistic differences.
4. Demonstrate understanding of the multiple environments that are part of the continuum of services for gifted individuals, including the advantages and disadvantages of various settings.

**(c) Curricular Content Knowledge.** Candidates use knowledge of general and specialized curricula to advance learning for gifted individuals. Candidates:

1. Understand the role of central concepts, structures of the discipline, and tools of inquiry of the content they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
2. Design appropriate learning and performance modifications for gifted individuals that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
3. Use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge gifted individuals.
4. Understand that gifted individuals demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

**(d) Assessment.** Candidates use multiple methods of assessment and data sources in making educational decisions about identification of gifted individuals and student learning. Candidates:

1. Understand that some groups of gifted individuals have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias.
2. Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for gifted individuals.
3. Collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
4. Use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
5. Understand the various child-find processes and strategies to elicit gifted behaviors in the strength areas and minimize bias.
6. Engage gifted individuals in assessing the quality of their own learning and performance and in setting future goals and objectives.

**(e) Instructional Planning and Strategies.** Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted individuals. Candidates:

1. Know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of gifted individuals.
2. Apply appropriate technologies to support instructional assessment, planning, and delivery for gifted individuals.

3. Collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.

4. Emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for gifted individuals.

5. Use instructional strategies that enhance the affective development of gifted individuals.

6. Develop and implement state documents and regulations, (i.e., Gifted Education Plans [GEP] and Scope and Sequence).

**(f) Professional Learning and Ethical Practice.** Candidates use foundational knowledge of the field and professional ethical principles and programming standards of the Council for Exceptional Children and the National Association for Gifted Children to inform gifted education practice, to engage in lifelong learning, and to advance the profession. Candidates:

1. Use professional ethical principles and specialized program standards to guide their practice.

2. Understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of gifted individuals in school and society.

3. Model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of gifted individuals in the delivery of gifted education services.

4. Are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.

5. Advance the profession by engaging in activities such as advocacy and mentoring.

6. Are familiar with and use state documents and regulations (i.e., Second Grade Child Find Procedures, Help Document, and advanced curriculum guides).

**(g) Collaboration.** Candidates collaborate with families, other educators, related-service providers, gifted individuals, and personnel from community agencies in culturally responsive ways to address the needs of gifted individuals across a range of learning experiences. Candidates:

1. Apply elements of effective collaboration.

2. Serve as a collaborative resource with colleagues.

3. Use collaboration to promote the well-being of gifted individuals across a wide range of settings and collaborators.



**(3) Requirements for Certification for Teachers of Gifted Students.** Readiness to serve as a teacher of gifted students shall include:

(a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. Effective for candidates unconditionally admitted to a Class A Gifted program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) Competence to teach gifted students as demonstrated in a practicum that includes both elementary and secondary grade placements.

(e) A valid Class B Professional Educator Certificate in a teaching field.

**(4) Testing for Certification of Teachers of Gifted Students.** Applicants for initial certification in Gifted through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is in Rule 290-3-3-.42(6).

**(5) Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in some teaching fields through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

**Author:** Dr. Eric G. Mackey

**Statutory Authority:** Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

**History:** New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; 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-.44 Alternative Class A Programs for Teaching Fields.**

(1) **Purposes of Alternative Class A Programs.** The purposes of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skill above the level required for completion of a Class B program. Additional information is provided in Rule 290-3-3-.03.

(2) **Unconditional Admission to Alternative Class A Programs.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.** Requirements for unconditional admission shall include:

(a) **A criminal history background check.** Additional information is provided in Rule 290-3-3-.02(6)(d).

(b) **Testing requirement.** Effective September 1, 2013, successful passage of the three basic skills assessments became a precondition for unconditional admission to a Class B program or an Alternative Class A program. Effective for basic skills tests taken September 1, 2017, and thereafter the Educational Testing Services (ETS) Praxis Core Academic Skills for Educators Tests replaced the ACT WorkKeys.

(c) **Degree requirements.** A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum grade point average (GPA) overall of 2.50. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. Effective July 1, 2017, and thereafter, a person who is eligible for unconditional admission to an Alternative Class A program shall have earned a bachelor's degree with a minimum grade point average (GPA) overall of 2.75 or a master's or higher degree with a GPA of at least 3.0. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses.

1. Courses that were taken as part of the degree used to meet the admission requirement in Rule 290-3-3-.44(2)(c) for a bachelor's or higher degree with a minimum grade point average of 2.5 (2.75 if admitted based on a bachelor's degree or 3.0 if admitted based on a master's degree July 1, 2017, and thereafter) cannot be used again to meet Alternative Class A program requirements.

2. The person must meet one of the following options:

- (i) Earned a bachelor's degree from a regionally accredited college or university.
- (ii) Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and has attained a passing score on the prescribed Praxis subject assessment of the Alabama

Educator Certification Assessment Program (AECAP). [See Rule 290-3-3-(3).] This option is permitted only when both of the following conditions are met:

(I) At the discretion of the administrative head of the EPP and in accordance with institutional policy.

(II) If there is a prescribed Praxis subject assessment of the AECAP.

3. Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate from the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis subject assessment of the AECAP. This option is permitted only when both of the following conditions are met:

(i) At the discretion of the administrative head of the EPP and in accordance with institutional policy.

(ii) If there is a prescribed Praxis subject assessment of the AECAP.

**(d) General studies.** Individuals applying for admission to an Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies or earned the current passing score on the prescribed Praxis subject assessment of the AECAP. Effective for tests taken September 1, 2018, and thereafter, only passing scores on the following tests will be accepted to meet this requirement:

(i) In lieu of 12 semester hours in English language arts, Praxis 5002.

(ii) In lieu of 12 semester hours in mathematics, Praxis 5003.

(iii) In lieu of 12 semester hours in science, Praxis 5005.

(iv) In lieu of 12 semester hours in social studies, Praxis 5004.

**(e) Teaching field.** Prior to unconditional admission, a person who wishes to earn certification in a teaching field listed below shall have completed one of the options in Rule 290-3-3-.44(2)(e)1. through 5.

1. For any teaching field, in lieu of Rule 290-2-3-3-.44(2)(e)2. through 5., verification of a current passing score on the prescribed Praxis subject assessment of the Alabama Educator Certification Assessment Program.

2. Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education Teacher K-6 or 6-12. Additional information is provided in Rule 290-3-3-.44(2)(d).

3. Single Teaching Field for Middle Level or Secondary: An academic major in the teaching field, or if an academic major is not on the official transcript, 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

4. Comprehensive Middle Level or Secondary Teaching Fields:

(i) English Language Arts: An academic major in an area included in English language arts—e.g., English, speech, drama/theatre, and print or broadcast journalism—and at least one course in each of the other listed areas of English language arts. If an

academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to English language arts, including at least 19 semester hours of upper-division credit. At a minimum, coursework must include courses in literature, grammar, reading skills, writing, speech, theatre, and print or broadcast journalism.

(ii) **General Science:** An academic major in an area included in the sciences—e.g., biology, chemistry, Earth or space science, and physics—and at least one course in each of the other listed areas of general science. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to general science including at least 19 semester hours of upper-division credit and at least one course in each of following areas: biology, chemistry, Earth or space science, and physics.

(iii) **General Social Studies:** An academic major in an area included in the social studies—e.g., economics, geography, history, and political science—and at least one course in each of the other areas listed in the social studies. If an academic major is not on the official transcript, then the admission requirement shall be 32 semester hours of credit appropriate to the social studies with at least 19 semester hours of upper-division credit and at least one course in each of the following areas: economics, geography, history, and political science.

(iv) **Career and Technical Education:** At least 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

5. **P-12 Programs:** An academic major in the teaching field or, if an academic major is not on the official transcript, 32 semester hours of credit appropriate to the teaching field including at least 19 semester hours of upper-division credit.

**(3) Curriculum of Alternative Class A Programs.** A program in a given teaching field shall be designed to develop teaching competencies above the level required for Class B program completion. In addition, a program shall:

(a) Include a **teaching field** of at least one-third of the total number of graduate hours in the program. English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b) Meet the **Alabama Core Teaching Standards** in Rule 290-3-3-.03.

(c) Include a **methods course** specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology).

(d) Extensive **field experiences**. The field experiences must comply with Rule 290-3-3-.02(6)(e)1.

(e) **An internship.**

1. The internship shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher.
2. The internship must comply with Rule 290-3-3-.02(6)(e)2. regarding dividing the internship.
3. Entry and exit criteria shall be clearly identified for the internship.

(f) A **survey of special education course** is required unless that course was previously completed. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

**(4) Requirements for Class A Certification.** Readiness to serve as a teacher shall include:

- (a) An official transcript from a regionally accredited institution documenting an earned master's degree.
- (b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. For candidates who meet requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.
- (c) Competence to teach students as demonstrated in an internship as described in Rule 290-3-3-.02(6)(e)2.

**(5) Testing for Class A Certification.** Applicants unconditionally admitted to an Alternative Class A program prior to September 1, 2013, must meet the basic skills assessments requirements of the Alabama Educator Certification Assessment Program (AECAP) as a prerequisite for certification. Applicants for initial certification through the completion of an Alternative Class A program must meet the Praxis II requirements of the AECAP as a precondition for certification. Additional information is provided in Rule 290-3-3-.42(6).

**(6) Interim Employment Certificate.**

(a) An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a State-approved Alternative Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06.

(b) Special provisions for holders of Interim Employment Certificates.

1. A teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten level may, at the discretion of the unit, complete a three semester hour practicum at the preschool and/or kindergarten level to meet the divided internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three semester hour practicum in Grades 1, 2, and/or 3 to meet the divided internship requirements applicable to early childhood education (or early childhood special education) programs.

2. A teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the lower elementary level (grades K, 1, 2, and/or 3) may, at the discretion of the unit, complete a three semester hour practicum at the upper elementary level (grades 4, 5, and/or 6) to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program. Similarly, a teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the upper elementary level may, at the discretion of the unit, complete a three semester hour practicum at the lower elementary level to meet the divided internship requirements applicable to the elementary education (or collaborative special education K-6) program.

3. A teacher who is employed based on holding a valid Interim Employment Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three semester hour practicum at the secondary level (6-12) to meet the divided internship requirements applicable to the P-12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three semester hour practicum at the elementary level to meet the divided internship requirements applicable to the P-12 program.

4. A teacher who is employed based on holding a valid Interim Employment Certificate for collaborative special education teacher (K-6) or (6-12) and who is enrolled in a collaborative special education program for both K-6 and 6-12 but whose employment is limited to the grade span for which certification is held may, at the discretion of the unit, complete a three semester hour practicum at the level for which certification is not held to meet the divided internship requirements applicable to both programs.

**Author:** Dr. Eric G. Mackey

**Statutory Authority:** Ala. Code §§16-3-16; 16-23-1; 16-23-2 (1975).

**History:** New 02-13-86; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 04-09-09, effective 5-14-09; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

**290-3-3-.45 English for Speakers of Other Languages (ESOL) (Grades P-12).**

(1) **Unconditional Admission to an ESOL Program.** The program must meet the requirements in Rule 290-3-3-.42. Initial certification in English for Speakers of Other Languages (ESOL) is at the Class A level. Requirements for unconditional admission to the program include at least a valid bachelor's-level professional educator certificate in a teaching field. (Additional information specific to Alternative Class A programs is provided in Rule 290-3-3-.44.) If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B certificate before applying for Class A certification.

