

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

**CHAPTER 290-3-3
TEACHER EDUCATION**

PROFESSIONAL SERVICES

290-3-3-.01	Definitions, page 243
290-3-3-.01.01	Effective Date, page 247
290-3-3-.02	College and University Requirements, page 247
290-3-3-.03	Alabama Quality Teaching Standards, page 258
290-3-3-.04	Class B (Bachelor's Degree Level) Programs for Teachers, page 268
290-3-3-.05	Early Childhood Education (Grades P-3), page 269
290-3-3-.06	Elementary Education (Grades K-6), page 271
290-3-3-.07	Middle-Level Teaching Options (Grades 4-8), page 273
290-3-3-.08	Secondary Teaching Options (Grades 6-12), page 274
290-3-3-.09	Driver and Traffic Safety Education, page 274
290-3-3-.10	English Language Arts, page 275
290-3-3-.11	Languages Other Than English, page 277
290-3-3-.12	Health Education, page 279
290-3-3-.13	Mathematics, page 280
290-3-3-.14	Sciences, page 282
290-3-3-.15	General Science, page 283
290-3-3-.16	Biology, page 284
290-3-3-.17	Chemistry, page 285
290-3-3-.18	Physics, page 285
290-3-3-.19	Social Sciences, page 286
290-3-3-.20	General Social Science, page 286
290-3-3-.21	Geography, page 287
290-3-3-.22	History, page 287
290-3-3-.23	Career/Technical Education, page 288
290-3-3-.24	Agriscience Education, page 289
290-3-3-.25	Business/Marketing Education, page 290
290-3-3-.26	Family and Consumer Sciences Education, page 291
290-3-3-.27	Marketing Education (now Business/Marketing Education), page 293
290-3-3-.28	Technical Education, page 293
290-3-3-.29	Career Technologies, page 294

290-3-3-.30	Pre-School Through Grade 12 Programs, page 295
290-3-3-.31	Visual Arts, page 295
290-3-3-.31.01	Dance, page 296
290-3-3-.32	Music (Choral and Instrumental), page 297
290-3-3-.33	Physical Education, page 299
290-3-3-.33.01	Theatre, page 300
290-3-3-.34	Special Education, page 302
290-3-3-.35	Collaborative Teacher (Grades K-6), page 304
290-3-3-.36	Collaborative Teacher (Grades 6-12), page 305
290-3-3-.37	Early Childhood Special Education, page 307
290-3-3-.38	Gifted, page 308
290-3-3-.39	Hearing Impaired, page 309
290-3-3-.40	Speech and Language Impaired Options, page 310
290-3-3-.41	Visually Impaired, page 310
290-3-3-.42	Class A (Master's Degree Level) Programs for Teachers, page 312
290-3-3-.43	Reserved, page 315
290-3-3-.44	Alternative Class A Programs, page 315
290-3-3-.45	English for Speakers of Other Languages (ESOL) (Grades P-12), page 319
290-3-3-.45.01	Reading Specialist (Grades P-12), page 320
290-3-3-.46	Speech and Language Impaired (Grades P-12), page 325
290-3-3-.47	Class A (Master's Degree Level) Programs for Instructional Support Personnel, page 327
290-3-3-.48	Instructional Leadership, page 328
290-3-3-.49	Library-Media, page 338
290-3-3-.50	School Counseling, page 340
290-3-3-.51	School Psychometry, page 343
290-3-3-.51.01	Sport Management, page 345
290-3-3-.52	Class AA (Sixth-Year Level) Programs for Teachers, page 347
290-3-3-.53	Class AA (Sixth-Year Level) Programs for Instructional Support Personnel, page 349
290-3-3-.53.01	Reserved, page 350
290-3-3-.54	School Psychology, page 350
290-3-3-.55	Innovative Programs, page 353
290-3-3-.56	Alabama State Department of Education, page 355

290-3-3-.01 Definitions.

(1) **32/19.** The semester hours required in a teaching field, including at least 32 semester hours of credit in a teaching field with at least 19 semester hours of upper-division credit.

(2) **Academic Major.** The specialized area of study in a discipline that meets the institution's requirements for an Arts and Sciences major and is on the individual's official transcript. For the purpose of program approval, the major must require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. This requirement applies to certification for secondary (6-12), middle school (4-8), and P-12. Health education, physical education, driver and traffic safety education, career/technical education, and special education require at least 32 hours of credit in the teaching field with at least 19 semester hours of upper-division credit but not an academic major. The academic major must be open to persons not pursuing certification. (The intent of this definition is to designate majors outside the department/school/college of education.)

(3) **Alabama Prospective Teacher Testing Program (APTTP).** The statewide testing program required by the Alabama State Board of Education for prospective teachers as a precondition for initial certification. The program consists of three basic skills assessments from the ACT WorkKeys System (Applied Mathematics, Reading for Information, and Writing) and selected Praxis II subject assessments from Educational Testing Service. The requirements for the basic skills assessments became effective January 1, 2003. The requirements for the subject assessments became effective April 14, 2005. Official score reports must be submitted directly from the testing service to the Teacher Education and Certification Office of the Alabama State Department of Education.

(4) **Approved Program.** A teacher education program at an institution of higher education that has been formally approved by the Alabama State Board of Education. All of the courses in an approved program shall be indicated on an Alabama State Department of Education form called a checklist.

(5) **Candidates.** Pre-service or in-service persons enrolled in higher education for the purpose of earning initial or advanced certification in a teaching field or area of instructional support or for professional development purposes. The term students is reserved in the Code for references to persons enrolled in P-12 schools.

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

(7) **Clinical Faculty.** School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experiences and clinical practice.

(8) **Clinical Practice.** Internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Additional information is provided in the definitions for field

experiences and internship in Rule 290-3-3-.01(15) and (22). Alabama uses the word internship in lieu of student teaching.

(9) Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, assessment, and unit accountability.

(10) Cooperating Teacher. Information about the qualifications for school faculty is provided in Rule 290-3-3-.02(5)(s).

(11) Courses/Credit Acceptable to Meet Highly Qualified Teacher Requirements. Specific discipline (teaching field) courses that the institution could count toward requirements of an academic major or a State-approved program.

(12) Cultural Diversity. The variety of cultural backgrounds of candidates, faculty, and school personnel based on factors such as ethnicity, exceptionalities, gender, language, race, religion, and socioeconomic status.

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

(14) Educational Experience. Teaching experience and instructional support experience, including full-time educational work in: (a) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (b) an accredited, state-registered, state-approved, and/or church-related nonpublic school; or (c) rehabilitation facilities for P-12 students. Educational experience as an intern, graduate assistant, student teacher or in positions such as substitute teacher, aide, or clerical worker shall not be considered appropriate. Experience which is not categorized as any of the above shall be considered on an individual basis.

(15) Field Experiences. Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools which are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching which contribute to the understanding and competence of the teacher education candidate. Additional information is provided in the definition of clinical practice in Rule 290-3-3-.01(8) and in Rule 290-3-3-.02(4)(a and b).

(16) Full-time Faculty. Employees of a higher education institution with full-time assignments in the professional education unit as instructors, professors at different ranks, administrators, or professional support personnel.

(17) GPA. Grade Point Average. In this chapter, all GPA requirements pertain to calculations on a 4-point scale. Appropriate adjustments shall be made for other scales. GPAs may not be rounded. For example, a GPA of 2.49 cannot be rounded to 2.50.

(18) Highly Qualified Teacher (HQT). When the term highly qualified teacher is used, the definition is based on the current edition of *The Alabama Model for Identifying Highly Qualified Teachers*. The federal No Child Left Behind Act (NCLB) requires that states establish criteria to identify highly qualified teachers. NCLB does not apply to teachers of the following disciplines: driver and traffic safety education, health education, physical education, Reserve Officer Training Corps (ROTC), and career/technical education (CTE) unless CTE courses carry embedded credit or substitute credit for mathematics or science or other core academic subjects.

(19) Initial Certificate. The first Alabama certificate in any teaching field or area of instructional support. (Examples: If a person earns a first Alabama Class B Professional Educator Certificate in Elementary Education, that person would have earned initial certification in Elementary Education. If that person earns a Class A Professional Educator Certificate in Elementary Education, that person would have earned advanced certification in Elementary Education. If an individual with a Class B Professional Educator Certificate in Elementary Education earns a Class B Professional Educator Certificate in Mathematics, that individual would have earned initial certification in Mathematics. Similarly, if a person with a Class B Professional Educator Certificate in Elementary Education earns a Class A Professional Educator Certificate in Library-Media, that person would have earned initial certification in Library-Media. The same examples are applicable to a teacher whose initial certificate is issued at the Class A level.)

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

(21) Intern Supervisor. A person assigned by the college or university to supervise interns.

(22) Internship. Experiences of a candidate in schools culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing under the supervision of personnel from a public school system or regionally accredited private school and the institution of higher education in which the candidate is enrolled. Additional information is provided in the definitions of clinical practice and field experiences in Rule 290-3-3-.01(8) and (15) and in the rules for specific programs.

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

(24) Levels of Alabama Professional Educator Certificates.

(a) Class B: Bachelor's degree level.

(b) Class A: Master's degree level.

(c) Class AA: Planned sixth-year program which may result in an education specialist degree.

(25) Major Area of Faculty Specialization. The concentrated area of academic study as determined by a statement on the faculty member's official doctoral transcript from a regionally accredited institution that indicates the area or the identification of 30 semester (45 quarter) hours of post-bachelor's, graduate-level coursework appropriate to the area of primary assignment. No more than three semester hours of dissertation credit may be used to satisfy this requirement, even if the dissertation is directly related to the major area of specialization.

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

(27) Practicum. A unit of instruction in the field of specialization of the candidate that combines formal study and instruction with practical experience in the area of specialization.

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

(29) Professional Studies. A coordinated and integrated program of courses and experiences that includes foundations, methodology, curriculum, evaluation, reading, technology, and direct observation and participation in a variety of school settings.

(30) Program Approval Process. The procedures followed in determining whether teacher education programs meet program approval rules adopted by the Alabama State Board of Education. Additional information is provided in Rule 209-3-3-.56(2).

(31) Recent Experiences Requirement. Unit faculty who teach methods courses or supervise interns and who have not been employed in a P-12 setting within the most recent five-year period shall use either of two options to meet the professional experience requirement:

(a) Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom; or

(b) Teach methods courses that include model lessons or demonstration classes in P-12 schools.

(32) Students. Children and youth attending P-12 schools, as distinguished from teacher candidates.

(33) Student Teaching. Information is provided in the definition of internship in Rule 290-3-3-.01(22).

(34) Teaching Field. The specific discipline or concentrated area of study in a State approved program that leads toward teacher certification; e.g., elementary education, grades K-6; middle-level English language arts, grades 4-8; middle-level mathematics, grades 4-8; secondary English language arts, grades 6-12; secondary history, grades 6-12; or choral music, grades P-12.

(35) Unit. The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the professional education unit.

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

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.01.01 Effective Date.

(1) Changes based on the federal No Child Left Behind Act of 2001 (NCLB) (i.e., general studies requirements for early childhood education, elementary education, and collaborative teacher K-6 and 6-12; and the academic major requirement for middle/secondary and P-12 programs) became effective for candidates recommended for certification after June 30, 2005.

(2) Unless noted elsewhere, the effective date of these rules is September 10, 2007.

Author: Dr. Joseph B. Morton.

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

History: New 01-09-97, effective 07-01-97; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

290-3-3-.02 College and University Requirements. To offer teacher education programs, institutions shall be accredited by the Southern Association of Colleges and Schools. To provide a Class AA program in a secondary teaching field (excluding driver and traffic safety education, health education, and career/technical education) or in visual arts, music, or physical education, an institution shall also offer a non-teacher education master's degree in that discipline.

(1) Conceptual Framework(s).

(a) The unit's conceptual framework(s) shall describe the vision, mission, philosophy, goals, and purpose of the unit's efforts in preparing educators to work in P-12 schools. It is knowledge-based, including theories, research, the wisdom of practice, and education policies. It also is well articulated and consistent with the institution's mission. The unit's conceptual framework(s) shall clearly articulate the unit's professional commitments to knowledge, teaching competence, and student learning. It shall outline the dispositions that the faculty value in teachers and other professional school personnel.

(b) The unit's conceptual framework(s) shall reflect the unit's commitment to preparing candidates to support learning for all students and shall provide a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(c) The unit's conceptual framework(s) shall reflect the unit's commitment to preparing candidates who are able to use educational technology to help all students learn. It also shall provide a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(d) The unit's conceptual framework(s) shall provide the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

(2) General Studies. The teacher education unit shall ensure that candidates have completed general studies courses and experiences. General studies shall include courses in humanities, social sciences, mathematics, and sciences.

(a) Individuals in the Class B programs in early childhood education, elementary education, early childhood special education, or collaborative 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, sciences, and social sciences.

(b) Individuals applying for admission to Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative 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, sciences, and social sciences.

(3) Teaching Field. The teacher education unit shall ensure that teacher candidates attain academic competence in the content that they plan to teach. Teacher candidates shall know the subject matter that they plan to teach and shall be able to explain important principles and concepts delineated in professional, state, and institutional standards. Institutions may elect to meet appropriate Alabama State Board of Education knowledge and ability rules for specific teaching fields, NCATE-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies. Completion of a teaching field for most middle/secondary and P-12 teaching field programs shall ensure that the candidate has completed all requirements for an academic major in the teaching field. Programs in early childhood education, elementary education, driver and traffic safety education, health education, career/technical education, physical education, and special education do not require an academic major.

(a) The Class B middle-level, secondary, and P-12 teaching fields shall include one of the following options:

1. A comprehensive teaching field in English language arts, general science, or general social science that includes both an academic major in an area included in the broad

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

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

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

(b) Each teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social science 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). If the faculty members who teach methods courses have not had recent P-12 teaching experience that has provided knowledge of the trends and issues in the P-12 setting, then each methods course shall be team taught with a P-12 teacher who holds at least valid master's-level certification in an appropriate teaching field or be taught by that P-12 teacher.

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

(a) Basic Principles.

1. Collaboration. The unit, its school partners, and other members of the professional community, including faculty in academic disciplines, shall design, implement, and evaluate field experiences and internships, so that teacher candidates and other professional school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(i) The criteria for field experiences and internships designed by the unit and its school partners shall be approved by local superintendents and the State Superintendent of Education.

(ii) In a school system that provides field experience and/or internship sites for more than one educator preparation institution, a combined meeting of the units' representatives and the superintendent is recommended.

(iii) The unit and its school partners shall jointly determine the specific placement of candidates for experiences in P-12 schools.

2. Field experiences and internships shall reflect the unit's conceptual framework(s) and shall help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards.

3. All candidates shall participate in field experiences or internships that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

4. Field experiences and internships shall provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn.

5. Field experiences and internships shall require candidates to use information technology to support teaching and learning.

6. Field experiences and internships shall allow time for the candidate's reflection and shall include feedback from peers and supervisors.

7. If possible, field experiences and/or the internship should include both the opening and the closing of a school year.

8. Assessment.

(i) Multiple assessment strategies shall be used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty shall jointly conduct assessments of candidate performance throughout field experiences and internships.

(ii) Assessments used in internships shall be linked to candidate competencies delineated in professional, state, and institutional standards and to the unit's conceptual framework(s).

9. Entry and exit criteria shall be clearly identified for internships.

10. Entry criteria shall include a criminal history background check. Any candidate seeking an internship placement for a Class B or Alternative Class A program for spring semester 2008 or thereafter shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI).

(i) The candidate shall be fingerprinted by an appropriate education official or law enforcement official who has been trained to take acceptable fingerprints.

(ii) The candidate will submit two acceptable fingerprint cards, the required nonrefundable fee, and the required consent and release forms for the release of criminal history background information to the Alabama State Department of Education.

(iii) The candidate shall be issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the teacher education unit documentation of having cleared the criminal history background check before placement in an internship.

(iv) A candidate whose suitability determination precludes admission to the internship has the right to due process procedures in accordance with Rule 290-3-2-.05, Revocation and Suspension of Certificates and Unsuitability Determinations.

11. The unit should use its discretion concerning internship semester days designated for final examinations.

12. The unit may require interns to meet on campus for special activities for no more than five days during the internship semester.

(b) Field Experiences in Class B and Alternative Class A Programs.

1. Field experiences shall facilitate candidates' development as professional educators by providing opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education-related community events prior to the internship.

2. Beginning with the first professional course, each candidate shall participate in extended and supervised field experiences with specific purposes and assessment. At a minimum, each candidate in a Class B or Alternative Class A program shall have participated in 150 clock hours prior to the internship. Ninety of these 150 hours shall be in increments of at least three hours each. The majority of field experiences must occur in P-12 schools.

3. Field experiences must span all of the grades for which certification is sought. At least half of the field experiences shall be in the candidate's teaching field.

(c) Internships in Class B and Alternative Class A Programs.

1. The internships in Class B and Alternative Class A programs shall be full-time in the schools for a full semester which may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days.

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

3. For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics), the internship may be divided between the two teaching fields.

4. For P-12 programs, the internship shall be divided between early childhood/elementary and middle/secondary grades.

5. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels.

6. For elementary education programs, the internship shall include lower and upper elementary-level placements unless substantial field experiences were completed at both levels.

(d) Field Experience and Internships in Class A and AA Programs.

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

(5) Faculty Qualifications.

(a) Unit faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.

(b) The faculty specialist for each program shall possess an earned doctorate from a regionally accredited college or university in the area of assignment, shall be a full-time employee of the institution, shall teach courses required in the program, shall advise candidates seeking certification through program completion, and shall have a thorough understanding of current State initiatives related to that content area.

(c) Unit faculty shall have a thorough understanding of the content they teach.

(d) Teaching by unit faculty shall reflect the unit's conceptual framework(s) and research, theories, and current developments in their fields and in pedagogy.

