

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

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

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.01(1) and (2), 290-3-3-.02(6)(a)1-4., 290-3-3-.02(6)(b), 290-3-3-.02(6)(e)1. and 2.(i) and (vi), 290-3-3-.03, and 290-3-3-.04, the early childhood education curriculum shall require no less than nine credit hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundation reading skills.

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

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

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

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

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

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

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

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

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

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

1. Understand content knowledge and resources in academic disciplines: language and literacy (including evidence-based specialized instruction that is multi-sensory in nature); the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity and physical education; health and safety; and social studies.
2. Know and use central concepts, inquiry tools, and structures of content areas or academic disciplines.
3. Use their own knowledge, appropriate learning standards (including Alabama College and Career Ready Standards applicable to K-3), and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
4. Use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the Alabama Course of Study, English Language Arts.

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

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

(g) Unique Field Experience and Internship Placement Requirements.

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

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

SUPP. NO. 20-3
290-3-3-.05 Author

EDUCATOR PREPARATION

290-3-3-.05 History

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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 12-9-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; amended 08-13-2020, effective 08-13-20; amended 10-08-20, effective 12-15-2020.

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

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

(2) **Program Curriculum.** In addition to meeting Rules 290-3-3-.01(1) and (2), 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(b), 290-3-3-.02(6)(e)1. and 2.(i) and (vii), 290-3-3-.03, and 290-3-3-.04, the elementary education curriculum shall require no less than nine credit hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundation reading skills.

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

(b) **Curriculum.**

1. **Reading, writing, and oral language.** Candidates demonstrate a high level of competence in the use of English language arts to ensure student learning and achievement using explicit instruction, facilitating active inquiry, providing opportunities for collaboration, and promoting positive interactions. Candidates know, understand, and use theories from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Candidates help students successfully apply their developing skills to many different situations, materials, and ideas within and across all content areas in order to provide relevant learning experiences for all students. Prior to program completion, candidates demonstrate ability to:

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

(ii) Incorporate all the interrelated components of English language arts into a cohesive learning experience.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. **Health education.** Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Prior to program completion, health literate candidates demonstrate ability to:

(i) Assess needs to determine priorities for school health education.

(ii) Plan effective comprehensive school health education curricula and programs.

(iii) Use multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.

(iv) Assess student learning by developing assessment plans, and analyze assessment results to guide future instruction.

7. **Physical education.** Candidates know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. Prior to program completion, candidates demonstrate ability to:

(i) Understand the relationship and contributions of the physical education program within the elementary school curriculum and process.

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

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

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

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

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

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

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

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

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

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

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

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

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

(e) Professionalism.

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

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

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

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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 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; amended 08-13-2020, effective 08-13-20; amended 10-08-20, effective 12-15-2020.

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-.01(1) and (2), 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(b), 290-3-3-.02(6)(e)1. and 2.(i) and (vii), 290-3-3-.03 and 290-3-3-.04, programs to prepare the prospective special education teacher shall require no less than nine credit hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundation reading skills.

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

1. 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 (K-6) will also demonstrate the ability to use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the Alabama Course of Study, English Language Arts.

4. In addition to meeting Rule .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.

5. 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.

56. 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.

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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 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; amended 08-13-2020, effective 08-13-20; amended 10-08-20, effective 12-15-2020.

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. Effective April 17, 2019, Praxis Core was rescinded as a requirement for unconditional admission to an Alternative Class A program.

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

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, 30 semester hours appropriate to the teaching field including at least 18 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 30 semester hours of credit appropriate to English language arts, including at least 18 semester hours of upper-division credit. At a minimum, coursework must include courses in literature, grammar, reading skills, writing, speech, theatre, and print or broadcast journalism.

(ii) **General Science:** An academic major in an area included in the sciences—e.g., biology, chemistry, Earth or space science, and physics—and at least one course in each of the other listed areas of general science. If an academic major is not on the official transcript, then the admission requirement shall be 30 semester hours of credit appropriate to general science including at least 18 semester hours of upper-division credit and at least one course in each of following areas: biology, chemistry, Earth or space science, and physics.

(iii) **General Social Studies:** An academic major in an area included in the social studies—e.g., economics, geography, history, and political science—and at least one course in each of the other areas listed in the social studies. If an academic major is not on the official transcript, then the admission requirement shall be 30 semester hours of credit appropriate to the social studies with at least 18 semester hours of upper-division credit and at least one course in each of the following areas: economics, geography, history, and political science.

(iv) **Career and Technical Education:** At least 30 semester hours appropriate to the teaching field including at least 18 semester hours of upper-division credit.

5. **P-12 Programs:** An academic major in the teaching field or, if an academic major is not on the official transcript, 30 semester hours of credit appropriate to the teaching field including at least 18 semester hours of upper-division credit.

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

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

1. Programs in early childhood education, elementary education, and collaborative special education (K-6) shall require no less than nine credit hours of reading or literacy coursework, or both, based on the science of learning to read, including multisensory strategies in foundation reading skills. Prior to program completion, candidates shall demonstrate the ability to use a variety of strategies (to include explicit and systematic instruction, guided practice, error correction and corrective feedback, and multisensory language instruction) to teach foundational reading skills based on the science of learning to read, to include oral language development, phonological awareness, phonics instruction, writing, vocabulary, and comprehension, in accordance with the Alabama Course of Study, English Language Arts.

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

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

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

History: New 02-13-86; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 04-09-09, effective 5-14-09; repealed and adopted new 08-03-09; effective 10-01-09; amended 6-14-12, effective 7-19-12; repealed and adopted new 08-13-2015, effective 07-01-2016; repealed and adopted new 09-13-18, effective 06-01-2019; amended 08-13-2020, effective 08-13-20; amended 10-8-20, effective 12-15-2020.