(2) **Program Curriculum.** The following standards reflect the standards of Teachers of English to Speakers of Other Languages (TESOL) International Association.

(a) **Language.** Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

1. Language as a system. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

2. Language acquisition and development. Candidates understand and apply theories and research of language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

(b) **Culture.** Candidates know, understand, and use major concepts, principles, theories and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

1. Culture as it affects student learning. Candidates know, understand and use major theories and research related to the nature and role of culture in their instruction.

2. Nature and role of culture. Candidates design instruction that demonstrates understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

(c) **Planning, Implementing, and Managing Instruction.** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESOL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choosing and adapting classroom resources appropriate for their ELLs.



1. Planning for standards-based ESOL and content instruction.

(i) Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

(ii) Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

2. Using resources and technology effectively in ESOL and content instruction.

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESOL and content teaching.

**(d) Assessment.** Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

1. Issues of assessment for English language learners. Candidates demonstrate understanding of various assessment issues as they affect ELL's, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

2. Language proficiency assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

3. Classroom-based assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

**(e) Professionalism.** Candidates keep current with new instructional techniques, research results, advances in the ESOL field, and educational policy issues and demonstrate knowledge of the history of ESOL teaching. They use such information to reflect on and improve their instructional and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

1. ESOL research and history. Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESOL teaching and apply this knowledge to inform teaching and learning.

2. Professional development, partnerships, and advocacy. Candidates take advantage of professional growth opportunities and demonstrate ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

**(3) Requirements for Certification for Teachers of ESOL.** Readiness to serve as a teacher of English for speakers of other languages shall include:

(a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) A survey of special education course is required unless that course was taken for prior level certification. [See definition (51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. Effective for candidates unconditionally admitted to a Class A ESOL program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) Competence to teach English for speakers of other languages as demonstrated in an internship of at least 300 clock hours that complies with Rule 290-3-3-.02(6)(e)2.(i) and (iv) and 290-3-3-.42(5)(d).

(e) A valid Class B Professional Educator Certificate in a teaching field unless the individual completes an Alternative Class A program in ESOL.

**(4) Testing for Certification of Teachers of ESOL.** Applicants for initial certification in English for speakers of other languages through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is in Rule 290-3-3-.42(6).

**Author:** Dr. Eric G. Mackey

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

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

(1) **Rationale.** The reading specialist is an advocate for school-wide literacy. The reading specialist has a depth of knowledge about the reading process and working with adult learners as partners. She or he serves as the catalyst for developing effective reading practices in a school or school system by equipping colleagues to use best practices, materials, and strategies to promote improvement in reading comprehension and the love and value of reading among all students. Alabama standards for the preparation of reading specialists are aligned with standards from the International Reading Association and State initiatives for reading.

**(2) Unconditional Admission to a Reading Specialist Program.**

(a) Requirements for unconditional admission to the Class A reading specialist program shall include one of the following:

1. A valid bachelor's-level professional educator certificate in early childhood education, elementary education, or collaborative special education teacher (K-6) and two full years of full-time classroom teaching experience; or

2. A valid bachelor's-level professional educator certificate in any area of education, two full years of full-time classroom teaching experience, and a passing score on the Praxis Teaching Reading test validated for use in Alabama.

(b) In addition to meeting the criteria in rule 290-3-3-.45.01(2) (a)1. or 2., if an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a Class B certificate before applying for Class A certification.

**(3) Program Curriculum.**

(a) **Foundational Knowledge.** Candidates understand the theoretical and evidence-based foundation of reading and writing processes and instruction. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

3. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

4. Understand the components and expectations of the Alabama Reading Initiative related to effective early reading instructional practices, effective reading instruction for all students, intervention instruction for struggling readers, and strategies for motivating accomplished readers.

**(b) Curriculum and Instruction.** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**(c) Assessment and Evaluation.** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Understand types of assessments and their purposes, strengths, and limitations.
2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3. Use assessment information to plan and evaluate instruction.
4. Communicate assessment results and implications to a variety of audiences.

**(d) Diversity.** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in society. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
3. Develop and implement strategies to advocate for equity.

**(e) Literate Environment.** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

2. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
3. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
4. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

**(f) Professional Learning and Leadership.** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. Prior to program completion, prospective reading specialists shall demonstrate that they:

1. Use foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
2. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
4. Understand and influence local, state, or national policy decisions.

**(4) Requirements for Certification as a Reading Specialist.** Readiness to serve as reading specialist shall include:

(a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator reparation program. Effective for candidates unconditionally admitted to a Class A reading specialist program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) Competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours that complies with Rule 290-3-3-.42(5)(d).

(e) A valid Class B Professional Educator Certificate in a teaching field.

**(5) Testing for Certification as a Reading Specialist.** Applicants for initial certification as a reading specialist through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.

**(6) Faculty Qualifications for a Reading Specialist Program.** The faculty specialist for the reading specialist program shall possess an earned doctorate in reading. Additional information is provided in Rule 290-3-3-.01(33). The faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading; shall understand the Alabama Reading Initiative (ARI); shall teach courses required in the program; and shall advise candidates seeking certification through program completion.

**Author:** Dr. Eric G. Mackey

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

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**Author:** Dr. Thomas R. Bice.

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**290-3-3-.47 Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel Other Than Speech-Language Pathology and Instructional Leadership.**

**(1) Purpose of Class A Programs for Areas of Instructional Support.** The purpose of a Class A program shall be to prepare educators to serve effectively in instructional support positions. Information specific to instructional leadership programs is provided in Rule 290-3-3-.48. Information specific to speech-language pathology is provided in Rule 290-3-3-.51.02.

**(2) Standards Applicable to Class A Instructional Support Programs for EPPs with On-Site Visits Scheduled Fall 2021 and Thereafter.** The following standards are based on the Council for Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs and are applicable to all teaching fields and areas of instructional support.

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

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

- (i) Applications of data literacy;
- (ii) Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- (iii) Employment of data analysis and evidence to develop supportive school environments;
- (iv) Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- (v) Supporting appropriate applications of technology for their field of specialization; and
- (vi) Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

**2. Provider Responsibilities.** Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in National Board for Professional Teaching Standards or national discipline-specific standards.

**(b) Clinical Partnerships and Practice.** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

**1. Partnerships for Clinical Preparation.** Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced candidate outcomes.

**2. Clinical Experiences.** The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation program emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed method, action) that are characteristic of their professional specialization as detailed in Rule 290-3-3-.42(4)(a)1. (i)-(vi).

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

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

**2. Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully.** The provider sets admissions requirements for academic achievement and gathers data to monitor candidates from admission to completion. The provider continuously monitors disaggregated evidence of academic quality, mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed. Each applicant for admission to a traditional master's level (Class A) program must provide evidence of having earned a degree grade point average (GPA) of at least 2.50 printed on the transcript of the degree-granting college or university that was regionally accredited when the degree was earned. In addition, the cohort GPA must be at least 3.0. [See Rule 290-3-3-.01(10).]

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

**4. Selection at Completion.** Before the provider recommends any advanced program candidate for completion, the provider documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and



research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

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

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

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

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

**1. Quality and Strategic Evaluation.**

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

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

**2. Continuous Improvement.**

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

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

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

**(3) Other Institutional and Program Requirements.**

(a) The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.

(c) Completion of a Class A program for an area of instructional support requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

**(4) Unconditional Admission to Class A Programs for Areas of Instructional Support Personnel Other than Speech-Language Pathology and Instructional Leadership.**

(a) Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.**

(b) A criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

(c) Experience. Effective July 1, 2017, two full years of full-time, acceptable professional educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

(d) Admission to programs in library media, school counseling, school psychology, and sport management:

1. A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level certificate in another area of instructional support. OR

2. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

**(5) Program Curriculum.**

(a) Completion of a Class A program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(b) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51).] An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

**(6) Requirements for Certification for Class A Instructional Support Personnel Other than Speech-Language Pathology and Instructional Leadership.** Readiness to serve in an instructional support capacity shall include:

(a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) Satisfactory completion of a State-approved program, including an internship, with a minimum GPA of 3.0 for all courses in the Alabama State Board of Education approved program for instructional support personnel. For candidates unconditionally admitted to a Class A instructional support program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for the Alabama State Board of Education approved instructional support program.

(c) Except for Speech-Language Pathology, at least a valid Class B Professional Educator Certificate in a teaching field, or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support, or a valid Class A Professional Leadership Certificate.

**(7) Testing for Class A Certification for Instructional Support Personnel.** Applicants for initial Class A certification in an instructional support area must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

(8) **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in library media, school counseling, or instructional leadership through a State-approved Class A program at an Alabama institution. Additional Information is provided in the Educator Certification Chapter of the *Alabama Administrative Code*. An Interim Employment Certificate is not issued for school psychometry or sport management.

**Author:** Dr. Eric G. Mackey

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**290-3-3-.48 Instructional Leadership.**

(1) **Unconditional Admission to an Instructional Leadership Program.** In addition to a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or instructional support area, the applicant shall:

(a) Have a minimum of three full years of full-time, satisfactory professional educational work experience in a P-12 setting, which must include P-12 teaching experience if admitted prior to August 2010 or have a minimum of three full years (or six full semesters) of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience if admitted on or after August 1, 2010.

(b) Submit an admission portfolio before an interview. The portfolio must contain the following:

1. Three letters of recommendation to include the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.
2. Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available.
3. Evidence of ability to improve student achievement.
4. Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership.
5. Summary of candidate's reasons for pursuing instructional leadership certification.
6. Summary of what the candidate expects from the preparation program.

(c) Pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty.

(d) Individuals must be unconditionally admitted to the Class A instructional leadership program before enrolling in any instructional leadership courses in the program.

(2) **Curriculum of an Instructional Leadership Program.** The curriculum for instructional leaders builds on candidate knowledge and abilities acquired through preparation for and employment as a teacher. The standards are based on the Professional Standards for Educational Leaders (PSEL) prepared by the Council of Chief School Officers with support from numerous professional associations to update the former Interstate School Leader Licensure Consortium (ISLLC) Standards.

(a) **Mission, Vision, and Core Values.** Effective instructional leaders develop, advocate for, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Prospective instructional leaders will be prepared and able to:

1. Develop an educational mission for the school to promote the academic success and well-being of each student.
2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school focused on the successful learning and development of each child and on instructional and organizational practices that promote such success.
3. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
5. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

**(b) Ethics and Professional Norms.** Effective instructional leaders act ethically and according to professional norms to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Act ethically and professionally in personal conduct, relationships with others, decisionmaking, stewardship of the school's resources, and all aspects of school leadership.
2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Place children at the center of education and accept responsibility for each student's academic success and well-being.
4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

**(c) Equity and Cultural Responsiveness.** Effective instructional leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
8. Address matters of equity and cultural responsiveness in all aspects of leadership.

**(d) Curriculum, Instruction, and Assessment.** Effective instructional leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
5. Promote the effective use of technology in the service of teaching and learning.
6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

**(e) Community of Care and Support for Students.** Effective instructional leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Prospective instructional leaders will be prepared and able to:

1. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
5. Cultivate and reinforce student engagement in school and positive student conduct.
6. Infuse the school's learning environment with the cultures and languages of the school's community.