(e) Unit faculty shall value candidates' learning and assess candidates' performance. Their teaching shall encourage candidates' development of reflection, critical thinking, problem solving, and professional dispositions.

(f) Unit faculty shall use a variety of instructional strategies that reflect an understanding of different learning styles and the needs of diverse learners.

(g) Unit faculty shall integrate and model the use of current and emerging technology throughout their teaching.

(h) Unit faculty shall assess their own effectiveness on candidates' learning and performance.

(i) Each semester, unit faculty shall have on-going, structured real-world experiences in P-12 school setting(s) to complement and add to their past educational experiences. An advisory committee composed of unit faculty and P-12 educators shall identify acceptable activities.

(j) Faculty who teach methods courses or supervise interns and who have not been employed in a P-12 setting within the most recent five-year period shall use either of two options to meet the professional experience requirement:

1. Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom.

2. Teach methods courses that include model lessons or demonstration classes in P-12 schools.

(k) Unit faculty shall demonstrate scholarly work in their fields of specialization. They shall be engaged in different types of scholarly work, based in part on the mission of their institution.

(l) Unit faculty shall provide service to the college or university, P-12 schools, and broader communities in ways that are consistent with the institution's and unit's missions. They shall be actively involved with the professional world of practice in P-12 schools. Unit faculty shall be actively involved in professional associations. They shall provide education-related services at the local, state and national, or international levels.

(m) Unit faculty shall collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(n) The unit shall conduct systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of unit faculty shall be used to improve teaching, scholarship, and service of unit faculty.

(o) Based upon needs identified in faculty evaluations, the unit shall provide opportunities for its faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and State initiatives and other emerging practices.

(p) Unit faculty shall participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence and intellectual vitality.

(q) Higher education clinical faculty shall have had recent professional experiences in P-12 school settings at the levels that they supervise.

(r) Criteria for school faculty who supervise interns shall be clear and made known to all of the involved parties.

(s) P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. If no teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.

(t) P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and email and the use of other technologies.

(u) Faculty designated as program specialists and/or other faculty in academic disciplines, as agreed upon by the unit and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas.

(6) Assessment System.

(a) Unit Assessment.

1. The unit shall have developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and State standards. The unit system shall include a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs.

2. The unit shall take effective steps to eliminate sources of bias in performance assessments and shall work to establish the fairness, accuracy, and consistency of its assessment procedures.

3. The unit shall maintain an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.

4. Using multiple assessments from internal and external sources, the unit shall collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

5. The unit shall maintain a record of formal candidate complaints and documentation of their resolution. These data shall be regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations.

6. The unit shall use information technologies to maintain its assessment system.

7. The unit regularly and systematically shall use data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and internships. The unit shall analyze program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data shall be regularly shared with candidates and faculty to help them reflect on their performance and improve it.

(b) **Competence of Candidates.** The teacher education unit shall ensure that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Criteria included in Alabama's Professional Education Personal Evaluation (PEPE) Program shall be used to gather data about candidate performance. Satisfactory performance on PEPE criteria is the current, validated composite score level determined by the Alabama State Board of Education.

(7) Governance and Accountability of the Teacher Education Unit. The president of the institution shall designate the administrative head of the teacher education unit.

(a) The teacher education unit shall have the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. The unit shall effectively manage or coordinate all programs so that candidates are prepared to meet standards and complete all courses on the State-approved checklist.

(b) One person shall be authorized to represent the unit as the certification officer, who certifies to the Alabama State Department of Education that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.

(c) The unit's recruiting and admission practices shall be clearly and consistently described in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising shall be accurate, current, and readily accessible.

(d) The unit shall ensure that candidates have access to student services such as advising and counseling.

(e) Unit faculty involved in the preparation of candidates shall collaborate with P-12 practitioners to design, implement, and evaluate the unit and its programs.

(f) The unit shall provide a system to facilitate collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

(g) The unit shall receive sufficient budgetary allocations at least proportional to other units on campus to provide programs that prepare candidates to meet standards. The budget shall adequately support on-campus and clinical work essential for the preparation of professional educators.

(h) Workload policies, including those pertaining to online course delivery, shall allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and online generally shall not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice shall not generally exceed 18 candidates for each full-time equivalent faculty member.

(i) The unit's criteria for promotion, tenure, and merit pay raises should include recognition of ongoing participation in real-world experiences in the P-12 setting.

(j) The unit should make appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are ensured.

(k) The unit shall provide an adequate number of support personnel so that programs can prepare candidates to meet standards.

(l) The unit shall provide adequate resources and opportunities for professional development of faculty, including training in the use of technology.

(m) Unless specified differently in other sections of this chapter, there shall be at least one specialist in each curriculum area for which a program leading to certification is offered who holds the doctorate with a major area of specialization in the curriculum area to which the faculty member is assigned. At the Class AA level, there shall be at least two specialists for each certification program. Additional information is provided in Rule 290-3-3-.01(25).

(n) The unit shall have adequate campus and school facilities to support candidates in meeting standards.

(o) The facilities shall support faculty's and candidates' use of information technology in instruction.

(p) The unit shall allocate resources across programs to prepare candidates to meet standards for their fields. The unit shall provide adequate resources to develop and implement the unit's assessment plan.

(q) The unit shall have adequate information technology resources to support faculty and candidates.

(r) Faculty and candidates shall have access to both sufficient and current library and curricular resources and electronic information.

(s) The unit shall limit its program offerings to ensure that courses are offered at appropriate times and with sufficient frequency to accommodate the levels of the candidates (Class B, Class A, and Class AA).

(8) Unit Accountability. The unit shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals:

(a) Who receive less than the required minimum composite score, as determined by the Alabama State Board of Education, on the Alabama Professional Education Personnel Evaluation (PEPE) Program.

(b) Within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the unit. In no case, shall the unit be required to provide remediation for more than the first two years of employment.

(9) New Programs. Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled prior to program approval.

(10) Discontinuation of Programs. If an institution chooses to discontinue a program or place it on inactive status, the unit head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

(11) Alternative Certification Options. Institutions responsible for the preparation of teachers and other school personnel shall inform all prospective candidates of the alternative approaches to certification.

(12) State and/or Federal Reports. Institutions that do not provide requested data in a timely manner may have any or all of the unit's program approval rescinded as authorized in Rule 290-3-3-.56(2)(f).

(13) Courses/Credits Acceptable to Meet State Certification Requirements.

(a) Any courses verified on an official transcript and used to meet program requirements or highly qualified teacher requirements must be from a regionally accredited institution. Professional studies courses and instructional support courses used to meet program requirements (courses other than general studies and Arts and Sciences type courses used to meet academic major requirements) must be required in a comparable state-approved educator preparation program.

(b) Coursework and/or a degree accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Teacher Education and Certification Office.

SUPP. NO. 07-3
290-3-3-.02 Author

TEACHER EDUCATION

290-3-3-.03(3)(a)2.(iv)

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.03 Alabama Quality Teaching Standards. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practice and professional learning with the following standards:

(1) Standard 1. Content Knowledge.

(a) Overview. To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

(b) Rationale. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching:

1. Deep knowledge of the academic disciplines related to the subjects of instruction.

2. An understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners.

3. Knowledge of the State standards and district curriculum for subjects taught at particular instructional levels.

(c) Key Indicators.

1. ***Academic Discipline(s)***

(i) Knowledge of the structure of the academic disciplines related to the subject matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.

(ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

(iii) Ability to use students' prior knowledge and experiences to introduce new subject area related content.

(iv) Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.

(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real life settings.

2. ***Curriculum***

(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields.

(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

(2) Standard 2. Teaching and Learning.

(a) Overview. To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

(b) Rationale. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Researchers have also found a strong classroom learning culture that is strategically organized and managed to be essential to effective use of these strategies.

(c) Key Indicators.

1. ***Human Development***

(i) Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.

(ii) Knowledge of the role of language in learning.

(iii) Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.

(iv) Knowledge of developmentally appropriate instructional and management strategies.

(v) Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.

(vi) Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.

(vii) Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.

2. ***Organization and Management***

(i) Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.

(ii) Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.

(iii) Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.

(iv) Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.

(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.

(vi) Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.

(vii) Ability to collect and use data to plan, monitor, and improve instruction.

(viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.

(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

3. *Learning Environment*

(i) Knowledge of norms and structures that contribute to a safe and stimulating learning environment.

(ii) Knowledge of factors and situations that promote or diminish intrinsic motivation.

(iii) Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.

(iv) Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.

(v) Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.

(vi) Ability to use individual behavioral support plans to respond proactively to the needs of all students.

(vii) Ability to create a print-rich and language-rich environment that develops and extends students' desire and ability to read, write, speak, and listen.

(viii) Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.

4. *Instructional Strategies*

(i) Knowledge of research and theory underpinning effective teaching and learning.

(ii) Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.

(iii) Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.

(iv) Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.

(v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.

(vi) Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.

(vii) Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.

(viii) Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.

(ix) Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.

(x) Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.

5. ***Assessment***

(i) Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.

(ii) Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

(iii) Knowledge of measurement-related issues including validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.

(iv) Knowledge of current Alabama assessment requirements and procedures.

(v) Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.

(vi) Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.

(vii) Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.

(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.

(ix) Ability to develop rubrics and to teach students how to use them to assess their own performances.

(x) Ability to develop and select appropriate performance assessments.

(xi) Ability to engage all students in assessing and understanding their own learning and behavior.

(xii) Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

(3) Standard 3. Literacy.

(a) Overview. To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

(b) Rationale. Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate effective use of the spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, in a culture where technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.

(c) Key Indicators.

1. ***Oral and Written Communications***

(i) Knowledge of standard oral and written communications.

(ii) Knowledge of the impact of native language and linguistic background on language acquisition.

(iii) Knowledge of media communication technologies that enrich learning opportunities.

(iv) Ability to model appropriate oral and written communications.

(v) Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.

(vi) Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.

(vii) Ability to integrate skill development in oral and written communications into all content areas that one teaches.

(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

2. *Reading*

(i) Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.

(ii) Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.

(iii) Ability to integrate reading instruction into all content areas that one teaches.

(iv) Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.

3. *Mathematics*

(i) Knowledge of the role that mathematics plays in everyday life.

(ii) Knowledge of the concepts and relationships in number systems.

(iii) Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.

(iv) Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.

(v) Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.

(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.

4. *Technology*

(i) Knowledge of available and emerging technologies that support the learning of all students.

(ii) Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.

(iii) Ability to integrate technology into the teaching of all content areas that one teaches.

(iv) Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.

(v) Ability to use technology to assess student progress and manage records.

(vi) Ability to evaluate students' technology proficiency and students' technology-based products within content areas.

(4) Standard 4. Diversity.

(a) Overview. To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

(b) Rationale. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms.

(c) Key Indicators.

1. ***Cultural, Ethnic, and Social Diversity***

(i) Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.

(ii) Knowledge of cultural, ethnic, gender, linguistic, and socioeconomic differences and how these may affect individual learner needs, preferences, and styles.

(iii) Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.

(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.

(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.

2. ***Language Diversity***

(i) Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.

(ii) Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.

(iii) Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.

3. ***Special Needs***

(i) Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.

(ii) Knowledge of the indicators of the need for special education services.

(iii) Ability to identify and refer students for diagnosis for special services.

(iv) Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.

4. ***Learning Styles***

(i) Knowledge of research and theory related to learning styles and multiple intelligences.

(ii) Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.

(iii) Ability to help students assess their own learning styles and to build upon identified strengths.

(iv) Ability to design learning experiences that engage all learning styles.

5. ***General***

(i) Knowledge of how personal and cultural biases can affect teaching and learning.

(ii) Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.

(iii) Ability to create a learning community in which individual differences are respected.

(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.

(5) Standard 5. Professionalism.

(a) **Overview.** To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

(b) **Rationale.** Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession and calls for deprivatization of practice. An underlying premise of professional learning communities is the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively

participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they move along their professional pathways.

(c) Key Indicators.

1. ***Collaboration***

(i) Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.

(ii) Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.

(iii) Knowledge of roles and responsibilities of para-educators and other paraprofessionals.

(iv) Ability to involve parents and/or families as active partners in planning and supporting student learning.

(v) Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.

(vi) Ability to share responsibility for all students' learning throughout the school and collaborate with colleagues to support every student's growth.

(vii) Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.

(viii) Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans (IEPs) and other plans such as Section 504 goals for students with disabilities.

(ix) Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.

(x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

2. ***Continuous, Lifelong Professional Learning***

(i) Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).

(ii) Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.

(iii) Knowledge of the processes and skills associated with peer coaching and mentoring.

(iv) Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.

(v) Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.

(vi) Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.

(vii) Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.

3. *Alabama-Specific Improvement Initiatives*

(i) Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement.

(ii) Knowledge of Alabama's State assessment requirements and processes.

(iii) Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.

(iv) Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.

4. *School Improvement*

(i) Knowledge of research relating collective responsibility for student learning to increased achievement for all students.

(ii) Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.

(iii) Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.

(iv) Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.

5. *Ethics*

(i) Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.

(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

(iii) Ability to use and maintain confidential student information in an ethical and professional manner.

(iv) Ability to practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

6. *Local, State, and Federal Laws and Policies*

(i) Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect.

(ii) Ability to access school, community, state, and other resources and referral services.

(iii) Ability to access resources to gain information about federal, state, district, and school policies and procedures.

(iv) Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications.

Author: Dr. Joseph B. Morton.

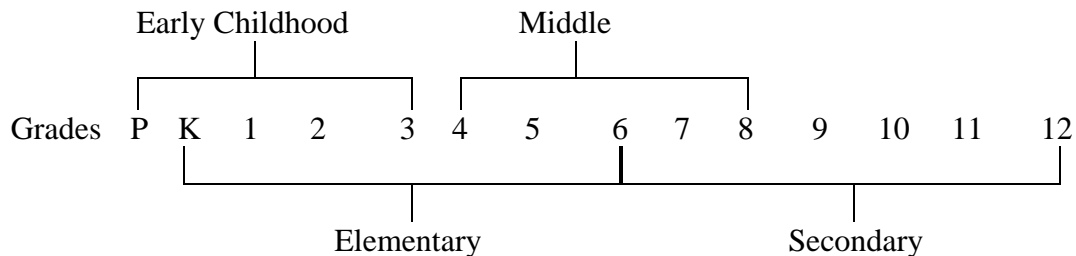
Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

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

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

(1) **Overview.** Formal preparation of educators occurs at two levels, undergraduate and graduate. Successful completion of an undergraduate program may qualify the candidate for Class B certification. Graduate programs are extensions of basic preparation and are divided into Class A and Class AA programs. Completion of an Alternative Class A program may qualify the candidate for initial certification at the graduate level. Advanced programs differ from basic programs not in general purpose but in the competence they seek to develop.

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



(3) **General Program Requirements.**

(a) **Admission to Class B Programs.**

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

2. The college or university shall have clearly defined criteria for admitting candidates to a teacher education program which include the following:

(i) A formal written application for admission to professional studies.

(ii) A minimum grade point average (GPA) of 2.50 overall, 2.50 in professional studies, and 2.50 in the teaching field.

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

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

3. A candidate who fails to meet the criteria described above may, consistent with institutional policy, present additional evidence of having met the admission requirements.

4. Each institution shall establish and enforce a policy that specifies when the candidate must meet admission criteria before he or she is admitted to the program. A candidate may not enroll in more than five professional studies courses before meeting all criteria for unconditional admission to a teacher education program. Prior to program admission, the candidate may repeat any of the five courses in which she or he received a grade of C or below. On the checklist for each approved Class B program, the institution

shall indicate up to five professional studies courses in which a candidate may enroll prior to being unconditionally admitted. Courses listed as teaching field courses on the State-approved checklist are exempt from the five-course limit.

(b) Evaluation for Class B Certification.

1. An official transcript from a regionally accredited institution documenting an earned bachelor's degree.

2. Satisfactory completion of a State-approved program with a minimum GPA of 2.50 overall, 2.50 in the teaching field, and 2.50 in professional studies with no grade below a C in professional studies courses.

3. Successful completion of an internship shall be required. The internship must comply with Rule 290-3-3-.02(4)(a and c).

4. Passing scores on a comprehensive assessment(s) documenting mastery of the curriculum of professional studies and the teaching field, which may include, but may not be limited to, an oral examination.

(c) Testing for Class B Certification. Applicants for initial certification must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Joseph B. Morton.

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

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

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

(1) **Proper Certification.** Holders of a valid early childhood certificate are properly certified to teach children from birth through Grade 3.

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

(a) Knowledge of:

1. Techniques for using manipulative materials and play as instruments for enhancing development and learning.

2. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

3. The components of comprehensive, researched-based, and effective reading, math, and science programs.

4. Diagnostic tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction.

5. Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for early childhood students in accordance with the Alabama courses of study for health education including nutrition and safety; language arts, including writing and spelling; mathematics; music; physical education, including movement; reading; sciences; social sciences; and visual and performing arts.

6. Democracy, democratic institutions, values, and behavior which will foster respect for self and others.

7. Developmentally appropriate inquiry strategies for teaching math and science, including those advocated by the Alabama Math, Science, and Technology Initiative.

8. Various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including appropriate intervention methods for students with special needs, interdisciplinary instruction, flexible grouping patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills.

9. Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the early childhood education curriculum.

10. Strategies for involving families in planning for and assisting with their children's reading development.

11. The phonology and grapheme-phoneme correspondences of the English spelling system.

12. Effective early reading instruction and practices including those identified in the Alabama Reading Initiative publication: *Essential Skills of Teachers of Reading*.

(b) Ability to:

1. Use manipulative materials and play as instruments for enhancing development and learning.

2. Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in preschool and elementary-aged children.

3. Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative.

4. Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

5. Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.

6. Respond to children at the appropriate developmental level.

7. Work effectively with children at both the preschool/kindergarten level and in the primary grades over an extended period of time.

8. Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.

9. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

10. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

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

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; 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.

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

(1) Curriculum. In addition to meeting Rules 290-3-3-.02(2)(a), 290-3-3-.03, and 290-3-3-.04, the elementary education curriculum shall require a teaching field of at least 32 semester hours with at least 19 semester hours of upper-division credit and shall provide the teacher with:

(a) Knowledge of:

1. The components of comprehensive, researched-based, effective reading, math, and science programs.

2. Diagnostic tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction.

3. Techniques for using manipulative materials and play as instruments for enhancing development and learning.

4. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

5. Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama courses of study for health education including nutrition and safety; language arts including writing and spelling; mathematics; music; physical education including movement; reading; sciences; social sciences; and visual and performing arts.

6. Democracy, democratic institutions, values, and behavior which will foster respect for self and others.

7. Various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods for students with special needs, interdisciplinary instruction, flexible grouping

patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills.

8. The phonology and grapheme-phoneme correspondences of the English spelling system.

9. Effective reading instruction and practices including those identified in the Alabama Reading Initiative publication, *Essential Skills of Teachers of Reading*.

10. Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the elementary education curriculum.

11. Alternative patterns of elementary school organization.

12. Approaches to knowledge construction and application in all disciplines.

13. Strategies for involving families in planning for and assisting with their children's reading development.

14. Developmentally appropriate inquiry strategies for teaching math and science, including those advocated by the Alabama Math, Science, and Technology Initiative.

(b) Ability to:

1. Use manipulative materials and play as instruments for enhancing development and learning.

2. Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.

3. Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

4. Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.

5. Respond to children at the appropriate developmental level.

6. Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts.

7. Work effectively with children in kindergarten, primary and upper elementary grades over an extended period of time.

8. Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative.

9. Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.

10. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

11. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

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

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; 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.

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

(1) Options. In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, an institution has two options for the preparation of middle-level teachers:

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

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

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

(b) A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information on the single teaching field option is provided in Rules 290-3-3-.11-.14, .16-.18, .21, and .22.

(c) Driver and traffic safety education and career/technical education programs are not options for middle-level certification.

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

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

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

(1) **Options.** In addition to meeting the standards in Rules 290-3-3-.03 and 290-3-3-.04, an institution has three options for the preparation of secondary teachers:

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

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

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

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

(c) A single teaching field in an area of career/technical education, driver and traffic safety education, or health education that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. Additional information is available in Rule 290-3-3-.09, .12, and .24-.29. Additional information is provided in Rule 290-3-3-.02(3)(a)3.

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

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.09 Driver and Traffic Safety Education.

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

The curriculum to prepare the prospective driver and traffic safety education teacher shall provide the teacher with:

- (a) Knowledge of:
 1. The effects of alcohol and other drugs on motor vehicle operators, bicyclists, and pedestrians.
 2. The importance of various types of safety restraining devices.
 3. Rules of the road to include local ordinances and state traffic laws.
 4. Basic and advanced driving maneuvers and defensive driving techniques.
 5. Special population groups including students with impairments.
 6. Motorcycles and motor-driven cycles.
 7. Traffic signs, signals, and highway markings.
 8. Techniques for handling driving emergencies.
 9. Operation of motor vehicles on urban, rural, and limited-access highways.
 10. How to economize in purchasing and operating motor vehicles.
 11. The components of a two, three, and four phase driver education program.
- (b) Ability to:
 1. Plan and implement driver and traffic safety education lessons, units, and general programs for the beginning driver and special population groups.
 2. Present controversial issues in a non-judgmental manner and lead students in a discussion of those issues.

Author: Dr. Joseph B. Morton.

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

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

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

(1) Curriculum. In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in English, grammar, reading, writing, speech, drama/theatre, and journalism, and may include coursework in other areas within English language arts. The teaching field to prepare the prospective English language arts teacher shall provide the teacher with:

- (a) Knowledge of:
 1. Language including history and grammatical systems; acquisition and development; standard American English, to include clarity of enunciation and expression; and regional and ethnic dialects as expressions of cultural diversity in America.

2. The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum.
 3. The impact of purpose, occasion, and audience on written and spoken discourse.
 4. Literature including theories and methods of literary analysis and classical and contemporary American, English, and world literature including literature for youth/adolescents, works by female and minority authors, works of theory and criticism, and the short story, novel, poetry, drama, and the essay.
 5. Effective listening techniques.
 6. Speech communication and theatre including basic concepts; the process of oral communication including activities such as improvisation, acting, speech, group discussion, directive communication, storytelling, creative drama, and argument; the impact of communication media upon society; theatrical production and performance; the role of communication in resolving conflicts; and the role of speech across the curriculum.
 7. Journalism including basic principles; the relationship between nonprint and print media and between media and other aspects of culture; processes of producing print and non-print journalistic media; ethical, moral, and legal rights and responsibilities of journalists; and the potential political, economic, social, and cultural impact of journalism.
 8. Appropriate communication tasks consistent with the developmental levels of students and the inter-relatedness of listening, speaking, reading, and writing.
 9. Reading including the process and the role of reading across the curriculum; the relationship between the purposes for and the techniques of reading; and strategies for improving reading and writing skills, including comprehension.
 10. Strategies that enable students to read fluently at grade level and to be able to learn from reading.
- (b) Ability to:
1. Promote language acquisition and development.
 2. Direct a variety of speech and theatre activities.
 3. Teach journalism including how to produce magazine and newspaper layout; develop copy and/or story board for radio and television production; apply techniques of advertising, reporting, and editing; and use current and emerging technology in the production of print and nonprint journalism.
 4. Teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity.
 5. Incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication.
 6. Select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure.
 7. Interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities.
 8. Use group interaction for collaborative learning in the language arts (e.g., discussion, debate, creative problem-solving, composition, drama, reading, and improvisation).

9. Teach students to explore and relate personal experiences and develop interpretations.
10. Teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse.
11. Teach students to structure and expand ideas into coherent writing.
12. Teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing.
13. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.
14. Teach students to apply discipline-specific reading and writing strategies in all content areas.
15. Select appropriate research-based strategies and materials to meet the needs of struggling readers.

Author: Dr. Joseph B. Morton.

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

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

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

(1) Curriculum. In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, 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). The curriculum to prepare the prospective teachers of languages other than English (for grades 6-12 or P-12) shall provide the teacher with the following knowledge and abilities:

- (a) Modern Languages and Latin.
 1. Knowledge of:
 - (i) The phonology, orthography, morphology, vocabulary, and syntax of the target language.
 - (ii) The nature of language acquisition and its implications for language teaching as related to the characteristics and needs of students.
 - (iii) The target societies, including the daily life, customs, and cultural patterns; the geography, history, social structure, and technological contributions; and the major literary and artistic masterpieces and their relationship to the historical and social context of the target society.
 - (iv) Student organizations and extracurricular activities.
 2. Ability to:
 - (i) Use appropriate phonology, orthography, morphology, vocabulary, and syntax.
 - (ii) Communicate a rationale for the target language study.

(b) Modern Languages.

1. Knowledge of:

(i) The target language by listening to and understanding a proficient speaker, speaking at a normal conversational tempo, reading and comprehending general materials, and writing general, non-technical prose.

(ii) The historical and current role of languages other than English study as a basis for participating in a multicultural society and strategies for increasing cultural knowledge and cross-cultural understanding.

(iii) Strategies for teaching and evaluating target language skills with appropriate attention to the integration of the skills in the target language.

2. Ability to:

(i) Listen to, read, and comprehend main ideas and most details in connected discourse in the target language; speak proficiently; and write general, non-technical prose.

(ii) Discuss the target societies including the daily life, customs, and cultural patterns; the geography, history, social structure, and technological contributions; and the major literary and artistic masterpieces.

(iii) Use a variety of strategies and techniques to teach and evaluate: cultural knowledge; cross-cultural understanding; and the integrated skills of listening with comprehension, speaking, reading, and writing.

(iv) Organize/sponsor language-related student groups and extracurricular activities.

(c) Latin.

1. Knowledge of:

(i) Common Greek and Latin roots, the Greco-Roman influence on the development of the Romance languages and English and on the Western world and contemporary society.

(ii) The principal similarities and differences between Latin and English.

2. Ability to:

(i) Identify and explain the principal similarities and differences between Latin and English.

(ii) Read aloud a variety of Latin prose and poetry using classical pronunciation and ecclesiastical pronunciation.

(iii) Show the impact of Greco-Roman culture on Western culture and contemporary society.

(iv) Read for comprehension, translate from English to Latin and from Latin into literal and idiomatic English, and interpret critically prose and poetry commonly taught in the Latin curriculum of the school.

(v) Present strategies for the infusion of classical languages and civilization into the general school curriculum.

(d) American Sign Language (ASL).

1. Knowledge of:

(i) ASL linguistics, grammar, and semantics.

(ii) Similarities and differences in the grammatical structures of English and ASL, including vocabulary, semantics, grammar, organization, word classes, and sentence structure.

(iii) Literature in American Sign Language, including narratives and poetry.

(iv) The Deaf Community and its culture.

(v) History of sign language teaching and resources to support such efforts.

(vi) Signing registers (formal, consultative, and casual) and styles.

2. Ability to:

(i) Demonstrate proficiency in expressive and receptive skills in ASL, including the use of signing space, classifiers, and nonmanual components of ASL grammar (i.e., including eye gaze, facial expression, body posture and movements), and role shifting effectively.

(ii) Demonstrate proficiency in advanced fingerspelling and numbers.

(iii) Employ visual methods for teaching students with hearing impairments.

(iv) Select appropriate materials to introduce cultural and grammatical features in lessons.

(v) Evaluate sign language competence and fluency.

3. Faculty. The faculty specialist for the program shall have at least an earned master's degree in American Sign Language from a regionally accredited institution.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.12 Health Education.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective health education teacher shall provide the teacher with:

(a) Knowledge of:

1. The concept of total health and the effects of lifestyle on total health, including health decision-making and factors influencing health behavior;

2. The effects on health and behavior of chemical substances, including prescription drugs, over-the-counter drugs, street drugs, alcohol, and tobacco.

3. Human anatomy and physiology and the benefits of physical fitness.

4. Nutrition and weight control, including anorexia nervosa and bulimia.

5. Communicable diseases and their prevention.

6. Chronic, inherited, and disabling diseases and their prevention or management.

7. Environmental and community health.
 8. Physical, social, and emotional aspects of human sexuality.
 9. Family relationships, including teen pregnancy and parenting skills.
 10. Health as it relates to aging and dying.
 11. Stress management, coping skills, and promotion of positive mental health.
 12. Consumer health, including health services, health information sources, health insurance, health products, and quackery.
 13. Safety, first aid, and emergency medical services, including CPR.
 14. The components of a comprehensive school health program.
 15. The relationship between the cultural backgrounds of students and their health attitudes and behavior.
 16. Techniques for assessing individual and community needs for health education and methods for coordinating health education services.
 17. How to interpret the purposes, theories, concepts and processes of health education to individuals, groups, and organizations.
 18. Current trends, issues, and problems in health, including AIDS.
- (b) Ability to:
1. Assess individual and community needs for health education and evaluate student health needs, knowledge, interests, attitudes, and behavior.
 2. Present controversial issues in a nonjudgmental manner and lead students in a discussion of those issues.
 3. Coordinate the provision of health education services by developing a plan; facilitating cooperation among program personnel and collaboration among health agencies and organizations; and organizing professional development programs for teachers, volunteers, and others.
 4. Communicate health education needs and concerns and act as a resource person.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.13 Mathematics.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, 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). The curriculum to prepare the prospective mathematics teacher shall provide the teacher with:

(a) Knowledge of:

1. Basic concepts of arithmetic; algebra; elementary and trigonometric functions; Euclidean and non-Euclidean geometry; analytic geometry; integral and differential calculus; probability; statistics; linear and abstract algebra; discrete mathematics; and computers.
2. Concepts of number (such as equivalency, greater than, and less than), number theory, and number systems, and computational algorithms, including estimation and approximation.
3. The intellectual, historical, philosophical and sequential nature of mathematics and the interrelated nature of the various branches of mathematics.
4. Math manipulatives and their use in effectively teaching mathematics.
5. Various problem-solving strategies, including reading the problem, interpreting the problem, writing/using appropriate mathematical models, solving the problem, and reflecting on the reasonableness of the answer; working problems backwards; and estimating, making predictions, and checking.
6. Spatial relationships.
7. Mathematics vocabulary and symbols and mathematics as the basic language of science and the relationship of mathematics to emerging technologies.
8. The role, nature, and limitations of calculators and computers as tools in solving problems.
9. Computer applications sufficient to be able to evaluate, modify, and/or use available programs to solve problems.
10. Inquiry and its use in effectively teaching mathematics.
11. Technological advances that affect the teaching of mathematics, such as calculators, computers, satellite classes, video taping, and videodiscs.
12. A variety of teaching strategies to address the needs of students, including the value of concrete models to assist with the development of mathematical concepts; methods of making the transition from concrete to abstract learning; and tools to enhance classroom discourse, i.e. speaking and writing mathematics.
13. A mathematics curriculum that integrates mathematical concepts across mathematics courses and in other disciplines such as art, music, language arts, natural and physical sciences, social sciences, and business.
14. Co-curricular activities, such as mathematics tournaments and clubs.

(b) Ability to:

1. Use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics.
2. Construct logical arguments for mathematical statements that are consistent within an axiomatic framework.
3. Use language and symbols of mathematics accurately in communications.
4. Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts.
5. Conduct and lead students in inquiry math activities.

6. Use estimation and approximation skills and assess the reasonableness of solutions to problems.
7. Use technology in problem solving and in exploring mathematical concepts.
8. Present and interpret data in graphical form.
9. Develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create appropriate mathematical models to solve problems in mathematics and in other disciplines.
10. Use technology and other resources to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts.
11. Integrate problem-solving strategies learned in mathematics into the solution of problems encountered in daily living.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.14 Sciences.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, programs to prepare the prospective science teacher shall meet the target science rules (Rules 290-3-3-.15-.18) and shall provide the teacher with:

(a) Knowledge of:

1. Scientific facts and the history, principles, issues, generalizations, and laws of the target science, contributions from different countries and cultures to the knowledge of science, and the relationship of each science to the other sciences and their implications and applications.
2. The methods of science and scientific inquiry and the ethical, technological, and environmental implications of the target science.
3. Measurement, mathematics (at least to the pre-calculus level for general science and biology, calculus for chemistry, and calculus and differential equations for physics), and statistics, and the use of technology in scientific investigations.
4. Inquiry and its use in effectively teaching the target science.
5. Procedures for organizing and administering a science laboratory, including health and safety procedures, purchase and control of supplies, proper disposal of waste materials, and proper care of instruments and laboratory equipment, and how to conduct laboratory demonstrations and field activities, investigate scientific phenomena, interpret findings, and communicate them to others.
6. The role and implications of the target science for daily living and techniques for addressing global and ethical issues in science.

7. Media and technology applications for instruction, including the use of microcomputers and related probeware and emerging technology.
 8. Types of school and community resources for the target science program.
- (b) Ability to:
1. Investigate scientific phenomena, interpret findings, and communicate them to others.
 2. Address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities.
 3. Organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times.
 4. Set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities.
 5. Conduct and lead students in inquiry target science activities.
 6. Inform students about career opportunities in science and technology.
 7. Apply contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science.
 8. Use media and appropriate instructional technologies.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.15 General Science.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, the teaching field shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). At a minimum, coursework must include courses in biology, chemistry, earth and space science, and physics, and may include coursework in other areas of science. The curriculum to prepare the prospective general science teacher shall provide the teacher with:

- (a) Knowledge of:
1. Biology content, including:
 - (i) Theories of the origin and development of life, living processes, and the interdependency of organisms.
 - (ii) Significant biological phenomena as they appear in microorganisms, plants, and animals, and the relation of these phenomena to the broad areas of biology, including genetics, physiology, and ecology.
 - (iii) The interrelationships of living organisms with their environment.

(iv) The characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, and systematics.

2. Chemistry content, including fundamental principles of chemistry and the origin, structure, composition, classification, and inter-relatedness of matter.

3. Earth and space sciences content, including:

(i) Physical characteristics of the earth and the forces which affect those characteristics.

(ii) Earth's atmospheric makeup and weather and their implications for organisms.

(iii) The universe, the solar system, space, and space exploration.

(iv) The nature of the physical environment and the importance of conservation.

4. Physics content, including:

(i) Energy and matter (including their conservation), motion, mechanics, sound, light, heat, electricity, magnetism, radiation, atomic structure, nuclear phenomena, and their interrelationships.

(ii) Basic principles of classical, atomic, and nuclear physics.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.16 Biology.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, 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). The curriculum to prepare the prospective biology teacher shall provide the teacher with:

(a) Knowledge of:

1. Theories of the origin and development of life, living processes, and the interdependency of organisms.

2. Significant biological phenomena as they appear in microorganisms, plants, and animals, and the relation of these phenomena to the broad areas of biology, including genetics, physiology, and ecology.

3. The characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, systematics, and the interrelationships of living organisms with their environment.

4. Chemistry and environmental science.

SUPP. NO. 07-3
290-3-3-.16 Author

TEACHER EDUCATION

290-3-3-.18 History

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.17 Chemistry.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, 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). The curriculum to prepare the prospective chemistry teacher shall provide the teacher with:

(a) Knowledge of:

1. The origin, structure, and composition of matter, its reactions, and the energy changes that accompany those reactions.
2. The periodic law and structural implications/applications of the periodic table.
3. Organic and inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.18 Physics.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.14, 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). The curriculum to prepare the prospective physics teacher shall provide the teacher with:

(a) Knowledge of:

1. Energy, matter, motion, mechanics, sound, light, heat, electricity, magnetism, radiation, atomic structure, nuclear phenomena, and their interrelationships.
2. Basic principles of classical, atomic, and nuclear physics.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.19 Social Sciences.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, programs to prepare the prospective social sciences teacher shall meet the target social science rules (Rules 290-3-3-.20 - .22). The teaching field to prepare the prospective social science teacher shall provide the teacher with:

(a) Knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science.