**(f) Professional Capacity and School Personnel.** Effective instructional leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
3. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

**(g) Professional Community for Teachers and Staff.** Effective instructional Leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.



3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

8. Encourage faculty-initiated improvement of programs and practices.

**(h) Meaningful Engagement of Families and Community.** Effective instructional leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Be approachable, accessible, and welcoming to families and members of the community.

2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

5. Create means for the school community to partner with families to support student learning in and out of school.

6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

7. Develop and provide the school as a resource for families and the community.

8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

9. Advocate publicly for the needs and priorities of students, families, and the community.

10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

**(i) Operations and Management.** Effective instructional leaders manage school operations and resources to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

4. Be responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

5. Protect teachers' and other staff members' work and learning from disruption.

6. Employ technology to improve the quality and efficiency of operations and management.

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

10. Develop and manage productive relationships with the central office and school board.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

**(j) School Improvement.** Effective instructional leaders act as agents of continuous improvement to promote each student's academic success and well-being. Prospective instructional leaders will be prepared and able to:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

4. Be responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

5. Protect teachers' and other staff members' work and learning from disruption.

6. Employ technology to improve the quality and efficiency of operations and management.

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

10. Develop and manage productive relationships with the central office and school board.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

**(3) Requirements for Certification in Instructional Leadership.** Readiness to serve as an instructional leader shall include:

(a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) A survey of special education course is required unless that course was taken for prior level certification. [See definition (51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification. This rule is applicable to the Special Option described in Rule 290-3-3-.48(6).

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program in instructional leadership. Effective for candidates unconditionally admitted to a Class A instructional leadership program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.

(d) A valid Alabama Class B Professional Educator Certificate in a teaching field or a valid Alabama Class A Professional Educator Certificate in a teaching field or instructional support area.

(e) An internship that allows candidates to benefit from purposeful hands-on experiences designed to prepare them to lead the essential work of school improvement and higher student achievement.

1. Components: Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:

(i) Collaboration between the university and LEAs that anchors internship activities in real-world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.

(ii) An explicit set of school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of an instructional leader, as identified in Alabama standards and research and incorporated in the preparation programs' design.

(iii) A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real-life problems at each level.

(iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.

(v) Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing P-12 instructional leaders (principals and central office staff), and LEA personnel.

(vi) Ongoing supervision provided by program faculty who have the expertise and time to provide frequent formative feedback on interns' performance that lets them know how they need to improve.

(vii) Directing instructional leaders (principals and central office staff) model the desired leadership behaviors and know how to guide interns through required activities that bring their performance to established standards.

(viii) Rigorous evaluations of interns' performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures.

2. Design. Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating schools during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active school with students present for the equivalent of ten full days. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended for certification.

**(4) Testing for Certification in Instructional Leadership.** Applicants for initial certification in instructional leadership through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.47(5).

(5) **Faculty.** An institution shall meet the following criteria.

(a) At least two faculty members who are full-time to the instructional leadership program shall hold earned doctorates in instructional leadership (educational administration) or related fields.

(b) A minimum of two full-time faculty members in instructional leadership (educational administration) shall each have a minimum of three years of experience as a practicing assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or any three years combination thereof.

(c) Instructional leadership faculty with recent experience in instructional leadership shall supervise interns. The institution shall have and follow a written policy pertaining to teaching load credit for supervising candidates in field experiences and residencies.

(d) In order to ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the two required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position. The request to do so must be supported with evidence that each of the two individuals to be employed part-time meets the doctoral degree and experience requirements indicated in Rule 290-3-3-.48(5)(a) and (b).

(6) **Special Option Effective July 1, 2014.** A person who holds a Class A Professional Educator Certificate and meets the program admission requirements in Rule 290-3-3-.48(1)(a) and (b) may be able to complete a reduced-hour program to be recommended for a Class A Instructional Leadership Certificate. Although the number of semester hours of required credit for instructional leadership courses may vary by EPP, depending on the courses needed to document compliance with program approval standards, at least 18 semester hours of credit for instructional leadership courses are required for this option. EPPs may choose to require additional courses or set a higher GPA requirement. Every instructional leadership course required for the reduced-hour option must include either field or clinical experiences.

(7) **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in instructional leadership through a State-approved Class A program at an Alabama institution. Additional Information is provided in the Educator Certification Chapter of the *Alabama Administrative Code*.

**Author:** Dr. Eric G. Mackey

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

**History:** New 09-08-05, effective 10-13-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

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

(1) **Rationale.** Programs for library media specialists develop leadership, collaboration, and technology skills to design and manage up-to-date, comprehensive, and integrated library media centers. The library media specialist possesses the knowledge and skills to enable the learning community to become effective users of ideas and information. These standards are aligned the standards of the American Library Association/American Association of School Librarians (ALA/AASL), the *Alabama Course of Study: Technology Education*, and the *Alabama School Library Media Handbook for the 21st Century Learner*.

(2) **Unconditional Admission to a Library Media Program.** The study of library media begins at the Class A level. Requirements for unconditional admission shall include:

(a) A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, two full years of full-time, acceptable educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

(3) **Program Curriculum.**

(a) **Teaching for Learning.** Candidates are effective educators who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. Prospective library media specialists demonstrate:

1. Knowledge of learners and learning.

(i) Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.

(ii) Candidates assess learner needs and design instruction that reflects educational best practice.

(iii) Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.

(iv) Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

2. Effective and knowledgeable teacher.

(i) Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.

(ii) Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators.

(iii) Candidates can document and communicate the impact of collaborative instruction on student achievement.

3. Instructional partner.

(i) Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators.

(ii) Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

4. Integration of twenty-first century skills and learning standards.

(i) Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community.

(ii) Candidates demonstrate how to collaborate with other teachers to plan and implement instruction according to the AASL *tandards for the 21<sup>st</sup>-Century Learner* and Alabama student curriculum standards.

(iii) Candidates employ strategies to integrate multiple literacies with content curriculum.

(iv) Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

**(b) Literacy and Reading.** Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers, including:

1. Literature. Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2. Reading promotion. Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

3. Respect for diversity. Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that supports the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

4. Literacy strategies. Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

(c) **Information and Knowledge**. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge in order to improve practice, including:

1. Efficient and ethical information-seeking behavior.

(i) Candidates identify and provide support for diverse student information needs.

(ii) Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

(iii) Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

2. Access to information.

(i) Candidates support flexible, open access for library services.

(ii) Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

(iii) Candidates facilitate access to information in print, non-print, and digital formats.

(iv) Candidates model and communicate the legal and ethical codes of the profession.

3. Information technology.

(i) Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

(ii) Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

4. Research and knowledge creation.

(i) Candidates use evidence-based, action research to collect data.

(ii) Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.



(d) **Advocacy and Leadership.** Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement through:

1. Networking with the library community.

(i) Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

(ii) Candidates participate and collaborate as members of a social and intellectual network of learners.

2. Professional development.

(i) Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

(ii) Candidates plan for ongoing professional growth.

3. Leadership.

(i) Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

(ii) Candidates utilize evidence-based practice and information from education and library research to communicate ways in which the library program can enhance school improvement efforts.

4. Advocacy.

(i) Candidates identify stakeholders within and outside the school community who impact the school library program.

(ii) Candidates develop a plan to advocate for school library and information programs, resources, and services.

(e) **Program Management and Administration.** Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration via:

1. Collections.

(i) Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.

(ii) Candidates organize school library collections according to current library cataloging and classification principles and standards.

2. Professional ethics.

(i) Candidates practice the Alabama Educator Code of Ethics and the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.

(ii) Candidates educate the school community on the ethical use of information and ideas.

3. Personnel, funding, and facilities.

(i) Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources.

(ii) Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users.

(iii) Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

4. Strategic planning and assessment.

(i) Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

(ii) Candidates make effective use of data and information to assess how the library program addresses the needs of diverse communities.

**(4) Requirements for Certification in Library Media.** Readiness to serve as a library media specialist shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

(b) An official transcript from a regionally accredited institution documenting an earned master's degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for library media specialists. For candidates unconditionally admitted to a Class A library media program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved library media program.

(e) Competence to perform as a library media specialist in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in library media and who are employed as librarians.

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

**(5) Testing for Certification in Library Media.** Applicants for initial certification in library media through the completion of a Class A program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

**Author:** Dr. Eric G. Mackey

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

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

**290-3-3-.50 School Counseling.**

(1) **Rationale.** School counselors should be knowledgeable of effective counseling theories, practices, and techniques in order to meet the needs of a multicultural school population and to facilitate academic, career, and personal/social success. They also analyze and use data to enhance the school counseling program. These standards are aligned with the standards for the preparation of school counselors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the *Comprehensive Counseling and Guidance Model for Alabama Public Schools*.

(2) **Unconditional Admission to a School Counseling Program.** The study of school counseling begins at the Class A level. Requirements for unconditional admission shall include:

(a) A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable professional educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

(3) **Program Curriculum Essential for All Counselors, including School Counselors.**

(a) **Professional Counseling Orientation and Ethical Practice.** Prospective school counselors shall demonstrate knowledge of:

1. History and philosophy of the counseling profession and the origins of the counseling specialty areas.
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and interorganizational collaboration and consultation.
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
4. The role and process of the professional counselor advocating on behalf of the profession.
5. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
6. Professional organizations, including membership benefits, activities, services to members, and current issues.

7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
8. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
9. Technology's impact on the counseling profession.
10. Strategies for personal and professional self-evaluation and implications for practice.
11. Self-care strategies appropriate to the counselor role.
12. Counseling supervision models, practices, and processes.

**(b) Social and cultural diversity.** Prospective school counselors shall demonstrate knowledge of:

1. Research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2. Theories and models of multicultural counseling, identity development, and social justice and advocacy.
3. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
4. Learning activities to foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.
5. Learning activities that foster understanding of the help-seeking behaviors of diverse clients.
6. Learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews.
7. Multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations.

**(c) Human growth and development.** Prospective school counselors shall demonstrate knowledge of:

1. Theories of individual and family development across the lifespan.
2. Theories of learning.
3. Theories of normal and abnormal personality development.
4. Theories and etiology of addictions and addictive behaviors.
5. Individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior.
6. Effects of crisis, disasters, and other trauma-causing events on diverse individuals across the lifespan.
7. A general framework for understanding differing abilities and strategies for differentiated interventions.
8. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

**(d) Career development.** Prospective school counselors shall demonstrate knowledge of:

1. Theories and models of career development, counseling, and decision-making.
2. Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors.
3. Processes for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology, and information systems.
4. Approaches for assessing the conditions of the work environment on clients' overall life experiences.
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
6. Strategies for career development program planning, organization, implementation, administration, and evaluation.
7. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.
8. Strategies for facilitating client skill development for career, educational, and lifework planning and management.
9. Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making.
10. Ethical and culturally relevant strategies for addressing career development.

**(e) Helping relationships.** Prospective school counselors shall demonstrate knowledge of:

1. Theories and models of effective counseling and wellness programs.
2. A systems approach that provides an understanding of family, social, community, and political networks.
3. Theories, models, and strategies for understanding and practicing consultation.
4. Ethical and culturally relevant strategies for developing helping relationships.
5. Counselor characteristics and behaviors that influence the helping process.
6. Essential interviewing, counseling, and case conceptualization skills.
7. Developmentally relevant counseling treatment or intervention plans.
8. Development of measurable outcomes for clients.
9. Empirically-based counseling strategies and techniques for prevention, intervention, and advocacy.
10. Strategies to promote client understanding of and access to a variety of community-based resources.
11. Suicide prevention models and strategies.
12. Crisis intervention and psychological first aid strategies.
13. Processes for aiding students in developing a personal model of counseling.

- (f) Group work.** Prospective school counselors shall demonstrate knowledge of:
1. Theoretical foundations of group work.
  2. Dynamics associated with group process and development.
  3. Therapeutic factors and how they contribute to group effectiveness.
  4. Characteristics and functions of effective group leaders.
  5. Approaches to group formation, including recruiting, screening, and selecting members.
  6. Types of groups and other considerations that affect conducting groups in varied settings.
  7. Ethical and culturally relevant strategies for designing and facilitating groups.
  8. Direct experiences in which candidates participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

- (g) Assessment and testing.** Prospective school counselors shall demonstrate knowledge of:
1. Historical perspectives concerning the nature and meaning of assessment.
  2. Methods of effectively preparing for and conducting initial assessment meetings.
  3. Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide.
  4. Procedures for identifying and reporting abuse.
  5. Use of assessments for diagnostic and intervention planning purposes.
  6. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments.
  7. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
  8. Reliability and validity in the use of assessments.
  9. Use of assessments relevant to academic/educational, career, personal, and social development.
  10. Use of environmental assessments and systematic behavioral observations.
  11. Use of symptom checklists, personality, and psychological testing.
  12. Use of assessment results to diagnose developmental, behavioral, and mental disorders.
  13. Ethical and culturally and developmentally relevant strategies for selecting, administering, and interpreting assessment and test results.

- (h) Research and program evaluation.** Prospective school counselors shall demonstrate knowledge of:
1. The importance of research in advancing the counseling profession, including its use to inform evidence based practice.
  2. Needs assessments.
  3. Development of outcome measures for counseling programs.

4. Evaluation of counseling interventions and programs.
5. Qualitative, quantitative and mixed research methods.
6. Designs used in research and program evaluation.
7. Statistical methods used in conducting research and program evaluation.
8. Analysis and use of data in counseling.
9. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

**(4) Program Curriculum Specific to School Counselors.** Candidates who are preparing to specialize as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. In addition to the common core curricular experiences, programs must provide evidence that candidate learning has occurred in the following domains.

- (a) Foundations.** Prospective school counselors shall demonstrate knowledge of:
1. History and development of school counseling.
  2. Models of school counseling programs.
  3. Models of school-based collaboration and consultation.
  4. Principles of school counseling, including prevention, intervention, wellness, education, leadership, and advocacy.
  5. Assessment relevant to P-12 education.

- (b) Contextual Dimensions.** Prospective school counselors shall demonstrate knowledge of:
1. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.
  2. School counselor roles in consultation with families, school personnel, and community agencies.
  3. School counselor roles in student support and school leadership teams.
  4. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and other trauma-causing events.
  5. Competencies to advocate for school counseling roles.
  6. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
  7. Common medications that affect learning, behavior, and mood in children and adolescents.
  8. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs.
  9. Qualities and styles of effective leadership in schools.
  10. Community resources and referral sources.



11. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
12. Legal and ethical considerations specific to school counseling.

(c) **Practice.** Prospective school counselors shall demonstrate knowledge of or ability to:

1. Develop school counseling program mission statements and objectives.
2. Design and evaluate school counseling programs.
3. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
4. Interventions to promote academic development.
5. Use of developmentally appropriate career counseling interventions and assessments.
6. Techniques of personal/social counseling in school settings.
7. Strategies to facilitate school and life transitions.
8. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
9. Approaches to increase promotion and graduation rates.
10. Interventions to promote career and/or college readiness.
11. Strategies to promote equity in student achievement.
12. Techniques to foster collaboration and teamwork within schools.
13. Strategies for implementing and coordinating peer intervention programs.
14. Use of accountability data to inform decision making.
15. Use of data to advocate for programs and students.

(5) **Requirements for Certification in School Counseling.** Readiness to serve as a school counselor shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

(b) An official transcript from a regionally accredited institution documenting an earned master's degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school counseling. For candidates unconditionally admitted to a Class A school counseling program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school counseling program.

(e) Practicum. For candidates admitted prior to August 1, 2010, a practicum that includes a minimum of 30 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students. For candidates admitted on or after August 1, 2010, a practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students.

(f) Internship. For candidates admitted prior to August 1, 2010, competence to perform all activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 300 clock hours, begun subsequent to completion of the practicum. For candidates admitted on or after August 1, 2010, competence to perform all the activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 600 clock, begun subsequent to the completion of the practicum, including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in school counseling and who are employed as a counselor.

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

**(6) Testing for Certification in School Counseling.** Applicants for initial certification in school counseling through the completion of a Class A Program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP).

**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; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09, effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

**290-3-3-.51 School Psychometry.**

(1) **Rationale.** The main goal of these standards is to provide individuals with the necessary knowledge and abilities to become effective school psychometrists.

(2) **Unconditional Admission to a School Psychometry Program.** The study of school psychometry begins at the Class A level. Requirements for unconditional admission shall include:

(a) A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable professional educational work experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

**(3) Program Curriculum.**

(a) **Data-based decision making and accountability.** Prospective school psychometrists shall demonstrate ability to:

1. Conduct psychological and psycho-educational assessments, including:
  - (i) Non-biased assessment of personal-social adjustment, intelligence, adaptive behavior, language and communication skills, academic achievement, environmental-cultural influences, and vocational interests.
  - (ii) Formal assessment instruments, procedures, and techniques.
  - (iii) Interviews, observations, and behavioral evaluations.
  - (iv) Explicit regard for the context in which assessments take place and will be used.
2. Systematically collect data and other information about individuals and utilize these data for decision making.
3. Access information and technology resources to enhance data collection and decision-making.

(b) **Consultation and collaboration.** Prospective school psychometrists shall demonstrate ability to:

1. Consult and collaborate in planning, problem solving, and decision-making processes among diverse school personnel, families, community professionals, and others.

2. Provide in-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.

**(c) Interventions and instructional support to develop cognitive and academic skills.** Prospective school psychometrists shall demonstrate ability to:

1. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations.
2. Enhance cognitive, affective, social, and vocational development.
3. Facilitate the delivery of services by assisting those who play major roles in the educational system (such as parents, families, school personnel, community agencies).

**(d) Diversity in development and learning.** Prospective school psychometrists shall demonstrate ability to apply knowledge of diversity in development and learning while providing professional and effective services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

**(e) Research application.** Prospective school psychometrists shall demonstrate ability to evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

**(f) Legal, ethical, and professional practice.** Prospective school psychometrists shall demonstrate ability to:

1. Provide services consistent with the Alabama Educator Code of Ethics and the ethical, legal, and professional standards in school psychology.
2. Collaborate with local and state education agencies to implement accountability systems.
3. Advocate for school psychometrists' professional roles to provide effective services.

**(4) Requirements for Certification in School Psychometry.** Readiness to serve as a school psychometrist shall include:

(a) At least a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

(b) An official transcript from a regionally accredited institution documenting an earned master's degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school psychometry. For candidates unconditionally admitted to a Class A school psychometry program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school psychometry program.

(e) Competence to perform as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a school psychometrist or school psychologist with at least a valid master's level professional educator certificate in school psychometry or school psychology that complies with Rule 290-3-3-.42(5)(d).

(f) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school psychometry program, which may include, but may not be limited to, an oral examination.

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

**(5) Testing for Certification in School Psychometry.** Applicants for initial certification in school psychometry through the completion of a Class A program must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

**Author:** Dr. 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; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

**290-3-3-.51.01 Sport Management.**

**(1) Unconditional Admission to Class A Programs for Sport Management.**

The study of sport management begins at the Class A level. Requirements for unconditional admission shall include:

(a) A valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate in another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable educational experience. Effective July 1, 2019, two full years of full-time, acceptable P-12 professional educational work experience. See Definition (18).

**(2) Program Curriculum.** The curriculum shall provide the prospective sport manager with:

- (a) **Knowledge of:**
1. The interrelationships among sports, culture, and society, including:
    - (i) The historical relationship between sports and education.
    - (ii) The role and function of sports in contemporary society.
    - (iii) The socio-cultural factors that influence participation in sports.
    - (iv) Local, state, and national professional and regulatory organizations.
  2. Organization and administration of sports programs, including:
    - (i) Program development, operation, and assessment.
    - (ii) Leadership styles and their impact on the management process.
    - (iii) Personnel management and development of human resources.
    - (iv) Accounting, budgeting, marketing, and fundraising.
  3. Facilities management, including planning, construction, use, and maintenance of indoor and outdoor sports, physical education, and recreational facilities.
  4. Sports marketing, public relations, and media.
  5. Sports law and risk management, including:
    - (i) Legal structures and terminology.
    - (ii) Tort liability and negligence.
    - (iii) Personal and school board liability.
    - (iv) Documentation of injuries, circumstances, and care.
  6. Issues in sports, including:
    - (i) Gender equity.
    - (ii) Title IX of the Educational Amendments of 1972 to the Civil Rights Act of 1965.

- (iii) Drug use and abuse.
- (iv) Diversity.
- 7. The Alabama Educator Code of Ethics and ethics in sport management.
- 8. Health and safety in sports programs, including:
  - (i) Adaptive physical activities, nutrition, and exercise.
  - (ii) Certification in first aid, cardiopulmonary resuscitation (CPR) for the adult and child, and automated external defibrillator (AED) for the adult and child.

**(b) Ability to:**

1. Work collaboratively and effectively with students, parents, teachers, administrators, athletic staff, community members, and others to establish and reach program goals.
2. Use a variety of problem solving-techniques and decision-making skills to solve problems.
3. Use effective and appropriate written and oral communications.
4. Model appropriate behavior for students, parents, teachers, administrators, athletic staff, community members, and others.
5. Develop and administer policies that promote safety and equity.
6. Make decisions based on the legal and ethical principles.
7. Manage staff, budgets, and facilities effectively.
8. Develop and produce materials for diverse purposes (promotional, informational, media news releases).
9. Plan, organize, staff, market, and implement an athletic event.

**(3) Requirements for Certification for Class A Sport Management.**

Readiness to serve as a sport manager shall include:

- (a) At least a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.
- (b) An official transcript from a regionally accredited institution documenting an earned master's degree.
- (c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for sport management. For candidates unconditionally admitted to a Class A sport management program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved sport management program.

(e) Competence to perform as a sport manager in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school settings. Internships in P-12 schools must be supervised by individuals who have a valid master's level professional educator certificate and three years of educational experience in a P-12 setting in sport management, physical education and health education, or physical education. If no person with these qualifications is available, then an athletic director who has at least master's-level certification and three years of experience as an athletic director may serve as supervisor of an internship. Additional information is provided in Rule 290-3-3-.42(5)(d).

(f) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the sport management program, which may include but may not be limited to, an oral exam.

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

**(4) Testing for Class A Certification for Sport Management.** Applicants for initial certification in sport management must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

**(5) Faculty.** The faculty specialist for the program shall have an earned doctorate from a regionally accredited institution in sport management, physical education, or a closely related field.