(b) Ability to interrelate social science concepts and teach the target social science from an interdisciplinary perspective.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.20 General Social Science.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04 and 290-3-3-.19, the teaching field to prepare the prospective general social science teacher shall require an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit. At a minimum, coursework must include courses in economics, geography, history, and political science, and may include coursework in other areas of the social sciences. The teaching field shall provide the teacher with:

(a) Knowledge of:

1. Historical themes concerning the origin and evolution of the United States, the State and region, Western civilization, and non-Western civilization in a chronological setting.

2. American federal, state, and local governments; domestic and international issues facing the United States; governments of other nations; and basic characteristics of international relations.

3. The five basic themes of geography (location, place, relationships within places, movement, and regions) in the shaping of the State, the United States, other Western and non-Western cultures and societies.

4. The importance of micro- and macro-economics in the shaping of United States, other Western, and non-Western cultures and societies.

5. Human behavior and social relationships.

6. The interrelationships of economic, political, social, psychological, and technological forces in the shaping of societies and cultures.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.21 Geography.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.19, 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). The curriculum to prepare the prospective geography teacher shall provide the teacher with knowledge of the five basic themes of geography:

- (a) Location: the position of people and places on earth described in absolute and relative terms.
- (b) Place: the distinctive human and physical characteristics of a place.
- (c) Relationships within places: the human role in the use of the earth and in changing the earth.
- (d) Movement: the movement and diffusion of humans on earth.
- (e) Regions: the basic unit of geographic study that is the grouping of areas that display unity in terms of selected criteria.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.22 History.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.19, 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). The curriculum to prepare the prospective history teacher shall provide the teacher with:

- (a) Knowledge of:
 1. The origin and historical development of contemporary United States, other Western, and non-Western cultures in a chronological and spatial setting.
 2. The interrelationship of economic, political, social, psychological, and technological forces in the shaping of societies and cultures.

3. Historical themes concerning the origin and evolution of Western civilization, including evolution of political institutions, religious movements, and population displacement.

4. Historical themes concerning the origin and evolution of the United States, including constitutional government, immigration, America, and the world.

5. Historical themes concerning the origin and evolution of the State and region, including economic change, social and political conflict and change, and the role of the State in regional interdependence.

6. Historical themes concerning the origin and evolution of non-Western civilization, including patterns of social and political development, cultural diffusion, conflict, and cooperation.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.23 Career/Technical Education.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, programs to prepare the prospective career/technical teacher shall meet the target career/technical rules (Rules 292-3-3-.24 - .29) and require a teaching field with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective career/technical education teacher shall provide the teacher with:

(a) **Knowledge of:**

1. The history, philosophy, principles, objectives, trends, patterns, and issues of career/technical education programs.

2. The organization, management, and methods of assessment of career/technical education programs.

3. The Alabama Courses of Study: Career/Technical Education.

4. Teaching techniques including project-based learning and alternate assessments applied to career/technical education programs.

5. Principles and procedures for planning, conducting, and evaluating a cooperative career/technical education program; for conducting a job analysis; for utilizing community resources; and for collecting and using data in planning and evaluating.

6. Principles and practices associated with applicable business/industry certification of career/technical education programs.

7. Professional growth and development opportunities, including leadership development, career awareness, employability skills, and technological advancements.

(b) Ability to:

1. Advise career/technical student organizations for the development of leadership skills, and to enhance career objectives.
2. Design career/technical education instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds.
3. Teach academic core concepts specific to career/technical education teaching fields.
4. Organize, manage, and maintain classroom and laboratory facilities using proper safety procedures.
5. Recruit and retain students based upon assessment of needs and interests.
6. Assist students in developing and evaluating a career plan and preparing and updating a career/employment portfolio.
7. Provide for program management with workplace applications including safety, record keeping, budgeting, acquisition of equipment/materials, and program maintenance.
8. Apply principles and practices associated with managing business and personal finances.

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

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.24 Agriscience Education.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective agriscience education teacher shall provide the teacher with:

(a) Knowledge of:

1. Animal Biosystems.
 - (i) Domestic Animals: such as classification, anatomy, and physiology.
 - (ii) Aquatic Species: such as species selection, production, management, marketing, and water management.
2. Plant Biosystems.
 - (i) Horticulture: such as techniques and practices for horticultural crops, turf, and landscape design.
 - (ii) Soil Science: such as soil, soil management, fertilizers, and their applications.

3. AgriCommerce and Communication.
 - (i) Marketing: such as marketing agricultural products and international trade.
 - (ii) Computers: such as application to agriscience situations.
4. AgriEngineering: such as agricultural power equipment, agricultural structures, and metal fabrications.
5. Environmental and Natural Resources.
 - (i) Environment: such as environmental management and laws.
 - (ii) Natural Resources: such as plant taxonomy, forest, wildlife, and recreation management.
- (b) Ability to:
 1. Identify, select, and manage quality domestic animals and aquatic species.
 2. Perform management practices relating to horticulture, turf, and soil science.
 3. Classify soils according to texture, structure, color, and composition for soil maintenance and interpret soil test data.
 4. Analyze problems, perform routine maintenance jobs, and make repairs on agricultural power equipment, and build agricultural models/structures which include appropriate building systems according to specifications and codes.
 5. Use computer software applicable to Agriscience Education.
 6. Integrate mathematical and scientific concepts into coursework and teach those concepts to students.
 7. Practice stewardship as it applies to the environment and natural resources.
- (c) Demonstrate occupational competency in agriscience experiences.

Author: Dr. Joseph B. Morton.

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

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

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

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective business/marketing education teacher shall provide the teacher with:

- (a) Knowledge of:
 1. Functions of marketing, the elements of the marketing mix, and the importance of the marketing concept.
 2. Characteristics of the organization and the components of business management in the free enterprise system.
 3. Computer technology, information processing, and interactive multimedia.

4. Accounting principles and personal and business finance.
5. Concepts related to international business.
- (b) Ability to:
 1. Communicate basic economic principles and concepts of free enterprise.
 2. Analyze the legal requirements affecting business organizations and apply legal principles to business situations.
 3. Implement concepts relating to major marketing activities and how businesses make effective marketing decisions.
 4. Apply formal/informal communications skills and techniques as used in the corporate culture. Examples: listening skills, nonverbal communication, oral communication skills, business document composition and production, telephone skills and etiquette, electronic communication skills and etiquette, presentation development and delivery, etc.
 5. Utilize concepts pertaining to human resource management, interpersonal skills, and career development.
 6. Utilize manual and computerized accounting systems to record business transactions and prepare financial solutions in different business environments.
 7. Develop a personal financial plan and demonstrate proficiency in domestic money management and responsible consumer activity.
 8. Demonstrate techniques for managing business costs and developing financial strategies vital to business success.
 9. Utilize application software—word processing, spreadsheet, database, publication (desktop and web), presentation, graphics, and telecommunications—in business situations.
 10. Analyze computer network management and support.
- (c) Demonstrate occupational competency in the business/marketing environment.

Author: Dr. Joseph B. Morton.

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

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

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

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective family and consumer sciences education teacher shall provide the teacher with:

(a) Knowledge of:

1. Methods of designing, selecting, and maintaining clothing, and textile products; and housing, home furnishings, and equipment, in relation to values, goals, lifestyles, resources, and laws.
2. Financial and resource management techniques use to satisfy needs and wants of individuals and families throughout the life span.
3. The stages of human development in relation to the physical, social, emotional, and intellectual development needs of children and family members throughout the life span.
4. The impact of personal and interpersonal relationships on the home, workplace, or other environmental settings.
5. Strategies for healthy intergenerational living with emphasis on the physical, emotional, intellectual, and social needs of older adults.
6. The basic and advanced principles of nutrition, dietetics, food science, food preparation, and food service.
7. The impact of elements and principles of design on fashion/fashion design, housing/interior design, and foods/culinary arts.
8. The business practices associated with interior design, fashion design, culinary arts and hospitality, nutrition and dietetics, preschool education, older adult services, and consumer services.
9. Teaching and learning processes.

(b) Ability to:

1. Develop skills used in the work of the family in the areas of human growth and development, parenting, nutrition and foods, housing, clothing, resource management, blending work and family life, and work outside the home.
2. Integrate mathematical and scientific concepts into coursework and teach those concepts to students.
3. Apply safety and sanitation procedures in the planning, selecting, preparing and serving of foods using commercial methods and equipment.
4. Produce artwork using a variety of media, techniques, and processes to communicate ideas in fashion/fashion design, housing/interior design, and foods/culinary arts.
5. Teach in and operate a preschool program.
6. Apply skills and practices required for careers in culinary arts and hospitality, nutrition and dietetics, interior design, fashion design, preschool education, teaching, older adult services and consumer services.

(c) Demonstrate occupational competency in at least one of the following areas: culinary arts and hospitality, nutrition and dietetics, interior design, fashion design, preschool education, teaching, older adult services, or consumer services.

Author: Dr. Joseph B. Morton.

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

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

repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

290-3-3-.27 Marketing Education. (See Business/Marketing Education in Rule 290-3-3-.25.)

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 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.

290-3-3-.28 Technical Education.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04 and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective technical education teacher shall provide the teacher with:

(a) Knowledge of:

1. The business environment, including sociological and psychological principles pertinent to effective human relations in business and industry; work ethics, values, and leadership skills; methods, concepts, and techniques appropriate to the business environment; and labor relations, regulations, and laws.

2. Course development, including the acquisition of portable, transferable knowledge and skills for the solution of technical problems, communications, and higher order reasoning techniques.

3. Principles of technical education, including the relationship between technical education and workplace technology; and the development, nature, philosophy, and purposes of technical education in a technological society.

4. Occupational safety and health, including procedures covering personnel, workplace, fire, electrical equipment, tools, interpretation of materials safety, data sheets, and applicable safety codes.

5. Current computer applications related to technical education.

6. Integration of mathematical and scientific concepts into technical education.

(b) Ability to:

1. Identify and select appropriate program equipment, tools, materials, and processes.

2. Integrate mathematical and scientific concepts into coursework and teach those concepts to students.

(c) Demonstrate occupational competency in a technical-related setting.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.29 Career Technologies.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.23, the teaching field shall require a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective career technologies teacher shall provide the teacher with:

(a) Knowledge of:

1. Development of technology and its effects upon the economy, environment, individual, and society.
2. Careers, concepts, processes, and applications, relating to information technologies to include visual and audio, computer multimedia and animation, and data communications; bio-related technologies to include health-related, agri-bio-technology, ergonomics, and natural resources management; and physical technologies to include manufacturing, transportation, power, energy, and construction.
3. Resources available to determine an individual's interests, aptitude, values, and abilities to assist in making informed career choices.
4. Computers, including terminology, applications, networking, troubleshooting, ethics, trends, and safe handling/operation of hardware, software, and supplies.
5. The utilization of technology as tools for problem solving.

(b) Ability to:

1. Select and use basic tools, materials, and processes found in communications, bio-related technologies, and physical technologies.
2. Select curriculum, software, and assessment tools relating to career awareness and utilize resources to help identify individuals' interests, aptitude, values, and abilities to assist the student in making informed career choices.
3. Apply acceptable safety principles in operating hardware, software, and supplies used in the technology area of study.
4. Use technology as a tool to solve daily problems.

(c) Demonstrate occupational competency in a technology-related setting.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.30 Pre-School Through Grade 12 Programs. P-12 programs include visual arts; dance; music (choral or instrumental); physical education; theatre; and gifted, hearing impaired, speech and language impaired, and visually impaired in special education. In addition to meeting the standards in Rules 290-3-3-.03 and 290-3-3-.04, an institution has two options for the preparation of P-12 teachers:

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

(2) A single teaching field in physical education or special education programs that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in the area but does not require a major in Arts and Sciences. Additional information is provided in Rules 290-3-3-.33, and .35-.41.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.31 Visual Arts.

(1) **Curriculum.** In addition to meeting Rules 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). The curriculum to prepare the prospective visual arts teacher shall provide the teacher with:

(a) **Knowledge of:**

1. Art history, multicultural and psychological aspects of past and contemporary art forms, and various philosophies of art, aesthetics, and criticism.
2. Basic art and design concepts and skills, including processes, organizational structure, technical aspects, expressive content, communicative qualities and technology.
3. Traditional and current technological developments in art and design.
4. The contributions of art to the individual, society, and related art areas such as dance, film, music, literature, and drama.
5. Teaching and learning theories related to art education, as well as current issues and trends; professional literature (e.g., curriculum guides), and methods and materials of contemporary art education, including the use of technology.
6. The fiscal management of an art program.

7. The roles, responsibilities, and impact of various educational and community agencies on P-12 art education.

(b) Ability to:

1. Create expressive forms in drawing, painting, design, printmaking, graphic arts, sculpture, ceramics, and crafts.

2. Apply concepts and skills in one area of art production or art theory.

3. Develop the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics.

4. Integrate art into the total school curriculum and exhibit student art work.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.31.01 Dance.

(1) **Curriculum.** In addition to meeting Rules 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). The curriculum to prepare the prospective dance teacher shall provide the teacher with:

(a) Knowledge of:

1. Dance history; art history; music history; multicultural aspects of past and contemporary art forms; and various philosophies of the arts, aesthetics, and criticism.

2. Basic movement skills and dance techniques to include, but not limited to, ballet, jazz, modern, and other world dance forms and improvisational and choreographic processes, expressive content, musicality, and communicative qualities.

3. Traditional and current technological developments including, but not limited to, those related to dance production, dance composition, dance recording and notation, sound design, and sound production.

4. The contributions of dance to the individual, society, and related arts areas such as visual arts, film, music, theatre, musical theatre and literature.

5. Business administration and elements of production including stage management and stage design, construction of scenery, lighting, properties, sound, costume, and make-up.

6. The roles and responsibilities of various educational, artistic, and community agencies and their impact on P-12 dance education.

7. The fundamental elements of dance and their application in theory, compositional form, performance, and critical analysis.

8. The role of the dance instructor as a resource person in integrating dance into all components of the school curriculum.

9. Psychosocial dimensions of dance, anatomy, physiology, kinesiology, motor behavior and development, healthful living, injury prevention, and safety and emergency procedures.

10. The language of dance, including notational systems and vocabulary.

(b) Ability to:

1. Teach students to perform in ballet, modern, jazz, and other world dance forms with proficiency, expression, and technical accuracy in solo and group work.

2. Apply choreographic concepts and technical skills while incorporating a variety of groupings and solos in dance compositions and productions.

3. Develop the scope and sequence of a dance program that includes history, criticism, production, aesthetics, assessment methods, biomechanical and physiological aspects, and the language of dance.

4. Integrate dance into the school curriculum and community settings, and produce student works.

5. Apply current teaching and learning theories related to dance education in order to inspire, engage, and motivate students of various age groups, ability levels and diverse backgrounds simultaneously to become involved in the creative process and to achieve excellence in dance as an art form.

6. Perceive and analyze dance as an aesthetic form of expression.

7. Demonstrate rhythmic understanding, sensitivity, and musicality.

8. Interpret representative works of the past and present, and evaluate their quality within their historical context.

9. Teach a wide variety of skills and activities and modify activities in order to maximize student participation.

10. Identify and avoid potentially dangerous activities, exercises, equipment and facilities; avoid negligence in providing dance instruction in the classroom and on stage; and implement emergency procedures.

11. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness.

12. Demonstrate choreographic proficiency in dance, theatre, and musical theatre production.

Author: Dr. Joseph B. Morton.

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

History: New 06-10-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

290-3-3-.32 Music (Choral or Instrumental).

(1) **Curriculum.** In addition to meeting Rules 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). The curriculum to prepare the prospective choral or instrumental music teacher shall provide the teacher with the following knowledge and abilities:

(a) **Choral Music and Instrumental Music.**

1. **Knowledge of:**

(i) The language of music, including notational systems and vocabulary.
(ii) The common elements of music and their interaction in theory, form and analysis, composing, arranging, and performance.

(iii) Music history, and literature of Western and non-Western cultures, including ethnic/multicultural contributions to music and the relationship of music to the other arts.

(iv) The administrative aspects of the music program, including scheduling; recruitment; support groups; selection, purchase and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips.

(v) Technology that can be used to enhance the performance of music.

(vi) The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.

2. **Ability to:**

(i) Perform at an advanced level in one applied area, demonstrating technical accuracy and musical expression and perform in a variety of large and small ensembles.

(ii) Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation.

(iii) Play pitched and non-pitched classroom instruments.

(iv) Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles.

(v) Compose and arrange music and adapt music from a variety of sources.

(vi) Interpret representative works of the past and present and evaluate the quality of musical works and performances.

(vii) Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.

(viii) Teach students to play both rhythmic and melodic classroom instruments.

(b) **Choral Music.**

1. **Knowledge.** In addition to demonstrating the knowledge indicated in Rule 290-3-3-.32(1)(a)1., the prospective teacher of choral music shall demonstrate knowledge of:

(i) Physical problems which may develop if the voice is used inappropriately;

(ii) Teaching strategies designed to develop and maintain vocal health and proper vocal production at all levels; and

(iii) The organization and training of singers in the performance of appropriate choral literature.

2. **Abilities.** In addition to demonstrating the abilities indicated in Rules 290-3-3-.32(1)(a)2., the prospective teacher of choral music shall demonstrate abilities to:

(i) Use the voice effectively in demonstrations;

- (ii) Perform as a soloist;
- (iii) Use woodwind, brass, percussion, and string instruments as teaching tools; and
- (iv) Conduct ensembles.
- (c) **Instrumental Music.**

1. **Knowledge.** In addition to demonstrating the knowledge indicated in Rules 290-3-3-.32(1)(a)1., the prospective teacher of instrumental music shall demonstrate basic knowledge of woodwind, brass, percussion, and string instruments.