**Author:** Dr. Eric G. Mackey

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

**History:** New 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.



**290-3-3-.51.02 Speech-Language Pathology (Grades P-12).**

(1) **Unconditional Admission.** Requirements for unconditional admission to a Class A speech-language pathology (S-LP) program shall include a bachelor's degree from an institution that was regionally accredited at the time the degree was earned.

(2) **Program Curriculum.** These standards are based on standards developed by the American Speech-Language Hearing Association (ASHA). To prepare prospective speech-language pathologists, an Alabama EPP must have master's degree level S-LP program accreditation from the Council on Academic Accreditation (CAA). The program must require at least 36 semester hours of graduate credit and satisfactory performance on the CAA-prescribed Praxis test(s). The curriculum shall provide the speech-language pathologist with:

(a) **Knowledge of:**

1. Biological sciences, physical sciences, statistics, and social/behavioral sciences.
2. Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3. Communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates in the following areas:
  - (i) Articulation.
  - (ii) Fluency.
  - (iii) Voice and resonance, including respiration and phonation.
  - (iv) Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing.
  - (v) Hearing, including the impact on speech and language.
  - (vi) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology).
  - (vii) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).
  - (viii) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities).
  - (ix) Augmentative and alternative communication modalities.
4. For each area specified in Rule 290-3-3-.51.02(2)(a)3.(i)-(ix), principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
5. Standards of ethical conduct.
6. Processes used in research and the integration of research principles into evidence-based clinical practice.

7. Contemporary professional issues.

8. Entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

**(b) Ability:**

1. With regard to evaluation:

(i) Conduct screening and prevention procedures (including prevention activities).

(ii) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

(iii) Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.

(iv) Adapt evaluation procedures to meet client/patient needs.

(v) Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

(vi) Complete administrative and reporting functions necessary to support evaluations.

(vii) Refer clients/patients for appropriate services.

2. With regard to intervention:

(i) Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs, collaborating with clients/patients and relevant others in the planning process.

(ii) Implement intervention plans, involving clients/patients and relevant others in the intervention process.

(iii) Select or develop and use appropriate materials and instrumentation for prevention and intervention.

(iv) Measure and evaluate clients'/patients' performance and progress.

(v) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

(vi) Complete administrative and reporting functions necessary to support intervention.

(vi) Identify and refer clients/patients for services as appropriate.

3. With regard to interaction and personal qualities:

(i) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

(ii) Collaborate with other professionals in case management.

(iii) Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

(iv) Adhere to the Alabama Educator Code of Ethics and the ASHA Code of Ethics and behave professionally.

**(3) Requirements for Completion of the Speech-Language Pathology Program.** Readiness to serve students with speech or language impairment shall include:

(a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the approved program for speech-language pathology. For candidates who meet requirements for unconditional admission to a Class A speech-language pathology program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education program.

(c) Competence to serve as a speech-language pathologist as demonstrated in a 400 clock hour supervised clinical experience in the practice of speech-language pathology, 25 hours of which were spent in clinical observation and 375 hours of which were spent in direct client/patient contact.

(d) A survey of special education course is required. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A Speech-Language Pathology program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education.

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

**Author:** Dr. Eric G. Mackey

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

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

**290-3-3-.52 Class AA (Education Specialist Level) Programs for Teaching Fields.**

(1) **Purposes of Class AA Programs for Teaching Fields.** The purposes of a Class AA program shall be to prepare educators on the education specialist level to serve effectively in teaching positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program.

(2) **Institutional and Program Requirements.**

(a) The provision of Class AA programs shall be limited to institutions that meet the standards for accreditation at the education specialist's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for master's degree credit from taking the same course for education specialist's degree credit.

(c) Completion of a Class AA program for a teaching field requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3) **Unconditional Admission to a Class AA Program for Teaching Fields.** Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.** Requirements for unconditional admission shall include:

(a) A criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

(b) A valid master's-level professional educator certificate in the same teaching field(s) in which the Class AA Professional Educator Certificate is sought, except as prescribed below:

1. Special circumstances:

(i) A teacher with a valid bachelor's-level professional educator certificate in early childhood education and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in early childhood education. A teacher with a valid bachelor's-level professional educator certificate in elementary education and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in elementary education.

(ii) A teacher with a valid bachelor's-level professional educator certificate in any teaching field and a valid master's-level professional educator certificate in English for speakers of other languages may be unconditionally admitted to a Class AA program in the

same teaching field for which the teacher holds a valid bachelor's-level professional educator certificate.

(iii) A teacher with a valid bachelor's-level professional educator certificate in English language arts and a valid master's-level professional educator certificate in reading may be unconditionally admitted to a Class AA program in English language arts.

(iv) A teacher with a valid master's level professional educator certificate in a teaching field may be unconditionally admitted to a Class AA program in special education.

2. If an individual is unconditionally admitted to an Alabama Class AA program based on a valid master's-level professional educator certificate from another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate before applying for Class AA certification.

**(4) Curriculum of Class AA Programs for Teaching Fields.** The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards of quality for study at the education specialist level.

(a) A Class AA program for a teaching field must require at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

1. At least one-third of the program shall consist of teaching field courses.

2. English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for credit in a Class A program from taking the same course for credit in a Class AA program.

**(5) Requirements for Class AA Certification in a Teaching Field.**

(a) A valid Class A Professional Educator Certificate in the same teaching field(s) which was used as a basis for admission to the Class AA program, as provided for in Rule 290-3-3-.52(3)(b)1.(i)-(iv) or for teacher leader as provided in Rule 290-3-3-.52.01(2)(a)1.

(b) An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved educator preparation program as verified on an official transcript. For candidates who meet requirements for unconditional admission to a Class AA educator preparation program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved educator preparation program.

(e) Successful completion of a practicum shall be required for initial certification in a special education teaching field. For programs that meet rules for Grades K-6 and 6-12 or Grades P-12, the practicum must include both elementary and secondary placements.

**(6) Testing for Class AA Certification for a Teaching Field.** At the present time, there is no testing requirement for Class AA certification for teachers except for teachers who earn initial Class AA certification in a special education teaching field. Such teachers must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

**(7) Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class AA certification in a special education teaching field through a State-approved Class AA program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter of the *Alabama Administrative Code*.

**Author:** Dr. Eric G. Mackey

**Statutory Authority:** Ala. Code §§16-3-16, 16-23-14, and 16-39-5 (1975).

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

**290-3-3-.52.01 Teacher Leader.**

(1) **Rationale.** To realize the mission of enhancing school leadership among teacher leaders in Alabama resulting in the improvement of academic achievement for all students, prospective teacher leaders will achieve the standards below. Prospective teacher leaders must have opportunities to work collaboratively with school administrators, colleagues, students, parents and families, and the larger community to achieve school-wide goals. Teacher leaders adhere to the Alabama Educator Code of Ethics and model the use of the Alabama Professional Development Standards when providing learning opportunities for their colleagues. Standards for the preparation of teacher leaders reflect the Alabama Core Teaching Standards.

(a) Program content should be primarily focused on supporting the development and improving the practice of shared leadership.

(b) All candidates should understand and be able to support leadership that is shared with all stakeholders to increase student learning.

(c) All candidates must support the concept and the practice of collective learning with faculties and schools.

(2) **Unconditional Admission to a Teacher Leader Program.** Initial certification for a teacher leader shall be at the Class AA level.

- (a) Criteria for unconditional admission to teacher leader programs shall include:
1. A valid master's level professional educator certificate in any teaching field or area of instructional support.
  2. A minimum of three full years of full-time teaching experience in a P-12 setting.
  3. A portfolio containing:
    - (i) Three letters of recommendation.
    - (ii) Evidence of ability to positively affect student achievement.
    - (iii) Evidence of collaborative leadership potential.

(b) If an individual is unconditionally admitted to an Alabama Class AA teacher leader program based on a valid master's level professional educator certificate in a teaching field or area of instructional support from another state, completes the Class AA teacher leader program, and subsequently applies for Class AA teacher leader certification, then the individual must hold at least a valid Class A Professional Educator Certificate in a teaching field or area of instructional support before applying for Class AA certification.

**(3) Program Requirements.** Each State-approved program must:

(a) Include at least 30 semester hours of course work at the education specialist level or above and not used for prior-level certification or degree in any teaching field or area of instructional support.

(b) Include periodic focus sessions for candidates to share problem-based concerns and successes and to collaborate on issues and solutions.

(c) Include meaningful P-12 school-based field experiences in any teacher leader course used to meet a teacher leader standard.

(d) Include a minimum of six semester hours reserved for a problem-based research project in a school or school system.

**(4) Collaboration.** The program should continue aspects of the EPP/LEA partnerships created for the Class A Instructional Leadership program to include:

(a) Joint curriculum design.

(b) Joint mentoring decisions.

(c) Joint planning for field experiences.

(d) Joint planning for the problem-based research project.

**(5) Curriculum of a Teacher Leader Program.**

**(a) Learner development.** Teacher leaders help to ensure that experienced and new teachers understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences for all students. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Regularly assess and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffold the next level of development.

2. Create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. Collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.

4. Respect learners' differing strengths and needs and use this information to further each learner's development.



5. Use learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
6. Take responsibility for promoting learners' growth and development.
7. Value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**(b) Learning differences.** Teacher leaders help to ensure that experienced and new teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.
2. Make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. Design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. Incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. Access resources, supports, and specialized assistance and services to meet particular learning differences or needs.
7. Believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
8. Respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
9. Make learners feel valued and help them learn to value each other.
10. Value diverse languages and dialects and seek to integrate them into his/her instructional practice to engage students in learning.

**(c) Learning environments.** Teacher leaders help to ensure that experienced and new teachers work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. Develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. Collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. Manage the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. Use a variety of methods to engage learners in evaluating the learning environment and collaborate with learners to make appropriate adjustments.

6. Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. Promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. Intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

9. Commit to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

10. Value the role of learners in promoting each other's learning and recognize the importance of peer relationships in establishing a climate of learning.

11. Commit to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

12. Seek to foster respectful communication among all members of the learning community.

13. Thoughtfully and responsively listen and observe.

**(d) Content knowledge.** Teacher leaders help to ensure that experienced and new teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

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

3. Engage learners in applying methods of inquiry and standards of evidence used in the discipline.

4. Stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences.

5. Recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding.

6. Evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

7. Use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. Create opportunities for students to learn, practice, and master academic language in their content.

9. Access school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

10. Realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving, and keep abreast of new ideas and understanding in the field.

11. Appreciate multiple perspectives within the discipline and facilitate learners' critical analysis of these perspectives.

12. Recognize the potential of bias in his/her representation of the discipline and seek to appropriately address problems of bias.

13. Commit to work toward each learner's mastery of disciplinary content and skills.

**(e) Application of content.** Teacher leaders help to ensure that experienced and new teachers understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Prospective teacher leaders demonstrate the ability to assist teachers to:

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

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

3. Facilitate learners' use of current tools and resources to maximize content learning in varied contexts.

4. Engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. Develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. Engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. Facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. Develop and implement supports for learner literacy development across content areas.