2. **Abilities.** In addition to demonstrating the abilities indicated in Rules 290-3-3-.32(1)(a)2, the prospective teacher of instrumental music shall demonstrate abilities to:

- (i) Play woodwind, brass, percussion, and string instruments with sufficient skill to teach;
- (ii) Perform as a soloist;
- (iii) Use the singing voice as a teaching tool;
- (iv) Conduct choral as well as instrumental ensembles; and
- (v) Teach instrumental music to individual students and groups.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.33 Physical Education.

(1) **Curriculum.** In addition to meeting Rules 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. The curriculum to prepare the prospective physical education teacher shall provide the teacher with:

- (a) **Knowledge of:**

1. Foundations of physical education; forces influencing the development of physical education programs; effects of participation in physical education programs; and the impact of international changes on the content of physical education programs.

2. Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body and human movement; wellness (exercise, nutrition, and health-related fitness, etc.); and prevention of injuries and implementation of emergency procedures.

3. Biomechanical principles of physical activity for analyzing movement, motor behavior and learning, including life-span motor development and psycho-social dimensions of physical activity.

SUPP. NO. 07-3
290-3-3-.33(1)(a)4.

TEACHER EDUCATION

290-3-3-.33.01(1)(a)1.

4. Organization, rules, strategies, and safety considerations pertaining to basic movement skills; exercise and health-related fitness; sports skills; dance; gymnastics; games; aquatics, and outdoor leisure pursuits.

5. Management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment, and factors to be considered in designing facilities.

6. Techniques of coaching and officiating in a variety of individual, dual, and team sports and techniques for designing and implementing co-curricular activities, such as intramurals, field days, and other special events.

(b) Ability to:

1. Group students appropriately and safely for activity and work effectively with large groups of students.

2. Relate effectively to a variety of age groups and ability levels simultaneously.

3. Teach a wide variety of skills and activities and modify activities in order to maximize student participation.

4. Perform proficiently in a wide variety of the skills to be taught in a comprehensive physical education program.

5. Relate physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching.

6. Identify and avoid potentially dangerous activities, exercises, equipment, and facilities; implement emergency procedures; and avoid negligence in providing physical education instruction and utilizing facilities, equipment, and supplies.

7. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness.

8. Coach and officiate in a variety of individual, dual, and team sports.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.33.01 Theatre.

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-.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). The curriculum to prepare the prospective theatre teacher shall provide the teacher with:

(a) Knowledge of:

1. Theatre as a social and aesthetic experience.

2. Theatre as a collaborative art form among students and peers, and the relationship between theatre and the total curriculum.
 3. Common elements and vocabulary of theatre, the interaction of these elements, and how to employ this knowledge in analysis of theatre activities.
 4. Philosophies of theatre, the development of past and contemporary Western and non-Western theatre forms, major styles in theatre history and dramatic literature, theories of criticism, cultural influences, and the relationships of all these to the theatre experience.
 5. Dramatic structure in playmaking and playwriting.
 6. Safety rules and procedures for technical aspects of theatre, and safe practices for physical and vocal development.
 7. Administrative aspects of the theatre program, including scheduling, recruitment, appropriate use of support groups and partnerships, play selection, evaluation, purchase, and maintenance of resource materials and equipment, business management, performance, co-curricular and extra-curricular events such as festivals and competitions.
 8. Theatre careers and other career opportunities utilizing theatre skills.
 9. Diverse theatre forms such as musical theatre, children's theatre, reader's theatre, and oral interpretation.
 10. Basic design procedures including the design of sets, lighting, and costumes.
- (b) Ability to:
1. Assist students in forming and defending aesthetic and value judgments about theatre.
 2. Utilize other subjects in the school curriculum to enhance the teaching of theatre and serve as a resource person to integrate theatre into the total curriculum.
 3. Employ creative drama and improvisational techniques with a variety of student groups and settings.
 4. Work with students in the processes of creation, performance, and evaluation, and coach them in movement, speech and characterization for formal and informal presentations in curricular, co-curricular and extra-curricular activities.
 5. Describe and use the elements of dramatic structure as they relate to playmaking and playwriting.
 6. Demonstrate proficiency in using production elements, including design, scenery, properties, lighting, sound, costumes, make-up, business management, stage management, and their appropriate technologies.
 7. Develop support groups and partnerships and use them appropriately.
 8. Coordinate all elements of production, including directing, selection of theatre form and material, analysis of resources, conceptualization, casting, planning, and conducting rehearsals, in the context of school time, facilities, monies, and standards specific to the community.
 9. Inform students about theatre and other career options utilizing theatre skills.

Author: Dr. Joseph B. Morton.

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

History: New 06-10-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

290-3-3-.34 Special Education. Additional information about specific programs within special education is provided in Rules 290-3-3-.35 through 290-3-3-.41.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03 and 290-3-3-.04, programs to prepare the prospective special education teacher shall meet the target special education rules (Rules 292-3-3-.35 - .41) and shall require a teaching field with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit but does not require a major in Arts and Sciences. The curriculum to prepare the prospective special education teacher shall provide the teacher with:

(a) Knowledge of:

1. Current federal and State laws and regulations governing and/or impacting on programs for exceptional students.
2. Student assessment instruments and techniques, including functional and vocational knowledge and skills.
3. Individualized education program (IEP) format, development, and implementation.
4. Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning.
5. Five core components of a research-based reading program: phonological awareness, alphabetic principles or phonics, fluency, vocabulary, and comprehension.
6. Student learning styles and instructional strategies, including collaborative teaching and direct instruction.
7. Research-based discipline structures, which include school-wide, classroom, and individual proactive positive behavior supports.
8. Skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education.
9. Resource agencies that provide personnel and services for improving and strengthening educational programs for exceptional students.
10. Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services.
11. The roles of professionals, students and families as members of a collaborative team.
12. The coordination and collaboration of special education services and general education.
13. Technology, including student assessment for and use of assistive technology devices.

(b) Ability to:

1. Develop, select, administer, and interpret formal and informal assessments.
2. Translate assessment information into functional long-term goals and short-term benchmarks.
3. Implement or assist other teachers in implementing the student's individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment (including assistive technology devices), technological advances, and support personnel.
4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications.
5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping.
6. Utilize effective teaching strategies designed to promote learning and improve student achievement.
7. Modify methods, materials, and equipment to meet student needs.
8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports.
9. Plan and facilitate transition programs within and outside the school setting.
10. Effectively communicate the goals of the instructional program to the student, the student's primary caregivers, and appropriate professionals.
11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.
12. Work effectively with members of the instructional team and professionals from related fields.

(2) Faculty. A specialist with identifiable appropriate expertise is required in each special education teaching field.

Author: Dr. Joseph B. Morton.

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.

290-3-3-.35 Collaborative Teacher (Grades K-6).

(1) **Curriculum.** In addition to meeting Rules 290-3-3-.02(2)(a), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, 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. The curriculum to prepare the prospective collaborative teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with:

(a) Knowledge of:

1. Physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development.
2. Processes for prioritizing appropriate learning goals.
3. Approaches to communicating with families.
4. Effective instructional strategies for adapting curriculum.
5. Content for Grades K-6 in the Alabama courses of study for mathematics, English language arts, social studies, and science.
6. The needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.
7. Medications, administration of medications and school healthcare procedures that have been determined educationally relevant.
8. Validated, research-based approaches to reading and writing instruction.
9. Methods for determining appropriate reading materials for individual students.
10. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

(b) Ability to:

1. Assess students' needs in order to plan an individualized education program appropriate for classroom instruction.
2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment.
3. Utilize practices to encourage family support in the student's program.
4. Assist in the evaluation and implementation of assistive technology.
5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives.
6. Implement appropriate behavioral interventions based on a functional analysis of behavior.
7. Build students' communication abilities and social interaction skills through the development of appropriate language and conversational skills.
8. Plan and implement an instructional program for Grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science.

9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.

10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and include the strategies recommended in the Alabama Reading Initiative publications including *Essential Skills of Teachers of Reading*.

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

Author: Dr. Joseph B. Morton.

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

History: New 01-09-97, effective 07-01-97, amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

290-3-3-.36 Collaborative Teacher (Grades 6-12).

(1) Curriculum. In addition to meeting Rules 290-3-3-.02(2)(a), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, 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. The curriculum to prepare the prospective collaborative teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with:

(a) Knowledge of:

1. Physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports.

2. Various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), service options (educational, residential, vocational and leisure), and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of skills.

3. Modifications of teaching methods, materials, techniques, and learning environments in the school and community.

4. Collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).

5. Content for Grades 6-12 in the Alabama courses of study for English language arts, mathematics, science, social studies, and career/technical education.

6. The needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.

7. Medications, administration of medications, and school healthcare procedures that have been determined educationally relevant.

8. Validated, research-based approaches to reading and writing instruction.

9. Methods for determining appropriate reading materials for individual students.

10. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

(b) Ability to:

1. Assess students' needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction.

2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program.

3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.

4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills.

5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals.

6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members.

7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments.

8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.

9. Implement appropriate behavioral interventions based on a functional analysis of behavior.

10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including *Essential Skills of Teachers of Reading*.

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

Author: Dr. Joseph B. Morton.

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

History: New 01-09-97, effective 07-01-97; amended 12-09-99, effective 01-13-00; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

290-3-3-.37 Early Childhood Special Education.

(1) Proper Certification. Holders of a valid early childhood special education certificate are properly certified to teach children with disabilities from birth through age eight.

(2) Curriculum. In addition to meeting Rules 290-3-3-.02(2)(a), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, 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. The curriculum to prepare the prospective early childhood special education teacher shall provide the teacher with:

(a) Knowledge of:

1. The kinds and nature of exceptionalities and special needs of children from birth through age eight.
2. Cultural and socioeconomic influences on young children with disabilities.
3. Human growth and development and developmental psychology stressing developmental and environmental influences affecting infants and young children, including those with disabilities.
4. The impact of the young child with special needs on the family and aspects of family-focused intervention.
5. Curriculum for intervention across exceptionalities in areas including cognition, speech/language, fine and gross motor, adaptive, and social-emotional development.
6. Procedures for adapting methods and materials to the needs of children from birth through age eight.
7. Comprehensive assessment using observational/assessment techniques and instruments appropriate for children with disabilities from birth through age eight.
8. Augmentative communication methods.

(b) Ability to:

1. Plan, implement, and evaluate programs designed to meet the special needs of children with disabilities from birth through age eight.
2. Provide developmentally appropriate programs for infants and young children with disabilities.
3. Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with special needs.

4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts.

5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight.

6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight.

Author: Dr. Joseph B. Morton.

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.

290-3-3-.38 Gifted.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04 and 290-3-3-.34, 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. The curriculum to prepare the prospective teacher of the gifted shall provide the teacher with:

(a) Knowledge of:

1. Definitions, characteristics, prevalence, and the incidence of giftedness.
2. Cultural and socioeconomic factors that impact on the identification and instruction of the gifted, with particular emphasis on special populations, including minority students, underachieving students, and students with physical and emotional disabilities.
3. The curriculum in elementary and secondary education.
4. Creative and productive thought, critical thinking, leadership training, and visual and performing arts.
5. Programming models for gifted students.
6. Counseling techniques for gifted students.

(b) Ability to:

1. Recognize unique cognitive and social characteristics and learning styles of gifted students.
2. Select, utilize, and evaluate assessment instruments appropriate to the unique needs of gifted students.
3. Select, design, utilize, and evaluate curriculum materials for gifted students.
4. Maximize the use of technological advances in the instructional program.
5. Apply diverse theories and various approaches to manage behavior.
6. Incorporate the contributions and participation of parents and other teachers in the instructional program.
7. Solicit, manage, and evaluate the support and contribution of various professional groups and community services, including the development of mentor relationships.

8. Incorporate creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum.

Author: Dr. Joseph B. Morton.

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.

290-3-3-.39 Hearing Impaired.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.34, 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. The curriculum to prepare the prospective teacher of students with hearing impairment shall provide the teacher with:

(a) Knowledge of:

1. The implications of hearing impairment for the social/cultural, vocational, and educational development of students.
2. Normal speech and language development, and the general and specific effects of hearing impairment on the production of speech and communication.
3. Appropriate assessment instruments, administration of tests, and interpretation of test results for students with hearing impairment.
4. Application of amplification to teaching and learning.
5. Various communication systems (such as signing and cued speech) for supporting language development.
6. Normal and abnormal language development and the implications for language and reading programs for students with hearing impairment.
7. Methods of adapting the regular curriculum and instructional programs to accommodate the needs of students with hearing impairment.

(b) Ability to:

1. Care for and maintain amplification technology.
2. Adapt school programs to the needs of students with hearing impairment.
3. Use appropriate instructional procedures to effect language learning in the student with hearing impairment.
4. Communicate effectively with students with hearing impairment, using a variety of techniques.

Author: Dr. Joseph B. Morton.

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.

290-3-3-.40 Speech and Language Impaired Options.

(1) General Information.

(a) A student who began collegiate study before July 1, 1992, may complete a Class B speech and language impaired teacher education program to which he/she was admitted prior to July 1, 1995.

(b) A teacher with a valid Class B Professional Educator Certificate in Speech and Language Impaired may renew that certificate by meeting the requirements prescribed in Rule 290-3-2-.04.

(2) Other Approaches. Persons who do not earn Class B certification in speech and language impaired by completing an approved program may earn Class A certification by meeting the requirements in Rule 290-3-2-.02(4)(c), Rule 290-3-2-.03(1)(d)2., Rule 290-3-3-.44, or Rule 290-3-3-.46.

Author: Dr. Joseph B. Morton.

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.

290-3-3-.41 Visually Impaired.

(1) Curriculum. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04 and 290-3-3-.34, 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. The curriculum to prepare the prospective teacher of students with visual impairment shall provide the teacher with:

(a) Knowledge of:

1. The implications of visual impairments for the social/emotional, vocational, and educational development of students.

2. Assessment instruments appropriate for the student with visual impairment.

3. Curricular materials appropriate for students with visual impairment, including Braille and assistive technology devices.

4. Methods of adapting the regular instructional programs for students with visual impairment and instructional approaches unique to their education.

(b) Ability to:

1. Use informal and formal methods of assessment appropriate for the evaluation of students with visual impairment.

SUPP. NO. 07-3
290-3-3-.41(1)(b)2.

TEACHER EDUCATION

290-3-3-.41 History

2. Provide instruction in reading in the medium that is appropriate for the individual abilities of the student with a visual impairment, including Braille, large print, and low vision devices.
3. Develop skills necessary to attain literacy in reading and writing.
4. Provide orientation and mobility training and identify physical environment modifications needed for each student.
5. Adapt the regular curriculum to the specific needs of each student with visual impairment.

Author: Dr. Joseph B. Morton.

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 01-9-97, 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.

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

(1) 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.

(2) **Admission to Class A Programs for Teachers.** Requirements for admission shall include a bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except as prescribed in the rules for Alternative Class A programs, English for speakers of other languages, reading specialist, and special education.

(a) Admission to a Class A special education program requires at least a bachelor's-level certificate in any teaching field.

(b) It shall be the responsibility of the teacher education institution 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 student does not hold a valid Class B Professional Educator Certificate.

(c) If an individual admitted to a Class A program based on a 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 earn Alabama Class B certification before applying for Class A certification.

(3) **Purposes of Class A Programs for Teachers.** Class A teacher education 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.

(4) **Curriculum of Class A Programs for Teachers.** At the Class A level, the teacher may complete any of three types of programs, each of which requires at least 30 semester hours of credit not used for prior level certification in the same field.

(a) Traditional teacher education program.

1. At least one-third of the program shall consist of teaching field courses; and
2. English language arts, general science, and general social science programs shall require at least one course in two areas.

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

(c) Strengthened subject matter option. An individual who pursues Class A certification through this option shall hold a bachelor's-level professional educator certificate with an endorsement in the same or broader field of study for which Class A certification is sought. The curriculum must meet the institution's requirements for a master's degree in the academic area for which certification is sought.

(d) With regard to integrating technology into teaching and learning, individuals enrolled in Class A programs shall demonstrate:

1. Knowledge of:

(i) Strategies to identify and evaluate technology resources and technical assistance (i.e., those available online and on-site within a school and district setting).

(ii) Methods for assessing advantages and limitations of current and emerging technologies and online and software content to facilitate teaching and student learning.

(iii) Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.

(iv) Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies.

(v) Characteristics of appropriate and effective learner-centered lessons and units that integrate technology.

(vi) Technology tools (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.

(vii) How to facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.

(viii) The variety and application of technologies that are responsive to diverse needs of learners, learning styles and the needs of all students (for example, assistive technologies).

(ix) Processes and criteria for evaluating students' technology proficiency and students' technology-based products within curricular areas.

(x) The resources for enhancing professional growth using technology (for example, through accessing web-based information, online collaboration with other educators and experts, and online professional courses).

2. Ability to:

(i) Identify and evaluate technology resources and technical assistance (i.e. those available online and on-site within a school and district setting).

(ii) Assess advantages and limitations of current and emerging technologies, online resources and software to facilitate teaching and student learning.

(iii) Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.

(iv) Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.

(v) Design, implement, and assess learner-centered lessons and units that incorporate technology and use appropriate and effective practices in teaching and learning with technology.

(vi) Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email.

(vii) Facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.

(viii) Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs).

(ix) Evaluate students' technology proficiency and students' technology-based products within curricular areas.

(x) Use technology to enhance professional growth (e.g., through accessing web-based information, online collaboration with other educators and experts, and online professional courses).

(e) Each traditional Class A and Alternative Class A program for teachers shall ensure that each completer of the program has demonstrated the Five Core Propositions of the National Board for Professional Teaching Standards. The five propositions are:

1. Teachers are Committed to Students and Their Learning.
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
3. Teachers are Responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically About Their Practice and Learn from Experience.
5. Teachers are Members of Learning Communities.

(f) Post-bachelor's degree coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools' *Principles of Accreditation*, section on Educational Programs.

(g) 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.

(h) Completion of a Class A program for teachers requires at least 30 semester hours of credit not used for prior certification in the same field.