9. Constantly explore how to use disciplinary knowledge as a lens to address local and global issues.

10. Value knowledge outside his/her own content area and how such knowledge enhances student learning.

11. Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

**(f) Assessment.** Teacher leaders help to ensure that experienced and new teachers understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Balance the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.

3. Work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4. Engage learners in understanding and identifying quality work and provide them with effective descriptive feedback to guide their progress toward that work.

5. Engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. Model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. Effectively use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

8. Prepare all learners for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. Continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

10. Commit to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about her or his own progress and learning.

11. Take responsibility for aligning instruction and assessment with learning goals.

12. Commit to providing timely and effective descriptive feedback to learners on their progress.

13. Commit to using multiple types of assessment processes to support, verify, and document learning.

14. Commit to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

15. Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

**(g) Planning for instruction.** Teacher leaders help to ensure that experienced and new teachers plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. Plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. Develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.

4. Plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. Plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver an appropriate learning experience to meet unique learning needs.

6. Evaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning.

7. Respect learners' diverse strengths and needs and commit to using this information to plan effective instruction.

8. Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

9. Take professional responsibility to use short- and long-term planning as a means of assuring student learning.

10. Believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

**(h) Instructional strategies.** Teacher leaders help to ensure that experienced and new teachers understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. Continuously monitor student learning, engage learners in assessing their progress, and adjust instruction in response to student learning needs.

3. Collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. Vary the teacher's role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. Provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. Engage all learners in developing higher order questioning skills and metacognitive processes.

7. Engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. Use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

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

10. Commit to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

11. Value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

12. Commit to exploring how the use of new and emerging technologies can support and promote student learning.

13. Value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

**(i) Professional learning and ethical practice.** Teacher leaders help to ensure that experienced and new teachers engage in ongoing professional learning and use evidence to continually evaluate his/her own practice, particularly the effects of his/her own choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner. Prospective teacher leaders demonstrate the ability to assist teachers to:

1. Engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. Engage in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. Actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships, and create more relevant learning experiences.

6. Advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

7. Take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.

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

9. See himself/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

10. Understand the expectations of the profession including The Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

**(j) Leadership and collaboration.** Teacher leaders help to ensure that experienced and new teachers seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Prospective teacher leaders demonstrate the ability to assist teachers to:

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

2. Work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. Engage collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. Work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Work with school colleagues to build ongoing connections with community resources to enhance student learning and well-being.

6. Engage in professional learning, contribute to the knowledge and skill of others, and work collaboratively to advance professional practice.

7. Use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. Use and generate meaningful research on education issues and policies.

9. Seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. Advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. Take on leadership roles at the school, district, state, and/or national level and advocate for learners, the school, the community, and the profession.
12. Actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
13. Respect families' beliefs, norms, and expectations and seek to work collaboratively with learners and families in setting and meeting challenging goals.
14. Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
15. Take responsibility for contributing to and advancing the profession.
16. Embrace the challenge of continuous improvement and change.

**(6) Requirements for Class AA Certification in Teacher Leader.** Readiness to serve as a teacher leader shall include:

(a) At least a valid Class A Professional Educator Certificate or a valid Class A Professional Leadership Certificate. See Rule 290-3-3-.52.01(2)(b).

(b) An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, or thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for Class A certification may not be used to meet the requirement for Class AA certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 for all courses in the Alabama State Board of Education approved teacher leader program as verified on an official transcript. Effective for candidates unconditionally admitted to a Class AA teacher leader program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved teacher leader program.

(e) Satisfactory completion of a problem-based research project.



(7) **Testing for Certification in Teacher Leader.** Applicants for initial certification in teacher leader through the completion of a Class AA program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.

(8) **Faculty.** An institution shall meet the criteria listed below.

(a) The program shall include at least two faculty members who hold earned doctorates and are full-time to the EPP. One faculty member shall hold an earned doctorate in educational administration or instructional leadership and shall be actively involved in the preparation of instructional leaders at the Class AA level. One faculty member shall hold an earned doctorate and be actively involved in the preparation of teachers at the Class AA level for grades P-3, K-6, 6-12, or P-12.

(b) Faculty members shall teach courses required in the teacher leader preparation program, advise candidates seeking certification through program completion, and demonstrate a thorough understanding of current State initiatives.

**Author:** Dr. Eric G. Mackey

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

**History:** New 5-13-2010, effective 06-17-2010; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

**290-3-3-.53 Class AA (Education Specialist Level) Programs for Areas of Instructional Support Other Than Instructional Leadership.**

(1) **Purpose of Class AA Programs for Areas of Instructional Support Other than Instructional Leadership.** The purpose of a Class AA program shall be to prepare educators on the education specialist level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program.

(2) **Institutional and Program Requirements.**

(a) The provision of Class AA programs shall be limited to institutions that meet the standards for accreditation at the education specialist's degree or higher level by the Southern Association of Colleges and Schools.

(b) Institutions must have and enforce policies that preclude a candidate who took a course for master's degree credit from taking the same course for education specialist's degree credit.

(c) Completion of a Class AA program for an area of instructional support requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

(3) **Unconditional Admission to a Class AA Program for Instructional Support Personnel Other than Class AA Instructional Leadership.**

(a) Requirements for unconditional admission shall include:

1. A criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

2. A valid master's-level professional educator certificate in the instructional support field in which the Class AA Professional Educator Certificate is sought, except for programs in school psychology as prescribed in Rule 290-3-3-.54(2).

3. At least two full years of full-time acceptable P-12 professional educational work experience.

(b) If an individual is unconditionally admitted to an Alabama Class AA program based on a valid master's-level professional educator certificate from another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate before applying for Class AA certification. Individuals who hold an out-of-state professional educator certificate from another state must meet all requirements for the Class A Professional Educator Certificate, including experience requirements described in the current Educator Certification Chapter of the *Alabama Administrative Code*.

(c) Each institution shall establish and enforce a policy that specifies when the candidate must meet criteria for unconditional admission to the program. **Admission to the graduate school is not equivalent to unconditional admission to an approved program.**

(d) Requirements for admission to a Class AA program in instructional leadership are in Rule 290-3-3-53.01(2).

**(4) Curriculum of a Class AA Program for Instructional Support Personnel.**

(a) Completion of a Class AA program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior-level certification in any teaching field or area of instructional support.

(b) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

**(5) Requirements for Class AA Certification Other than Instructional Leadership.** Readiness to serve in an instructional support capacity at the Class AA level shall include:

(a) A valid Class A Professional Educator Certificate in the instructional support field, except as prescribed in Rule 290-3-3-.54(2)(a).

(b) An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program as verified on an official transcript. For candidates who meet requirements for unconditional admission to a Class AA instructional support program July 1, 2017, and thereafter, a minimum GPA of 3.50 on all courses used to meet the requirements on the approved program checklist for the Alabama State Board of Education approved instructional support program.

**(6) Testing for Class AA Certification of Instructional Support Personnel.**

Applicants for initial certification in an instructional support area through the completion of a Class AA program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

**Author:** Dr. Eric G. Mackey

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

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

**290-3-3-.53.01 Instructional Leadership.**

(1) **Rationale.** Grounded in the Alabama Standards for Instructional Leaders, and building on the knowledge and abilities developed at the Class A (master's degree) level, candidates in the Class AA Instructional Leadership programs will use their skills to create and practice successful instructional leadership. Class AA Instructional Leadership programs will rely on leadership experiences in school and school district settings to translate candidates' leadership knowledge into sound leadership practices. A core principle of Class AA Instructional Leadership programs will be the development of shared leadership practices with all who have a stake in improving student achievement, especially parents and teachers.

(2) **Unconditional Admission.** Advanced certification for an Instructional Leader shall be at the Class AA level and shall ensure the following:

(a) All candidates must undergo a criminal history background check. Additional information is provided in Rule 290-3-3-.02(6)(d).

(b) All candidates must hold a valid Alabama Class A Professional Leadership Certificate or a valid Alabama Class A Professional Educator Certificate in Instructional Leadership or one of the other Alabama Class A leadership certificate designations [Instructional Leader, Principal, Superintendent, Superintendent-Principal, Educational Administrator, Supervisor (any subject and/or grade level), Administrator of Career and Technical Education].

(c) Candidates must:

1. Hold a valid Class A Professional Educator Certificate in Instructional Leadership or a valid Class A Professional Leadership Certificate.

2. Meet one of the following criteria:

(i) Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.

(ii) Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.53.01(2)(b) is proper certification according to the current edition of the *Subject and Personnel Codes* of the Alabama State Department of Education.

(iii) Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program.

(d) Applicants who completed a Class A program other than a Class A Instructional Leadership program approved by the State Board of Education on or after September 8, 2005, must submit a portfolio which includes:

1. Three letters of recommendation.
2. Most recent performance appraisals.
3. Evidence of ability to lead student achievement.
4. Evidence of leadership and management potential.
5. Reasons for pursuing the Class AA certificate in Instructional Leadership.

(e) Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and instructional leadership faculty. (Questions in the interview should reflect a higher level of knowledge and ability than those used as part of the admission process for the Class A Instructional Leader program.)

(f) Individuals must be unconditionally admitted to the Class AA instructional leadership program or the institution's Class AA teacher leader program before enrolling in any leadership courses in the Class AA instructional leadership program.

**(3) Program Requirements.** To provide a Class AA Instructional Leadership program, an institution must provide a Class A Instructional Leadership program. Each State-approved program must meet the following specifications:

**(a) Curriculum.** All Class AA programs in Instructional Leadership must:

1. Include no fewer than 30 semester hours of course work at the education specialist level or above not used for prior-level certification or degree requirements.
2. Include periodic cohort or group focus sessions for member candidates to share problem-based concerns and successes and to collaborate on issues and solutions.
3. Include meaningful P-12 school-based field experiences in any instructional leadership course.
4. Set aside three to nine semester hours for problem-based experiences.

**(b) Collaboration.** All programs shall continue the EPP/LEA partnerships created for the Class A Instructional Leadership program that include:

1. Joint selection and admissions process. See Rule 290-3-3-.53.01(2).
2. Joint curriculum design.
3. Joint mentoring decisions.
4. Joint planning for field experiences.
5. Joint planning for problem-based activities.

**(c) Content.** Program content shall ensure the following:

1. The core of the instructional content portion of the Class AA program shall be the Alabama Standards for Instructional Leaders. The content shall be an extension rather than a repetition of instructional approaches used in the Class A Instructional

Leadership programs. Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation.

2. The core of instructional content shall be anchored in practical experiences.

3. Practical experiences shall be carefully planned and linked to at least one central instructional problem which will serve to focus the candidate's research and problem-solving efforts.

4. Program content shall incorporate experiences that encourage candidates to engage in alternative ways of thinking about educational settings, planning, scheduling, and/or approaches to teaching to accomplish learning goals for student populations with ever-changing needs.

5. The program shall include a significant content focus on adult learning theory. All candidates should develop a clear understanding of how adults learn and that schools are places where adults and students learn together.

6. Mentor training shall include, at a minimum:

(i) Understanding the mentor's role.

(ii) Providing high-quality learning experiences, coaching, and feedback to new and experienced professional educators and other staff.

(iii) Improving teacher performance using the Alabama Educator Effectiveness Process.

7. The program shall include significant content and practice in shared leadership. It should include opportunities for each candidate to understand and be able to implement leadership that is shared with all stakeholders in meaningful ways to support improved student learning.

8. The program shall include a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and adolescent literacy.

9. The program shall include study of content appropriate to the National Board Core Propositions for Accomplished Educational Leaders from the National Board for Professional Teaching Standards:

(i) Skills.

(I) Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.

(II) Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.

(III) Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

(ii) Applications.

(I) Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.

(II) Accomplished educational leaders are committed to student and adult learners and to their development.

(III) Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

(iii) Dispositions.

(I) Accomplished educational leaders model professional, ethical behavior and expect it from others.

(II) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.

(III) Accomplished educational leaders advocate on behalf of their schools, communities and profession.

10. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change.

**(4) Requirements for Certification.** Readiness to serve as a Class AA Instructional Leader shall include:

(a) A valid Class A Professional Educator Certificate in instructional leadership or one of the other Class A leadership certificate designations listed in Rule 290-3-3-53.01(2)(b) or a valid Class A Professional Leadership Certificate.

(b) An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01 (51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, or thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for Class A certification may not be used to meet the requirement for Class AA certification.

(d) An official transcript from a regionally accredited institution documenting a minimum of 30 semester hours of post-master's degree work at the education specialist level or above not used for prior-level certification or degree requirements.

(e) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved Class AA Instructional Leadership program. Effective for candidates unconditionally admitted to a Class AA instructional leadership program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved instructional leadership program.

(f) Completion of mentor training.

(g) Completion of a problem analysis project.



**(5) Testing for Class AA Certification for Instructional Leadership.**

Applicants for Class AA certification who are meeting requirements for a certificate which covers a grade span different from the grade span covered by the certificate used as the basis for admission to the Class AA Instructional Leadership program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP). Some individuals hold an Alabama certificate for principal K-6 or 6-12 rather than P-12. A person holding one of those certificates and completing the Class AA Instructional Leadership P-12 program must meet the Praxis requirements as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

**(6) Faculty.**

(a) In order to offer both Class A and Class AA programs in Instructional Leadership, the institution must employ at least three faculty members who are full-time to the institution, hold an earned doctorate in instructional leadership (educational administration) or a related field, and have a minimum of three years of experience as an assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or administrator of career and technical education, or any three years combination thereof.

(b) In order to ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the three required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position. The request to do so must be supported with evidence that each of the two individuals to be employed part-time meets the doctoral degree and experience requirements indicated in Rule 290-3-3-.53.01(6)(a).

**(7) Phase-out of Class AA Educational Administration Programs.**

Applications for Class AA certification in educational administration, based on completion of an approved program at an Alabama EPP, have not been accepted since September 1, 2012.

**Author:** Dr. Eric G. Mackey

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

**History:** New 5-13-2010, effective 06-17-2010; amended 6-14-12, effective 7-19-12; emergency rule to amend filed on 1-10-2013; amended 3-14-2013, effective 4-18-2013; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019.

**290-3-3-.54 School Psychology.**

(1) **Rationale.** These standards are aligned with the standards of the National Association of School Psychologists (NASP) for the preparation of school psychologists.

(2) **Unconditional Admission to a School Psychology Program.** Initial certification for a school psychologist shall be at the Class AA level.

(a) Criteria for unconditional admission to school psychology programs shall include two full years of full-time professional educational work experience in a P-12 school system(s) and at least a valid master's-level professional educator certificate in school psychometry, school psychology, or special education. An individual who holds a valid out-of-state professional educator certificate in school psychometry, school psychology, or special education at the master's level may be admitted to a Class AA program for school psychology.

(b) If an individual who is unconditionally admitted to an Alabama Class AA program in school psychology based on a valid master's-level professional educator certificate in school psychometry, school psychology, or special education from another state, completes the Class AA program in school psychology, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate in school psychology, school psychometry, or special education before applying for Class AA certification.

**(3) Program Curriculum.**

**(a) Practices that Permeate All Aspects of Service Delivery: Data-based Decision Making and Accountability.**

1. School psychologists have knowledge of varied methods of:

(i) Assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

(ii) Varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to:

(i) Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

(ii) Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**(b) Direct and Indirect Services.**

1. Student Level Services. School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, and other school professionals) to develop and implement academic and mental health interventions.

(i) Interventions and instructional support to develop academic skills.

(I) School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

(II) In collaboration with others, school psychologists demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

(ii) Interventions and mental health services to develop social and life skills.

(I) School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

(II) In collaboration with others, school psychologists demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2. Systems Level Services – Schools. School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

(i) School-wide practices to promote learning.

(I) School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

(II) In collaboration with others, school psychologists demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

(ii) Preventive and responsive services.

(I) School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

(II) In collaboration with others, school psychologists demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

3. Systems Level Services – Family-School Collaboration.

(i) School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

(ii) School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

(c) **Foundations of School Psychologists' Service Delivery.**

1. Diversity in development and learning.

(i) School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

(ii) School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2. Research, program evaluation, legal, ethical, and professional practice.

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

(i) Research and program evaluation.

(I) School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

(II) School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

(ii) Legal, ethical, and professional practice.

(I) School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

(II) School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for

characteristics needed for effective practice as school psychologists (respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills).

**(4) Requirements for Certification in School Psychology.** Readiness to serve as a school psychologist shall include:

(a) A valid Class A Professional Educator Certificate in school psychometry, school psychology, or special education.

(b) An official transcript from a regionally accredited institution documenting an earned education specialist degree.

(c) A survey of special education course is required unless that course was taken for prior level certification. [See Rule 290-3-3-.01(51)]. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program July 1, 2017, or thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for Class A certification may not be used to meet the requirement for Class AA certification.

(d) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program for school psychology as verified on an official transcript. Effective for candidates unconditionally admitted to a Class AA school psychology program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.50 on all courses in the Alabama State Board of Education approved school psychology program.

(e) Competence to perform as a school psychologist in a supervised P-12 internship of at least 300 clock hours supervised by an individual holding valid Alabama certification in school psychology.

**(5) Testing for Certification in School Psychology.** Applicants for initial certification in school psychology through the completion of a Class AA program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

**Author:** Dr. Eric G. Mackey

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

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

**290-3-3-.55 Innovative Programs.**

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

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

(3) **Objectives.** Each proposal shall be built upon a statement of the objectives of the area of the public school program with which the proposal deals. The objectives shall be developed cooperatively by the institution and its P-12 partners and shall be based on current research-based practices and trends.

**(4) Program Curriculum.**

(a) Programs may be proposed at the Class B, Class A, or Class AA level. The institution must comply with any general standards appropriate to the proposed teaching field or area of instructional support. (As examples, career and technical programs must address Rule 290-3-3-.23; a proposal for an innovative special education program must address the portions of Rule 290-3-3-.34 applicable to all special education teacher; and any innovative Class A program must meet Rule 290-3-3-.42.) If a Class B program is proposed, the institution must document compliance with Rules 290-3-3-.03 and 290-3-3-.04. If an Alternative Class A program is proposed, the institution must document compliance with Rule 290-3-3-.03 and Rule 290-3-3-.44(1), (2)(a)-(c), and (4)(b).

(b) Each proposed program shall include a clearly formulated written statement of the knowledge and abilities necessary for certification as a teacher or instructional support staff member, the proposed curriculum, and a description of any internship to be required. This statement shall be based upon the preceding rules regarding the objectives enumerated in response to Rule 290-3-3-.55(3).

**(5) Schedule.**

(a) Proposed innovative programs shall include a timetable which establishes the starting and ending dates of the project, as well as:

1. The sequence of activities as they are to occur.
2. The anticipated schedule of evaluation checkpoints.
3. The identification of the kinds of evidence needed to show results of the program.

(b) The timetable shall give the approximate date on which program reports are to be submitted to appropriate institutional officials and the Alabama State Department of Education. Additional information on the review of a proposed program is provided in Rule 290-3-3-.56(3).

**(6) Requirements for Certification Based on an Innovative Program.** The innovative program shall include provisions for continuing evaluation based on performance criteria to be met by candidates completing the program. The evaluation plan shall include the definition and specification of kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas of the program that need strengthening and the support needed for further program development. An annual report shall be provided to the Alabama State Department of Education, Educator Preparation Section.

**(7) Testing for Certification Based on Completion of an Innovative Program.** Applicants for initial certification based on completion of an innovative program must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification. Additional information is provided in Rule 290-3-3-.01(3).

**(8) Approval.** Proposals for innovative programs designed to lead to certification of teachers or instructional support personnel shall be approved by the Alabama State Board of Education prior to implementation and only for the duration of approval of existing programs. However, continuation of the program for more than two years is contingent upon the institution's submission of a progress report at the end of the second year and the approval of the report by the Educator Preparation Section of the Alabama State Department of Education.

**(9) Progress Report.** The institution shall submit a progress report at the end of two years. Receipt of the report will be acknowledged by the Alabama State Department of Education. If a review of the report indicates areas of concern, the Alabama State Department of Education reserves the right to schedule a site visit.

**(10) Summative Report.** The innovative program shall continue until the performance of its first program completers has been evaluated during their first three years of employment in Alabama public schools in the roles for which they were prepared. Information acquired in the program may result in the development and submission of standards to the Alabama State Board of Education for program approval through existing routes as described in Rule 290-3-3-.56(3).

**(11) Termination.** If no one completes an innovative program and earns an Alabama educator certificate within seven (7) years of program approval, ALSDE staff will prepare a resolution to terminate program approval and submit the resolution to the ALSBE.

**SUPP. NO. 18-3**  
**290-3-3-.55 Author**

**EDUCATOR PREPARATION**

**290-3-3-.55 History**

**Author:** Dr. Eric G. Mackey

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**290-3-3-.56 Alabama State Department of Education.**

(1) **Leadership.** The Alabama State Department of Education (ALSDE), through its Office of Teaching and Leading, Educator Preparation and Educator Certification Sections, shall provide the necessary leadership for coordinating educator preparation and certification in the State. The ALSDE shall work on a continuing basis to provide appropriate advisory and consultative services in developing and maintaining quality preparation programs that meet all Alabama State Board of Education (ALSBE) rules/standards.

(a) The ALSDE provides a program approval model based on the premise that the completer of an Alabama-approved program will be eligible to apply for ALSDE certification.

(b) When an institution wishes to make changes in an approved program, the head of the EPP shall submit written documentation of the changes to be made. The documentation shall be reviewed and approved by ALSDE personnel when applicable standards are deemed to be met.

(c) The Educator Preparation Section shall maintain a current list of each institution's approved programs.

(2) **Accreditation/Approval of the Educator Preparation Provider (EPP).** The entity within an institution of higher education that coordinates educator preparation programs shall undergo a comprehensive review of the EPP and each program at least every seven years based on the options and standards listed below.

**(a) Accreditation/approval options.**

1. An institution choosing to seek or continue Council for the Accreditation of Educator Preparation (CAEP) accreditation and state approval as an EPP uses CAEP processes to document compliance with CAEP standards as adopted for use in Alabama and uses ALSDE processes to document compliance with Alabama-specific standards. When all standards are met through CAEP processes and Alabama processes, ALSDE staff prepare an approval resolution for consideration by the ALSBE. See information about the approval of specific programs in Rule 290-3-3-.56(3).