(5) Evaluation for Class A Certification for Teachers. Readiness to serve on the Class A level 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 teacher education program.

(c) Successful completion of an internship in the Alternative Class A Program, English for speakers of other languages, reading specialist, and speech and language impaired 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(4)(a, c, and d).

(d) Successful completion of a practicum for initial certification in a special education teaching field.

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

(f) A bachelor's-level professional educator certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A, English for speakers of other languages, and special education programs. English for speakers of other languages, reading specialist, and special education programs require a bachelor's-level professional educator certificate in any teaching field.

(6) Testing for Class A Certification for Teachers. Applicants for initial Class A certification must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.43 Reserved.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-34-1 (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.

290-3-3-.44 Alternative Class A Programs.

(1) Purposes of an Alternative Class A Program. 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, including subject matter knowledge, student development, diversity, instructional strategies, classroom management and learning environment, communication, planning, assessment, professionalism, and collaboration. Additional information is provided in Rule 290-3-3-.03.

(2) Admission to an Alternative Class A Program. Persons who are eligible for admission to the Alternative Class A program shall have earned a bachelor's or higher degree from a regionally accredited college or university with a minimum grade point average

(GPA) overall of 2.50 documented on the official transcript from the degree-granting institution.

(a) General Studies. Completion of courses including humanities, social science, science, and mathematics. Candidates in early childhood education, elementary education, early childhood special education, collaborative teacher (K-6), or collaborative teacher (6-12) shall have earned at least 12 semester hours in each of the following areas: English language arts, mathematics, science, and social science. Note: Individuals pursuing collaborative teacher (6-12) who teach any course at the middle/secondary level for which the students receive credit in a core academic subject(s) must have earned an academic major in the appropriate discipline or the equivalent.

(b) Teaching Field. A person who wishes to earn certification in a teaching field listed below shall have completed, prior to unconditional admission, the number of hours indicated by category.

1. Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Teacher K-6, Collaborative Teacher 6-12: As many hours of coursework appropriate to the curriculum indicated in the Alabama courses of study as the unit requires in the teaching field of the State-approved Class B program or, at a minimum, the institution must require 12 semester hours in each of the four areas of general studies as prescribed in Rule 209-3-3-.44(2)(a). The institution may have additional requirements as it deems appropriate.

2. 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.

3. 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 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 and at least one course in each of the following areas: English (including grammar and reading), speech, drama or theatre, and journalism. If an applicant does not have a course in each of the areas indicated, but meets all other admission requirements, then credit for that course(s) must be earned prior to program completion.

(ii) General Science: an academic major in an area included in the sciences—e.g., biology, chemistry, earth/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/space science, and physics. If an applicant does not have a course in each of the areas indicated, but meets all other admission requirements, then credit for that course(s) must be earned prior to program completion.

(iii) General Social Science: an academic major in an area included in the social sciences—e.g., economics, geography, history, and political science—and at least one course

in each of the other areas listed in the social sciences. 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 sciences 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. If an applicant does not have a course in each of the areas indicated, but meets all other admission requirements, then credit for that course(s) must be earned prior to program completion.

(iv) Career/Technical Education: as many hours of courses appropriate to the curriculum in one of the following areas: agriscience education, business/ marketing education, family and consumer sciences education, career technologies, and technical education, as the institution requires in the State-approved Class B program, or at a minimum, 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit.

4. 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.

(c) Unconditional Admission. Each institution shall establish and enforce a policy that specifies when admission criteria must be met by the student before he or she is unconditionally admitted to the program. The policy must include admission requirements specified in Rules 290-3-3-.44(2) through .44(2)(b)4.

(3) Curriculum of an Alternative Class A Program. A program in a given teaching field shall be designed to develop appropriate Class B teaching competencies. In addition, a program shall:

(a) Meet master's degree requirements of the college/university that proposes to provide the program.

(b) Be designed to develop appropriate Class B teaching field competencies and be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the candidate.

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

1. Each comprehensive teaching field of English language arts, general science, and general social science shall ensure that the candidate has completed at least one course in each of the areas of the comprehensive field. For example, if a candidate entered the Alternative A program in general social science with an academic major or 32/19 semester hours in history, the candidate must successfully complete at least one course each in economics, geography, and political science prior to program completion. At least one-third of the program shall consist of teaching field courses. English language arts, general science, and general social science programs shall require at least one course in two areas.

(d) Meet the Alabama Quality Teaching Standards in Rule 290-3-3-.03 and require study in the following areas: content knowledge; curriculum; methods of teaching; meeting the needs of diverse populations, including, but not limited to, students with special needs;

literacy including mathematics and technology; professionalism; and using assessment data to improve student learning.

(e) Ensure that each program completer has demonstrated the Five Core Propositions of the National Board for Professional Teaching Standards which are listed in Rule 290-3-3-.42(4)(e).

(f) Ensure that each program completer has demonstrated the technology proficiencies which are listed in Rule 290-3-3-.42(4)(d).

(g) Require field experiences in a wide variety of school settings. The field experiences must comply with Rule 290-3-3-.02(4)(a and b).

(h) Require an internship. Alternative Class A programs must include a full-time internship in the school(s) as a teacher for a full semester. The internship must comply with Rule 290-3-3-.02(4)(a and c).

(i) Entry and exit criteria shall be clearly identified for the internship. Entry criteria shall include a criminal history background check through the Alabama State Department of Education.

1. Any candidate seeking an internship placement for an Alternative Class A program for spring semester 2008 or thereafter shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI).

2. The candidate shall be fingerprinted by an appropriate education official or law enforcement official who has been trained to take acceptable fingerprints.

3. The candidate will submit two acceptable fingerprint cards, the required nonrefundable fee, and the required consent and release forms for the release of criminal history background information to the Alabama State Department of Education.

4. The candidate shall be issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the teacher education unit documentation of having cleared the criminal history background check before placement in an internship.

5. A candidate whose suitability determination precludes admission to the internship has the right to due process procedures in accordance with Rule 290-3-2-.05, Revocation and Suspension of Certificates and Unsuitability Determinations.

(4) Evaluation for Alternative 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 teacher education program.

(c) Competence to teach children and/or youth as demonstrated in an internship as described in Rule 290-3-3-.02(4)(a and c).

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

(5) Testing for Alternative Class A Certification. Applicants for initial certification through the completion of an Alternative Class A program must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP). See Rule 290-3-3-.42(6).

Author: Dr. Joseph B. Morton.

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.

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

(1) Admission to an ESOL Program. Initial certification in English for Speakers of Other Languages (ESOL) is at the Class A level. Requirements for admission to the program of studies include at least a bachelor's-level professional educator certificate in a teaching field. If an individual is admitted to an Alabama Class A program based on a 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 earn at least a Class B certificate before applying for Class A certification.

(2) Curriculum of an ESOL Program. The curriculum to prepare the teacher of English for speakers of other languages shall provide the prospective teacher with:

(a) Knowledge of:

1. The nature and structure of the English language emphasizing grammar and linguistics.
2. The different effects of ESOL vs. bilingual education in developing second language proficiency.
3. How English language learners (ELL) develop capability in English from multiple perspectives.
4. General trends, approaches and resources for teaching ELL.
5. Appropriate techniques for teaching ELL in classes which include only ELL and in classes which include students other than ELL.
6. Multicultural education, including the roles of language and ethnicity in a multicultural society.
7. Appropriate techniques for evaluation of ELL.
8. Appropriate techniques for working with the parents/families of ELL.

9. Federal guidelines and laws pertaining to ELL identification, evaluation (formative and summative), exit criteria, and post-program assessment.
10. Methods of working with students who have multiple needs.
 - (b) Ability to:
 1. Apply English grammar and linguistics in teaching ELL.
 2. Demonstrate respect for and communicate effectively with persons of other cultures.

(3) Evaluation 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) 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 teacher education program.
- (c) 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(4)(a and d) and 290-3-3-.42(5)(c).
- (d) A passing score on a comprehensive assessment documenting mastery of the curriculum of the English for speakers of other languages, which may include, but may not be limited to, an oral examination.
- (e) A bachelor's level professional educator certificate in a teaching field.

(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 II requirements of the Alabama Prospective Teacher Testing Program (APOTP) as a precondition for certification. See Rule 290-3-3-.42(6).

Author: Dr. Joseph B. Morton.

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

History: New 01-09-97, effective 07-01-97; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

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

(1) Admission to a Reading Specialist Program. Requirements for admission to the Class A reading specialist program shall include:

- (a) A bachelor's-level professional educator certificate in early childhood education, elementary education, or collaborative teacher (K-6 or 6-12) and two full years of full-time, successful classroom teaching experience; **or**

(b) A bachelor's-level professional educator certificate in any area of education, two full years of full-time, successful classroom teaching experience, and completion of two reading courses, including an introduction to reading course.

(c) If an individual is admitted to an Alabama Class A program based on a 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 earn at least Class B certification before applying for Class A certification.

(2) Curriculum of a Reading Specialist Program. The curriculum shall provide the prospective reading specialist with:

- (a) Knowledge of research including:
 - 1. Effective reading instruction as established by reading research:
 - (i) How scientifically based research in reading is conducted.
 - (ii) Instructional practices that demonstrably improve reading achievement.
 - 2. Past and present reading researchers and their contributions to the knowledge base.
 - 3. Research that supports early, appropriate intervention for struggling readers.
 - 4. How to differentiate between standards for qualitative and quantitative research.
- (b) Knowledge of the knowledge base for reading including:
 - 1. Effective early reading instruction and practices including those identified in the Alabama Reading Initiative publication: *Essential Skills of Teachers of Reading*.
 - 2. Early reading instruction that integrates the following components:
 - (i) Nurturing oral language development (e.g., reading to students, providing verbal interaction about readings, expanding sentences).
 - (ii) Developing concepts of print.
 - (iii) Fostering a love of reading.
 - (iv) Giving students ample time and support to read independently (e.g., help with book selection).
 - (v) Developing phonemic awareness.
 - (vi) Developing letter recognition.
 - (vii) Providing systematic phonics instruction.
 - (viii) Emphasizing reading for meaning.
 - (ix) Enhancing reading proficiency through daily writing.
 - (x) Increasing students' listening comprehension.
 - (xi) Integrating the language arts in all content areas.
 - (xii) Developing fluency.
 - 3. Causes of reading difficulties including, but not limited to, deficits in phonological processing, limited understanding of the alphabetic principle, lack of letter recognition, letter reversals, insufficient prior knowledge, and limited proficiency with spoken English.
 - 4. Common misconceptions about causes of reading difficulty including, but not limited to, poverty, race, perceptual difficulties, and dialect.

5. Effective instruction identified in the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of the Reading Coach*.

6. Knowledge of the phonology and grapheme-phoneme correspondence of the English spelling system.

(c) Knowledge of reading material including:

1. Classic and contemporary children's and young adult literature and easy-reading fiction and non-fiction at levels appropriate to individual readers.

2. The uses and functions of various types of texts (e.g., predictable, decodable, easy-to-read) in developing effective, fluent readers.

3. The necessity of providing students with printed material at their independent and instructional levels, avoiding inconsiderate texts.

4. How to evaluate, select, and integrate media (e.g., software) into the reading program.

5. How to select, substitute, and/or rewrite content materials at students' reading levels.

(d) Knowledge of decoding including:

1. The importance of building early decoding skills.

2. The foundational importance of knowledge of print concepts, letter recognition, and phoneme awareness in decoding.

3. A progression of systematic phonics instruction that gradually builds from the basic to more complex patterns and guides the use of decodable texts.

(e) Knowledge of comprehension including:

1. The impact of amount of reading on reading comprehension.

2. Teacher-directed, integrated instruction in comprehension strategies that will increase students' abilities to gain meaning from printed material.

3. Questioning and discussion strategies that yield literal, interpretive, and evaluative student responses to printed material.

4. The causal relationship between the size of vocabulary and reading comprehension.

5. Strategies that increase reading comprehension including, but not limited to, summarizing, retelling, rereading, outlining, note-taking, visualizing, clarifying, and predicting.

(f) Knowledge of the reading/writing connection including:

1. The role of temporary spelling in developing phonemic awareness, promoting the alphabetic principle, and facilitating written expression.

2. The role of writing in assisting students in learning, understanding, and remembering content.

3. The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum.

4. The four modes of discourse: descriptive, persuasive, narrative, and expository.

- (g) Knowledge of **intervention instruction** including:
1. Effective intervention instruction identified in the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of the Reading Coach*.
 2. Accelerated, highly specialized instruction that significantly increases the pace of learning.
 3. Struggling readers' need for a combination of systematic, explicit instruction in phonemic awareness, phonics, and reading comprehension.
 4. The role that self-selected, independent reading practice plays in leading struggling readers to become fluent readers.
 5. The importance of increasing the motivation of struggling readers by fostering success and rapid progress.
- (h) Knowledge of **assessment** including ongoing assessment and evaluation practices to monitor students' progress, guide instruction, and evaluate the reading program.
- (i) In the area of **learning environment**, demonstrate the ability to:
1. Create a print- and language-rich classroom that fosters all aspects of literacy.
 2. Model reading and writing as valuable lifelong activities.
 3. Promote family involvement in literacy development.
- (j) In the area of **materials**, demonstrate the ability to:
1. Use a variety of literary genres including culturally diverse literature.
 2. Match texts to the needs of learners.
 3. Use instructional and informational technologies to support literacy.
- (k) In the area of **oral language development**, demonstrate the ability to:
1. Implement effective strategies that develop students' language comprehension and expression.
 2. Read to students and lead a discussion about what was read.
- (l) In the area of **word identification**, demonstrate the ability to teach phonemic awareness and phonics through meaningful, engaging activities.
- (m) In the area of **comprehension**, demonstrate the ability to:
1. Teach students to use graphophonemic, syntactic, and semantic relationships to monitor and improve reading comprehension.
 2. Provide direct instruction in comprehension strategies.
 3. Model multiple comprehension strategies appropriate to the text and task including, but not limited to, summarizing, retelling, rereading, questioning, and deep discussion techniques.
 4. Increase the motivation of students to read independently.
 5. Teach effective study skills using a variety of resources.
 6. Adjust reading strategies to the purpose of the reading and the nature of the text.
 7. Teach vocabulary through multiple encounters with words in a variety of contexts.
 8. Teach students to vary their reading rate according to their purpose and the difficulty of the material.

- (n) In the area of the **reading/writing connection**, demonstrate the ability to:
1. Guide students in implementing the writing process, using the four modes of discourse.
 2. Use peer and teacher conferencing to help students edit and revise their writing.
 3. Use rubric assessment to help students edit and revise their writing.
 4. Promote the integration of reading and writing in content areas at all grade levels.
 5. Provide extensive authentic writing experiences in which students respond to their writing in various formats and for various audiences.
 6. Provide extensive practice in guiding students to choose and read appropriate texts in a variety of genres.
- (o) In the area of **planning for instruction**, demonstrate the ability to:
1. Interpret, communicate, and apply research findings to improve reading instruction and the reading program.
 2. Create reading improvement plans to address the needs of readers.
 3. Evaluate, select, and use high quality materials and programs for literacy instruction including electronic media.
- (p) In the area of **intervention**, demonstrate the ability to:
1. Teach struggling readers including students with limited English proficiency, to read or to expand their reading power.
 2. Model the strategies referenced in the Alabama Reading Initiative publications: *Essential Skills of Teachers of Reading* and *Essential Skills of Reading Coaches*.
 3. Respond to oral reading miscues in ways that are appropriate to the nature of the problem, the purpose of the particular lesson, and the needs of the learner at the moment.
- (q) In the area of **assessment**, demonstrate the ability to:
1. Administer and use a variety of formal and informal assessments including an informal reading inventory, miscue analysis, portfolios, self-assessments, anecdotal records, norm-referenced and criterion-referenced measures, and other indicators of students' progress and curriculum effectiveness.
 2. Maintain data on student progress in reading achievement and determine implications for the school's reading program.
- (r) In the area of **professional development**, demonstrate the ability to:
1. Initiate, implement, and evaluate professional development programs.
 2. Work effectively with classroom teachers, special educators, administrators, community agencies, and families.
 3. Share knowledge of research-based techniques and collaborate with colleagues.
 4. Employ coaching or mentoring to improve reading instruction.
 5. Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings.
 6. Assist other teachers in implementing the knowledge and skills in the Alabama Reading Initiative publication: *Essential Skills of Teachers of Reading*.

(3) Evaluation 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) 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 reading specialist program.

(c) Competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours that complies with Rules 290-3-3-.02(4)(a and d) and 290-3-3-.42(5)(c).

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

(e) A bachelor's level professional educator certificate in a teaching field.

(4) 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 II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition of certification. See Rule 290-3-3-.42(6).

(5) 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(25). 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) including the knowledge and skills expected for ARI schools, the assessment tools used in these schools, and the evaluation of these schools; shall be a full-time employee of the institution; shall teach courses required in the program; and shall advise candidates seeking certification through program completion.

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.46 Speech and Language Impaired (Grade P-12).

(1) Admission. Requirements for admission to the Class A speech and language impaired program shall include completion of a bachelor's degree in speech and language impaired from a regionally accredited institution.