2. An institution choosing to seek only ALSBE approval as an EPP uses ALSDE processes to document compliance with CAEP standards as adopted for use in Alabama and Alabama-specific standards. When all standards are met, ALSDE staff prepare an approval resolution for consideration by the ALSBE. See information about the approval of specific programs in Rule 290-3-3-.56(3).

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

Alabama and Alabama-specific standards. If the resolution is adopted and all standards are deemed met, state approval may be extended for an additional five years. If the resolution is not adopted or if all Alabama standards are not met, the process to rescind approval will be initiated. Additional information is provided in Rule 290-3-3-.56(6).

**(b) EPP approval standards for Class B programs.**

1. CAEP standards as adopted for use in Alabama and related indicators are in Rule 290-3-3-.02(1)-(5) and are summarized here:

- (i) Content and pedagogical knowledge.
- (ii) Clinical partnerships and practice.
- (iii) Candidate quality, recruitment, and selectivity.
- (iv) Program impact.
- (v) Provider quality assurance and continuous improvement.

2. Alabama-specific standards are detailed in the Rule 290-3-3-.02(6) and are summarized here:

- (i) Courses, credits, and /or programs acceptable to meet state-approved program requirements.
- (ii) General studies.
- (iii) Teaching field.
- (iv) Criminal history background check.
- (v) Field experiences and internships (Class B, Class A, and Class AA programs).
- (vi) Faculty qualifications.
- (vii) Governance and accountability for educator preparation.
- (viii) Educator preparation provider (EPP) accountability.

**(c) EPP approval standards for Class A programs.**

1. CAEP standards as adopted for use in Alabama and related indicators for teaching field programs are in Rule 290-3-3-.42(4)(a)-(e) for teaching field programs, in Rule 290-3-3-.47(2)(a)-(e) for instructional support programs, and are summarized here:

- (i) Content and pedagogical knowledge.
- (ii) Clinical partnerships and practice.
- (iii) Candidate quality and selectivity.
- (iv) Program impact.
- (v) Provider quality assurance and continuous improvement.

2. Alabama-specific standards for Class A programs are provided in earlier sections of this document.

**(3) Approval of Educator Preparation Programs.** The EPP determines how each program leading to an Alabama Professional Educator Certificate or Professional Leadership Certificate is to be reviewed. Each program may be reviewed under a different option listed below:

**(a) Continuous Improvement in Educator Preparation (CIEP) program review,** an Alabama-specific process with:

1. Six main purposes:

(i) Ensure approved programs produce well-prepared and effective educators ready to improve P-12 student learning consistent with Alabama Courses of Study and other documents.

(ii) Emphasize the importance of well-planned, sequential, and meaningful field experiences.

(iii) Provide a robust continuous improvement/output model.

(iv) Provide a framework for institutions to submit mid-cycle reports for each program that feed into the data reports needed for comprehensive reviews, including site visits.

(v) Focus on a limited number of key assessments providing high-quality information on candidate performance:

(I) State-required tests for certification, such as Praxis assessments.

(II) An additional assessment of content knowledge.

(III) Assessment of candidate's ability to plan instruction, or for non-teaching areas, the ability to fulfill identified professional responsibilities.

(IV) Evaluation during the internship.

(V) Assessment of impact on student learning, or for non-teaching areas, the ability to create supportive learning environments.

(vi) Ensure that comparable data streams are available across all Alabama institutions approved to prepare educators.

2. A **scope and focus** for the program review process that includes the curriculum plan, field experiences, and key assessments.

3. A range of **approval options** including:

(i) Initial approval of a new program.

(ii) Continued approval of an existing program.

(iii) Conditional approval if fewer than all requirements have been met for a new or continuing program.

(iv) Probationary approval of a currently-approved program for which serious concerns were identified.

(v) Denial of approval.

**(b) CAEP program review with national recognition.**

**(c) Program review by another national discipline-specific accrediting agency** recognized by the U.S. Department of Education, such as the National Association of Schools of Music.

**(4) Application of Rules.**

**(a) Continuing review of approved programs.** The institution's approved programs shall be reviewed on a seven-year cycle, unless the State Superintendent of Education initiates a special review. In addition to submitting the documents required for an onsite visit, the EPP will submit to the ALSDE:

1. A copy of every accreditation-related report submitted to the American Association of Colleges for Teacher Education and/or the Council for the Accreditation of Educator Preparation.

2. A copy of every accreditation report received from a SPA or discipline-specific accrediting agency recognized by the U.S. Department of Education, such as the National Association of Schools of Music.

**(b) Review of proposed program(s) and/or program(s) affected by significant changes in program approval rules.**

1. The chief administrative officer of the institution shall submit a written request to the State Superintendent of Education for a review, indicating the specific program(s) to be developed for review and/or the program(s) affected by significant changes in program approval rules.

2. The development and review of proposed program(s) shall be authorized by the Alabama State Board of Education. The development and review process involves two separate actions by the ALSBE: a resolution to authorize development of the program(s) and a resolution to approve the newly developed program(s). Candidates shall not be enrolled in courses unique to a proposed program prior to approval by the State Board of Education. Approval of a request to review a program does not authorize an institution to admit students to the program.

3. The review process shall be coordinated by staff members in the Educator Preparation Section of the ALSDE. The review process shall include the training of review team chairpersons and members, as well as the evaluation of their effectiveness.

4. The institution shall use CIEP Program Report Submission Forms, program checklists and other supporting evidence to document compliance with program approval rules.

5. The State Superintendent of Education shall appoint teams to review the documentation provided by the institution, making every effort to ensure that the teams:

(i) Represent diversity.

(ii) Include representatives of local education agencies, institutions of higher education, and the Alabama State Department of Education.

(iii) Include only persons who have a high degree of competence in the area(s) of assignment, have been trained to evaluate educator preparation programs, have never been employed by the institution, and have no current professional or personal relationship with the institution.

6. The CIEP documentation will be provided by the institution at least 18 months prior to the onsite visit and shall be evaluated prior to a site review.

7. For the site review, the institution shall provide work space, support services, lodging, reimbursement for travel expenses, and information needed by the team to complete the review process.

8. The report of the site team shall include a summary statement(s) concerning all standards, as well as recommendations for any standards deemed unmet, and shall be sent from the State Superintendent of Education to the chief academic officer. A copy of the report will also be sent to the EPP head, along with a list of standards that are deemed unmet by the review team.

9. For any program that receives less than initial approval or continuing approval, the head of the EPP shall provide written acknowledgement of having received the review team report and indicate whether the institution will comply with recommendations contained in the report or withdraw the affected program.

10. The head of the EPP and the Alabama Department of Education staff member responsible for the review shall facilitate documentation of compliance with recommendations contained in the review team report.

**(c) Special reviews.** The State Superintendent of Education reserves the right to require special reviews in response to the adoption of new standards, significant changes to existing standards, or evidence of factors such as:

1. Candidates recommended for certification have not met approved program requirements.
2. Significant changes in enrollment patterns.
3. Frequent changes in EPP leadership.
4. Evidence that the unit is not implementing its assessment system.

**(5) Appeals procedure.**

(a) In the event the reviewed institution feels that it has justifiable reasons to question the validity of any part of the team report, it may request that appeals procedures be invoked. Such procedures shall include the appointment of an appeals panel, members of which shall have no connections or conflict of interest with the institution and made up as follows:

1. The Alabama Department of Education administrator who is responsible for both educator preparation and certification (chairperson).
2. Two active members of the Alabama Association of Colleges for Teacher Education to be appointed by the president of the Association (such members shall not have been involved in the review under consideration).
3. At least one representative of an association of professional educators.
4. The chairperson of the review team or a team member designated by the team chairperson, as a non-voting member.
5. At least two staff members of the Educator Preparation and Educator Certification Sections of the ALSDE, as a non-voting member.

(b) The administrative head of EPP and/or other designated personnel from the teacher preparation institution involved shall be invited to attend the meeting(s) of the panel and shall be given ample opportunity to present evidence and otherwise represent the interests of the institution in the matter under consideration. Evidence may not include changes made after the onsite review.

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

(d) All parties involved in the appeals process shall receive from the State Superintendent of Education written notification of the decision within ten working days.

(e) If the appeal results in a favorable decision for the institution and all pertinent standards are deemed met, the resolution for program approval shall be presented to the Alabama State Board of Education.

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

**(6) Rescinding Alabama State Board of Education approval of educator preparation programs.** Institutions that recommend for certification candidates who have not met approved program requirements will jeopardize the continuation of their educator preparation programs.

(a) Following a due process procedure enumerated in the Alabama Administrative Procedure Act, Ala. Code §§41-22-1, et seq. (1975), approval of an educator preparation program may be rescinded for just cause, including failure of a significant number of program completers to receive satisfactory ratings based on performance evaluations established by the Alabama State Board of Education.

(b) An institution that has approval of any or all programs rescinded by the Alabama State Board of Education must wait at least five scholastic years to request permission to develop a program in the teaching field(s) or instructional support area(s) for which approval was rescinded or in any teaching field or instructional support area if approval of all programs was rescinded.

(c) Candidates who have been admitted to a program that has had its State Board of Education approval rescinded shall have the right to finish that program to which they have been admitted in a reasonable period of time. No other candidates may be admitted to that program.

(d) The notice of a proposed action shall be given consistent with provisions of Ala. Code §41-22-12 (1975).

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

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

(g) The conduct of a hearing under this rule shall follow the below order of presentation:

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

**(7) Educator Data.**

**(a) Supply and demand.** Studies necessary to provide current data on the numbers of teachers available for employment in each teaching and instructional support field in the public schools and the likely number of vacancies in each field shall be the responsibility of the Office of Teaching and Leading of the Alabama Department of Education, with the cooperation of the educator preparation institutions and local education agencies. The information compiled from these studies shall be made available to institutions that offer programs for preparing teachers for use in planning programs and counseling candidates.

**(b) Satisfaction surveys.** EPPs and the ALSDE will share responsibility for designing, administering, and summarizing the data obtained from satisfaction surveys completed by recent program completers and their employers.

**(c) Report card.** The State Superintendent of Education may stipulate the factors to be included in a report card, allowing a reasonable amount of time for information to be gathered and prepared for dissemination.

**(8) Liaison With Other Agencies Which Accredite or Develop Standards for Educator Preparation Programs.** The Office of Teaching and Leading shall maintain contact with other entities affecting educator preparation programs in the State. Three entities of particular significance in this respect are the Council for the Accreditation of Educator Preparation (CAEP), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO). The Office of Teaching and Leading shall facilitate maximum cooperation with these agencies and shall coordinate the approval of educator preparation programs with the functions of these agencies whenever feasible. Whenever feasible, cooperative and concurrent evaluations shall be facilitated.

**(9) Continuous Improvement.** The State Superintendent of Education may appoint an advisory panel to study any dimension(s) of educator preparation and certification. Recommendations from such a group would be received by the State Superintendent of Education prior to their submission to the Alabama State Board of Education. Membership on such a group shall include P-12 teachers and instructional support personnel, representatives of higher education, business and industry, parents, and the general public. When needed, the Educator Preparation Section may convene ad hoc groups representing EPPs to provide feedback on proposed revisions of standards or procedures.



**SUPP. NO. 18-3**  
**290-3-3-.56 Author**

**EDUCATOR PREPARATION**

**290-3-3-.56 History**

**Author:** Dr. Eric G. Mackey

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