(2) **Curriculum.** The curriculum shall provide the speech-language pathologist with:

- (a) Knowledge of:
1. Normal speech and language development.
 2. The impact of communication disorders on pre-literacy/literacy and learning.
 3. The characteristics of the following specific communication or associated disorders: articulation, language, voice, fluency, hearing, oral motor and dysphagia or other related aerodigestive function disabilities.
 4. Augmentative communication methodology and application.
 5. Various evaluation/assessment systems.
 6. Causes, types, and degrees of communication disorders and implications for literacy and learning.
 7. Principles of management appropriate for language, articulation, fluency, voice, pre-literacy/literacy and learning disorders, and augmentative communication and hearing loss.
 8. Impact of multicultural variations in communication skills on pre-literacy/literacy and learning.
 9. Materials and methods appropriate to the remediation of various communication disorders based on efficacy data.
 10. Speech and language multi-dimensional evaluation and assessment and case selection criteria.
 11. Factors which contribute to program effectiveness.
 12. Procedures for identifying, assessing, remediating, and evaluating communication programs.
- (b) Ability to:
1. Use instrumentation and procedures for hearing screening.
 2. Collect case history information and interpret results for making appropriate referrals.
 3. Design and implement appropriate communication systems for students with communication disorders.
 4. Identify multicultural variations in communication for the purpose of program planning.
 5. Apply intervention principles in planning management programs.
 6. Serve as a resource person for colleagues.
 7. Apply speech, language, hearing assessment, and therapeutic methods and techniques.
 8. Implement a group speech and language stimulation program in a classroom.
- (3) **Evaluation for Certification of Teachers of Speech and Language Impaired.** Readiness to serve students with speech and 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 and language pathology.

(c) Competence to serve as a speech and language pathologist as demonstrated in an internship in a P-12 school(s) setting of at least 300 clock hours that complies with Rules 290-3-3-.02(4)(a and d) and 290-3-3-.42(5)(c).

(d) A passing score on a comprehensive assessment documenting mastery of the curriculum of the speech and language impaired program, which may include but may not be limited to, an oral examination.

(4) Testing for Certification of Teachers of Speech and Language Impaired. Successful completion of the requirements of the Alabama Prospective Teacher Testing Program shall be required for initial certification in speech and language impairment. Additional information is provided in Rule 290-3-3-.42(6).

Author: Dr. Joseph B. Morton.

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

History: New 01-09-97, effective 07-01-97; emergency rule to amend and adopt filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07.

290-3-3-.47 Class A (Master's Degree Level) Programs for Instructional Support Personnel.

(1) Admission to Class A Programs for Instructional Support Personnel. Other than instructional leadership programs [Rule 290-3-3-.48(1)], requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or a master's-level certificate in another area of instructional support. If an individual is admitted to an Alabama Class A program based on a 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 earn at least a Class B Professional Educator Certificate before applying for Class A certification.

(2) Curriculum. Completion of a Class A program for instructional support personnel requires at least 30 semester hours of credit not used for prior level certification in the same field.

(3) Evaluation for Certification for Class A Instructional Support Personnel. Other than instructional leadership programs [Rule 290-3-3-.48(3)], 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 in all courses in the Alabama State Board of Education approved program for instructional support personnel.

(c) Two full years of full-time, satisfactory educational experience except for instructional leadership, which requires three full years of full-time, satisfactory educational experience at the P-12 level.

(d) At least a bachelor's-level professional educator certificate in a teaching field or a master's level professional educator certificate in a teaching field or in another area of instructional support.

(4) Testing for Class A Certification for Instructional Support Personnel.

Applicants for initial Class A certification in an instructional support area must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.48 Instructional Leadership. The study of instructional leadership shall begin at the Class A level.

(1) Admission to an Instructional Leadership Program. In addition to a Class B Professional Educator Certificate in a teaching field or a 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 experience in a P-12 setting, which must include P-12 teaching experience.

(b) Submit an admission portfolio before an interview. The portfolio will 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) If an individual is admitted to an Alabama Class A program based on a 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 earn at least a Class B Professional Educator Certificate before applying for Class A certification.

(2) Curriculum of an Instructional Leadership Program.

(a) With regard to **planning for continuous improvement**: This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning. Effective instructional leaders engage the school community in developing and maintaining a shared vision; plan effectively; use critical thinking and problem-solving techniques; collect, analyze, and interpret data; allocate resources; and evaluate results for the purpose of continuous school improvement. Prior to program completion prospective instructional leaders shall demonstrate:

1. Knowledge to:

(i) Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center.

(ii) Align instructional objectives and curricular goals with the shared vision.

(iii) Allocate and guard instruction time for the achievement of goals.

(iv) Create a school leadership team that is skillful in using data.

(v) Use approved methods and principles of program evaluation in the school improvement process.

2. Ability to:

(i) Lead and motivate staff, students, and families to achieve the school's vision.

(ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.

(iii) Interact with the community concerning the school's vision, mission, and priorities.

(iv) Work with staff and others to establish and accomplish goals.

(v) Relate the vision, mission, and goals to the instructional needs of students.

(vi) Use goals to manage activities.

- (vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.
- (viii) Delegate tasks clearly and appropriately to accomplish organizational goals.
- (ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.
- (x) Use a process for gathering information to use when making decisions.
- (xi) Use multiple sources of data to manage the accountability process.
- (xii) Assess student progress using a variety of techniques and information.
- (xiii) Monitor and assess instructional programs, activities, and materials.
- (xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.
- (xv) Use external resources as sources for ideas for improving student achievement.

(b) With regard to **teaching and learning**: This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that instructional leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Effective instructional leaders promote and monitor the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability. Prior to program completion prospective instructional leaders shall demonstrate:

1. Knowledge to:
 - (i) Plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision.
 - (ii) Collaborate with community, staff, district, state, and university personnel to develop the instructional program.
 - (iii) Align curriculum, instructional practices, and assessments to district, state, and national standards.
2. Ability to:
 - (i) Use multiple sources of data to plan and assess instructional improvement.
 - (ii) Engage staff in ongoing study and implementation of research-based practices.

- (iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.
- (iv) Communicate high expectations and standards for the academic and social development of students.
- (v) Ensure that content and instruction are aligned with high standards resulting in improved student achievement.
- (vi) Coach staff and teachers on the evaluation of student performance.
- (vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.
- (viii) Develop curriculum aligned to state standards.
- (ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.
- (x) Use multiple sources of data to manage the accountability process.
- (xi) Assess student progress using a variety of formal and informal assessments.
- (xii) Monitor and assess instructional programs, activities, and materials.
- (xiii) Use the methods and principles of program evaluation in the school improvement process.

(c) With regard to **human resources development**: This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish school goals and continuously improve the school's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles. Effective instructional leaders: recruit, select, organize, evaluate, and mentor faculty and staff to accomplish school and system goals; work collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning; and initiate and nurture interpersonal relationships to facilitate teamwork and enhance student achievement. Prior to program completion the prospective instructional leader shall demonstrate:

- 1. Knowledge to:
 - (i) Set high expectations and standards for the performance of all teachers and staff.

- (ii) Use the accepted methods and principles of personnel evaluation.
- (iii) Operate within the provisions of each contract as well as established enforcement and grievance procedures.
- (iv) Hire and retain high-quality teachers and staff.
- 2. Ability to:
 - (i) Coach staff and teachers on the evaluation of student performances.
 - (ii) Work collaboratively with teachers to plan for individual professional development.
 - (iii) Use a variety of supervisory models to improve teaching and learning.
 - (iv) Apply adult learning strategies to professional development.
 - (v) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.
 - (vi) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.
 - (vii) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.
 - (viii) Provide opportunities for teachers to reflect, plan, and work collaboratively.
 - (ix) Create a community of learners among faculty and staff.
 - (x) Create a personal professional development plan for his/her own continuous improvement.
 - (xi) Foster development of aspiring leaders, including teacher leaders.

(d) With regard to **diversity**: This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve opportunities for all students. Effective instructional leaders respond to and influence the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students. Prior to program completion the prospective instructional leader shall demonstrate:

- 1. Knowledge to:
 - (i) Involve a school community in appropriate diversity policy implementations, program planning, and assessment efforts.
 - (ii) Handle crisis communications in both oral and written form.
 - (iii) Recruit, hire, develop, and retain a diverse staff.
 - (iv) Represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community.

(v) Recognize and respond effectively to multicultural and ethnic needs in the organization and the community.

2. Ability to:

(i) Conform to legal and ethical standards related to diversity.

(ii) Perceive the needs and concerns of others and is able to deal tactfully with them.

(iii) Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.

(iv) Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.

(v) Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.

(e) With regard to **community and stakeholder relationships**: This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their youngsters and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community. Effective instructional leaders identify the unique characteristics of the community to create and sustain mutually supportive family-school-community relations. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:

(i) Serve as primary school spokesperson in the community.

(ii) Make parents partners in their student's education.

2. Ability to:

(i) Address student and family conditions affecting learning.

- (ii) Identify community leaders and their relationships to school goals and programs.
- (iii) Communicate the school's vision, mission, and priorities to the community.
- (iv) Share leadership and decision-making with others by gathering input.
- (v) Seek resources of families, business, and community members in support of the school's goals.
- (vi) Develop partnerships, coalitions, and networks to impact student achievement.
- (vii) Actively engage the community to share responsibility for student and school success.
- (viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

(f) With regard to **technology**: This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should be competent users of information and technology tools common to information-age professionals. The effective educational leader should be a hands-on user of technology. While technology empowers instructional leaders by the information it can readily produce and communicates, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs. Effective instructional leaders plan, implement, and evaluate the effective integration of current technologies and electronic tools in teaching, management, research, and communication. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Discover practical approaches for developing and implementing successful technology planning.
 - (ii) Increase access to educational technologies for the school.
2. Ability to:
 - (i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.
 - (ii) Develop a plan for technology integration for the school community.
 - (iii) Model the use of technology for personal and professional productivity.
 - (iv) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.
 - (v) Promote the effective integration of technology throughout the teaching and learning environment.
 - (vi) Provide support for teachers to increase the use of technology already in the school/classrooms.
 - (vii) Use technology to support the analysis and use of student assessment data.

(g) With regard to **management of the learning organization**: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure the management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication. Effective instructional leaders manage the organization, facilities, and financial resources; implement operational plans; and promote collaboration to create a safe and effective learning environment. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Develop and administer policies that provide a safe school environment.
 - (ii) Identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources.
 - (iii) Build and ability to support a culture of learning at the school.
 - (iv) Manage financial and material assets and capital goods and services in order to allocate resources according to school priorities.
 - (v) Use an efficient budget planning process that involves staff and community.
 - (vi) Create and ability to empower a school leadership team that shares responsibility for the management of the learning organization.
2. Ability to:
 - (i) Apply operational plans and processes to accomplish strategic goals.
 - (ii) Attend to student learning goals in the daily operation of the school.
 - (iii) Identify and organize resources to achieve curricular and instructional goals.
 - (iv) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.
 - (v) Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.
 - (vi) Use goals to manage activities.

(h) With regard to **ethics**: This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Effective instructional leaders demonstrate honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge and ability to:
 - (i) Adhere to a professional code of ethics and values.
 - (ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.
 - (iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.
 - (iv) Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.
 - (v) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.
2. Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.
3. Ability to make decisions within an ethical context.

(3) Evaluation 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) 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.
- (c) A passing score on a comprehensive assessment documenting mastery of the curriculum of the instructional leadership program, which may include, but may not be limited to, an oral examination.
- (d) A Class B Professional Educator Certificate in a teaching field or a 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 that would prepare them to lead the essential work of school improvement and higher student achievement prior to being placed at the helm of a school. Leadership is

learned through studying the key concepts and skills used by effective leaders, observing good models, and by experiencing one's own trial and error in the workplace.

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

(i) Collaboration between the university and LEA 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 are designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in state 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 instructional leaders (principals), and LEA personnel.

(vi) Ongoing supervision is 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) model the desired leadership behaviors and who 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 are 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 school 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. A residency shall be no less than ten consecutive full days in the school setting with students present. 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 by the university for instructional leadership 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 II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.47(4).

Author: Dr. Joseph B. Morton.

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.

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

(1) Admission to a Library-Media Program. The study of library-media begins at the Class A level. Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or master's-level certification in another area of instructional support. If an individual is admitted to an Alabama Class A program based on a bachelor's- or master'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 earn at least a Class B Professional Educator Certificate before applying for Class A certification.

(2) Curriculum of a Library-Media Program. The curriculum shall provide the prospective library-media specialist with:

(a) Knowledge of:

1. The overall program of each school level, including its organization and program of instruction.
2. Roles and responsibilities of the library-media specialist and the contribution of the library-media program to the educational process.
3. Ethical and legal principles related to school library-media programs, including intellectual freedom, copyright, and confidentiality of information, and procedures for responding to intellectual freedom challenges.
4. Legislation, requirements, policies, procedures, and professional recommendations that affect school library-media programs.
5. Opportunities for continuous professional development, including professional organizations, professional literature, and peer networks.
6. Research findings related to school library-media programs.
7. Procedures for developing curriculum at the building and school system levels and for producing instructional materials to meet learning objectives and characteristics.
8. Application of instructional and information technologies in a school setting and techniques for teaching teachers to use technology to enhance instruction.

9. Characteristics of learners in a multicultural society, including their abilities, interests, needs, and learning styles.
 10. Literature and resource materials available, including community resources.
 11. Procedures for budget preparation, justification, and administration.
 12. Procedures for planning, implementing, and evaluating a library-media program to meet the characteristics of a specific school.
 13. Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library-media centers, collections, and services.
 14. Factors to be considered when selecting materials that match instructional goals and meet the needs of a multicultural school population.
 15. Procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection.
 16. Attributes of different information formats.
 17. Procedures for planning, conducting, and evaluating in-service programs to meet the needs of media staff and school faculty.
 18. Strategies to communicate the contributions of the library-media program to administrators, teachers, parents, school board members, and the general public.
 19. Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum.
 20. A continuum of activities through which the school library-media specialist can assist teachers in the teaching-learning process and can motivate students to read, listen, and view a variety of appropriate resources.
 21. The components of effective interpersonal relationships in the school.
 22. Procedures for organizing a school library-media advisory committee.
- (b) Ability to:
1. Participate as a member of the instructional team in the design, implementation, and evaluation of instruction.
 2. Design, develop, implement, and evaluate a learning activity or unit of instruction.
 3. Assist students and teachers in locating, retrieving, and interpreting information in various formats.
 4. Produce instructional materials that meet specific objectives and learner needs.
 5. Relate literature for children and young adults to their interests and abilities.
 6. Plan, implement, and evaluate an in-service education program.
 7. Assist students and teachers in the application of information skills.
 8. Retrieve needed information from global sources through networking and other strategies to meet the requests of users.
 9. Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.
 10. Maintain and circulate a collection of materials and related equipment.
 11. Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use.

(3) Evaluation for Certification in Library-Media. Readiness to serve as a library-media specialist 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 in all courses in the Alabama State Board of Education approved program for library-media specialists.

(c) 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 library(ies), including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master's level certificate professional educator certificate in library-media and who are employed as librarians. The internship must comply with Rule 290-3-3-.02(4)(a and d).

(d) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the library-media program, which may include but may not be limited to, an oral examination.

(e) Two full years of full-time, satisfactory educational experience.

(f) A bachelor's- or master's-level professional educator certificate in a teaching field or a Class A Professional Educator Certificate in another area of instructional support.

(4) 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 II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.47(4).

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; 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.

290-3-3-.50 School Counseling.

(1) Admission to a School Counseling Program. The study of school counseling begins at the Class A level. Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or a master's-level professional educator certificate in another area of instructional support. If an individual is admitted to an Alabama Class A program based on a bachelor's- or 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 earn at least a Class B Professional Educator Certificate before applying for Class A certification.

(2) Curriculum of a School Counseling Program. The curriculum shall provide the prospective school counselor with:

(a) Knowledge of:

1. Human development and behavior across the life span with special emphasis on pre-school and school-age populations.
 2. Attitudes, values, and behaviors of multicultural groups and factors that influence these characteristics.
 3. Family relationships and interaction patterns.
 4. Counseling theories and techniques.
 5. Individual counseling, including establishing facilitative relationships.
 6. Small-group counseling, including group development, dynamics, and processes.
 7. The essential role and components of a group guidance program designed to enhance the school instructional program.
 8. Appraisal methods and procedures, including assessing groups and individuals; gathering data and information; selecting and using valid and reliable instruments; using appraisal results in counseling students and in consultation with parents, teachers, and administrators; limitations of appraisal; and legal and ethical issues in assessment.
 9. Career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes.
 10. Consultation models and their application in assisting teachers and administrators to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, and agency personnel to enhance students' learning.
 11. Coordination, placement, and referral procedures.
 12. Research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research.
 13. Planning, implementation/management, and evaluation of a comprehensive, developmental counseling program which includes conducting needs assessments; setting goals and measuring and evaluating performance; and budgeting.
 14. Ethical and legal standards, as determined by appropriate professional associations, legislation, and court decisions.
 15. Time management techniques that will maximize serving more students.
- (b) Ability to:
1. Plan a comprehensive, developmental school-counseling program.
 2. Use appropriate counseling techniques in group and individual sessions and conduct large-group guidance activities.
 3. Administer assessment instruments/procedures to students and interpret and communicate results to students, teachers, parents, and administrators.

4. Provide in-service activities related to test administration and interpretation; developmental needs of students; implementation of guidance interventions; early identification, remediation, and referral of children with developmental deficiencies; and curriculum strategies that emphasize relationships between educational choices and life-style/career choices.

5. Promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.

6. Evaluate a school counseling program.

7. Consult with parents, teachers, other school personnel, and agency personnel.

8. Maintain confidentiality and abide by ethical and legal standards.

(3) Evaluation for Certification in School Counseling. Readiness to serve as a school counselor 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 in all courses in the Alabama State Board of Education approved program for school counseling.

(c) 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.

(d) 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 300 clock hours, begun subsequent to the completion of the practicum. 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 counselor.

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

(f) Two full years of full-time, satisfactory educational experience.

(g) A bachelor's- or master's-level professional educator certificate in a teaching field or a master's level certificate in another area of instructional support.

(4) 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 II requirements of the Alabama Prospective Teacher Testing Program (APTTP). See 290-3-3-.47(4).

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; 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.

290-3-3-.51 School Psychometry.

(1) **Admission to a School Psychometry Program.** The study of school psychometry begins at the Class A level. Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or master's-level professional educator certificate in another area of instructional support. If an individual is admitted to an Alabama Class A program based on a 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 earn at least a Class B Professional Educator Certificate before applying for Class A certification.

(2) **Curriculum of a School Psychometry Program.** The curriculum shall equip the prospective school psychometrist with:

(a) Knowledge of:

1. Child and adolescent development and learning in the cognitive, physical, social, and emotional areas.
2. Education of exceptional learners, instructional and remedial techniques, and organization and operation of schools.
3. Assessment, including appropriate instruments for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles; and selection, administration, interpretation, and utilization of assessment instruments and report writing.
4. Interventions (direct and indirect), including counseling techniques and interpersonal relationship skills appropriate to the assessment and consultative roles of the school psychometrist; and instructional strategies, behavior management, and reinforcement techniques that are based on needs assessments.
5. Professional issues, standards, and legal and ethical issues, as determined by regulations, statutes, court decisions, and professional associations.
6. Multicultural, socio-economic, and ethnic factors and their effect on the teaching-learning and assessment processes.
7. Modern technology and its practical application in the field of psychometry.

(b) Ability to:

1. Conduct psychological and psycho-educational assessment, including:
 - (i) Non-biased assessment of personal-social adjustment, intelligence-scholastic aptitude, adaptive behavior, academic achievement, environmental-cultural influences, and vocational interests, according to professional, legal and ethical standards.
 - (ii) Formal 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. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies).

3. Use interpersonal skills (establishment of rapport, active listening, clarification, and summarization) and work effectively in cross-cultural situations.

4. Apply modern technology in the field of psychometry.

(3) Evaluation for Certification in School Psychometry. Readiness to serve as a school psychometrist 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 in all courses in the Alabama State Board of Education approved program for school psychometry.

(c) 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 a valid certificate.

(d) 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.

(e) Two full years of full-time, satisfactory educational experience.

(f) A bachelor's- or master's-level professional educator certificate in a teaching field or a master's level professional educator certificate in another area of instructional support.

(4) Testing for Certification in School Psychometry. Applicants for initial certification in school psychometry through the completion of a Class A program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.47(4).

Author: Dr. Joseph B. Morton.

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; 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.

290-3-3-.51.01 Sport Management.

(1) **Admission to Class A Programs for Sport Management.** The study of sport management begins at the Class A level. Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or a master's-level professional educator certificate in another area of instructional support. If an individual is admitted to an Alabama Class A program based on a bachelor's- or 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 earn at least a Class B Professional Educator Certificate before applying for Class A certification.

(2) **Curriculum of a Sport Management Program.** 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 gender equity and Title IX of the Educational Amendments of 1972 to the Civil Rights Act of 1965, drug use and abuse, and diversity.
 7. 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) Evaluation for Certification for Class A Sport Management. Readiness to serve as a sport manager 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 in all courses in the Alabama State Board of Education approved program for sport management.

(c) 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.

(d) 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.

(e) Two full years of full-time, satisfactory educational experience.

(f) A bachelor's-level professional educator certificate in a teaching field or a master's-level professional educator certificate in a teaching field or in another area of instructional support.

(4) Testing for Class A Certification for Sport Management. Applicants for initial certification in sport management must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.47(4).

(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. Joseph B. Morton.

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

History: New 08-06-07, effective 09-10-07.

290-3-3-.52 Class AA (Sixth-Year Level) Programs for Teachers.

(1) Admission to a Class AA Program for Teachers. Requirements for admission shall include a master's-level professional educator certificate in the same teaching field(s) in which the Class AA Professional Educator Certificate is sought, except in special education.

(a) A teacher with a bachelor's-level professional educator certificate in early childhood education and a master's-level professional educator certificate in reading may be admitted to a Class AA program in Early Childhood Education. A teacher with a bachelor's-level professional educator certificate in elementary education and a master's level-professional educator certificate in reading may be admitted to a Class AA program in Elementary Education. A teacher with a bachelor's-level professional educator certificate in any teaching field and a master's level professional educator certificate in English for speakers of other languages may be admitted to a Class AA program in the same teaching field for which the teacher holds a bachelor's level professional educator certificate.

(b) If an individual is admitted to an Alabama Class AA program based on a bachelor's- or master's-level professional educator certificate in another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must earn at least a Class A Professional Educator Certificate before applying for Class AA certification.

(2) Purposes of a Class AA (Sixth-Year Level) Program for Teachers. The essential objective of the Class AA program shall be to extend upward the level of competence of the teacher.

(3) Curriculum of a Class AA Program for Teachers. 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. The institution shall be accredited by the Southern Association of Colleges and Schools to award education specialist degrees.

(a) A Class AA program for teachers must require at least 30 semester hours of credit not used for prior level certification in the same field.

1. At least one-third of the program shall consist of teaching field courses.
2. English language arts, general science, and general social science programs shall require at least one course in two areas.

(b) Graduate coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools' *Principles of Accreditation*, section on Educational Programs.

(c) 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.

(d) Completion of a Class AA program for teachers requires at least 30 semester hours of credit not used for prior level certification in the same field.

(4) Evaluation for Class AA Certification for Teachers.

(a) 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 teacher education program as verified on an official transcript.

(b) Successful completion of a practicum shall be required for initial certification in a special education teaching field.

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

(d) A master's-level professional educator certificate in the same teaching field(s) which was used as a basis for admission to the Class AA program.

(5) Testing for Class AA Certification for Teachers. At the present time, there is no testing requirement for Class AA certification for teachers except for teachers who earn initial Class AA certification as a collaborative teacher (K-6). Such teachers must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Joseph B. Morton.

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.

290-3-3-.53 Class AA (Sixth-Year Level) Programs for Instructional Support Personnel.

(1) Admission to a Class AA Program for Instructional Support Personnel.

Requirements for admission shall include a 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(1). Individuals seeking a Class AA Professional Educator Certificate in instructional leadership shall hold a master's-level professional educator certificate as a superintendent/principal, superintendent, principal, supervisor, vocational administrator, or educational administrator.

(2) Purpose of a Class AA Program for Instructional Support Personnel.

The essential objective of the Class AA program shall be to extend upward the level of competence of the teacher.

(3) Curriculum of a Class AA Program for Instructional Support Personnel.

The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards for study at the Class AA level. The institution shall be accredited by the Southern Association of Colleges and Schools to award education specialist degrees.

(a) Programs in instructional leadership shall require mentor training and a problem analysis project, thesis, or dissertation.

(b) Completion of a Class AA program for instructional support personnel requires at least 30 semester hours of credit not used for prior level certification in the same field.

(4) Evaluation for Class AA Certification of Instructional Support Personnel.

Other than instructional leadership programs, readiness to serve in an instructional support capacity at the Class AA level shall include:

(a) 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.

(b) A passing score on a comprehensive written examination covering the content of the area of instructional support which may include, but may not be limited to, an oral examination.

(c) A master's-level professional educator certificate in the instructional support field which was used as the basis for admission to the Class AA program, except as prescribed in Rule 290-3-3-.54.

(5) 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 II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.53.01 Reserved.

290-3-3-.54 School Psychology.

(1) Admission to a School Psychology Program. Initial certification for a school psychologist shall be at the Class AA level.

(a) Criteria for admission to school psychology programs shall include at least a master's-level professional educator certificate in school psychometry. An individual who holds an out-of-state professional educator certificate in school psychometry or school psychology at the master's level may be admitted to a Class AA program for school psychology.

(b) If an individual who is admitted to an Alabama Class AA program in school psychology based on a master's-level professional educator certificate in school psychometry or school psychology 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 earn at least a Class A Professional Educator Certificate in School Psychology or School Psychometry before applying for Class AA certification.

(2) Curriculum of a School Psychology Program. The curriculum shall provide the prospective school psychologist with:

(a) Knowledge of:

1. Biological bases of behavior; cultural diversity; child and adolescent development (typical and atypical); exceptionalities; learning theory; and social bases of behavior.

2. Instructional and remedial techniques, and organization and operation of schools.

3. Assessment, including appropriate instruments for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles; and selection, administration, interpretation, and utilization of assessment instruments and report writing.

4. Interventions (direct and indirect), including consultation, counseling, and behavior management.
5. Statistics and research design.
6. Legal, ethical, and professional issues and standards, and roles and functions of the school psychologist.
7. Multicultural, socioeconomic, and ethnic factors and their effect on the teaching-learning process, and consultation, assessment, intervention, and other school psychology services.
8. Modern technology and its practical application to the field of school psychology.
 - (b) Ability to:
 1. Provide consultation, including:
 - (i) Consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.
 - (ii) Design and development of procedures for preventing disorders, promoting mental health and learning, and improving educational systems.
 - (iii) In-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.
 - (iv) Development of collaborative relationships with clients and involvement of clients in the assessment, intervention, and program evaluation procedures.
 2. Conduct psychological and psycho-educational assessment, including:
 - (i) Non-biased assessment of personal-social adjustment, intelligence-school aptitude, adaptive behavior, language and communication skills, academic achievement, sensory and perceptual-motor functioning, environmental-cultural influences, and vocational development, aptitude, and interests, according to professional, legal and ethical standards.
 - (ii) Formal instruments, procedures, and techniques.
 - (iii) Interviews, observations, and behavioral evaluations.
 - (iv) Explicit regard for the context and setting in which assessments take place and will be used.
 3. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies).
 4. Provide supervision, including overall development, implementation, and professional supervision of school psychological service programs.
 5. Conduct program planning and evaluation, including services to assist in decision-making activities; and serve on committees responsible for developing and planning educational and educationally-related activities.

(3) Evaluation for Certification in School Psychology. Readiness to serve as a school psychologist shall include:

(a) 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.

(b) 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.

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

(d) A master's-level professional educator certificate in school psychometry or school psychology.

(4) 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 II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.53(5).

Author: Dr. Joseph B. Morton.

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

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

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 of Preparation.**

(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/technical programs must address Rule 290-3-3-.23; a proposal for an innovative special education program must address Rule 290-3-3-.34; and any innovative Class A program must meet Rule 290-3-3-.42.) If programs are proposed at the Class B level, the institution must document compliance with Rules 290-3-3-.03 and 290-3-3-.04.

(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(2)(b)(2).

(6) Evaluation 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, Teacher Education and Certification Office.

(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 Prospective Teacher Testing Program (APTTP) as a precondition of certification. See 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 Teacher Education and Certification Office 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(2).

Author: Dr. Joseph B. Morton.

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

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

290-3-3-.56 Alabama State Department of Education.

(1) **Leadership.** The Alabama State Department of Education, through its Teacher Education and Certification Office, shall provide the necessary leadership for coordinating teacher education and certification in the State. This Office shall work on a continuing basis to provide appropriate advisory and consultative services to the institutions in developing and maintaining quality preparation programs that meet all Alabama State Board of Education standards.

(2) **Program Approval and Rescission.**

(a) Approved Program Approach. The Approved Program Approach to Teacher Education and Certification shall involve:

1. The development of programs of teacher education by institutions of higher education according to approved rules and procedures listed in Rule 290-3-3-.56(2)(b).

2. The official application of the standards and procedures by appropriate teams of educators. Each program deemed to meet all applicable rules will be submitted to the Alabama State Board of Education with a recommendation for consideration and possible approval.

3. The understanding that the prospective teacher, upon successful completion of the approved program, will be eligible to apply for certification by the Alabama Department of Education.

(b) Application of Rules.

1. Continuing Review of Approved Programs. The institution's approved programs shall be reviewed on a seven-year cycle for colleges or universities scheduled for review after July 1, 2008, unless the Alabama State Board of Education initiates a special review. A continuing review shall use an on-going accountability model which shall include:

(i) An annual report containing the following:

(I) Number of candidates admitted to each teacher education program.

(II) Continued compliance with faculty rules.

(III) Efforts to enhance internships and/or other field-based components of approved programs.

(IV) Efforts to involve local education agency practitioners.

(V) Assistance provided to recent graduates.

(VI) NCATE/AACTE Joint Data Report (from NCATE accredited institutions).

(ii) A narrative report with information about program status, changes, program summary data from the performance assessment templates (PATs), and changes based on data analyses according to the following schedule:

(I) Year 1: Professional Studies

(II) Year 2: Early Childhood, Elementary, and Special Education

(III) Year 3: Secondary and P-12 Class B Programs

(IV) Year 4: Class A and Class AA Teaching Field Programs

(V) Year 5: Instructional Support Programs

(VI) Year 6: Preparation of Comprehensive Review Materials

(VII) Year 7: Formal, Comprehensive Review and Site Visit

2. Review of Proposed Program(s) and/or Program(s) Affected by Significant Changes in Program Approval Rules.

(i) 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.

(ii) 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 Alabama State Board of Education: a resolution to authorize development of the program(s) and a resolution to approve the newly developed program(s). No candidate shall be admitted to a program prior to the program's 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(s).

(iii) The review process shall be coordinated by staff members in the Teacher Education and Certification Office of the Alabama Department of Education. The review process shall include the training of review team chairpersons and members, as well as the evaluation of their effectiveness.

(iv) The institution shall use Performance Assessment Templates (PATs), Analysis Forms, Checklists, and other means to document compliance with program approval rules.

(v) The State Superintendent of Education shall appoint teams to review the documentation provided by the institution, ensuring that the teams:

(I) Represent diversity.

(II) Include representatives of local education agencies, institutions of higher education, and the Alabama 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 teacher education programs, have never been employed by the institution, and have no current professional or personal relationship with the institution.

(vi) To the greatest possible extent, the documentation provided by the institution shall be evaluated prior to a site review.

(vii) 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.

(viii) 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 unit head, along with a list of standards that are deemed unmet by the review team.

(ix) The chief administrative officer of the institution 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(s).

(x) The head of the teacher education unit 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.

(xi) All recommendations shall be met by the institution before the affected program(s) is submitted to the Alabama State Board of Education for approval.

3. The Alabama State Board of Education reserves the right to require special reviews in response to the adoption of new standards or significant changes to existing standards.

(c) Appeals Procedure.

1. 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 made up as follows:

(i) The Alabama Department of Education administrator who is responsible for both teacher education program and certification (chairperson).

(ii) 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 be involved in the review under consideration).

(iii) At least one representative of an association of professional educators.

(iv) The chairperson of the review team or a team member designated by the team chairperson.

(v) At least two staff members of the Teacher Education and Certification Office of the Alabama Department of Education.

(vi) The chairperson of the review team and the two staff members of the Alabama Department of Education shall be non-voting members of the appeals panel.

2. The administrative head of teacher education programs 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.

3. After sufficient study and deliberation as determined by the chairperson, the panel shall make its decision in closed session with only voting members present.

4. All parties involved in the appeals process shall receive from the State Superintendent of Education written notification of the decision within ten working days.

5. 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.

6. In the event that the teacher education 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.

(d) Annual List of Approved Programs. The Teacher Education and Certification Office shall maintain a current list of each institution's approved programs.

(e) Changes in Approved Programs. When an institution wishes to make changes in an approved program that involve a course(s) used to meet a knowledge or ability rule, the head of the teacher education unit shall submit written documentation of the changes to be made. The documentation shall be reviewed by Alabama Department of Education personnel.

(f) Rescinding Alabama State Board of Education Approval of Teacher Education Programs. Institutions that recommend for certification candidates who have not met approved program requirements will jeopardize the continuation of their teacher education programs.

1. Following a due process procedure enumerated in the Alabama Administrative Procedure Act, Ala. Code §§41-22-1, et seq. (1975), approval of a teacher education 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.

2. Once program approval is rescinded, an institution shall wait until the next comprehensive review of all teacher education programs at that institution before seeking reinstatement of approval for that program. In requesting State Board of Education authorization to submit the program for review, the institution shall describe in detail the steps that will have been taken to ensure that all candidates recommended for certification will have met approved program requirements and be eligible for certification.

3. 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. No other candidates may be admitted to that program.

4. The notice of a proposed action shall be given consistent with provisions of Ala. Code §41-22-12 (1975).

5. The State Superintendent or his designee shall serve as the hearing officer for hearings conducted under this rule. 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.

6. 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).

7. The conduct of a hearing under this rule shall follow the below order of presentation:

(i) Reading of notice of proposed program rescission and grounds therefore.

- (ii) Preliminary matters, if any.
 - (iii) Opening statements by the parties, if desired.
 - (iv) Presentation of evidence supporting the proposed program rescission.
 - (v) Presentation of evidence in support of the institution's position.
 - (vi) Rebuttal evidence to the institution's presentation, if any.
 - (vii) Summation by the parties, if desired.
8. The parties are responsible for securing the attendance of their witnesses.
9. The hearing officer may establish a pre-hearing conference and any other schedule to facilitate the hearing.
10. 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.
11. The proposed order shall become the final decision unless a party files an exception within ten (10) days from receipt thereof.
12. 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.
13. 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.

(3) Report Card on the Preparation of Teachers and Instructional Support Personnel.

(a) The State Superintendent of Education shall issue an annual report card on approved educator preparation programs in Alabama institutions of higher education. The institutions shall be held accountable for candidates who were recommended for initial professional certification in a teaching field or area of instructional support by the institution and are currently in their first year of professional employment in Alabama public schools at the level and in the area for which they are certified. To be included in the accountability process, the first year of employment must occur within five years of completing the teacher education program.

(b) The graded quality indicators in the report card are:

1. On-the-job performance. First-year teachers and instructional support personnel shall demonstrate satisfactory performance on the Professional Education Personnel Evaluation (PEPE) program. Satisfactory performance is a current, validated composite score level determined by the Alabama State Board of Education. The report card shall also use surveys of employers and recent graduates to assess on-the-job performance. Additional information is provided in the rating scales in Rule 290-3-3-.56(3)(d)1.

2. Alabama Prospective Teacher Testing Program (APTTP). The report card shall include separate grades for the basic skills component (ACT WorkKeys) and the content knowledge component (Praxis II) of the Alabama Prospective Teacher Testing Program

(APTTP). The pass rates on both components shall be assessed using the rating scale described in Rule 290-3-3-.56(3)(d)2.

3. Pre-teaching experiences in elementary and secondary schools. Each institution will be graded on the number of hours of pre-teaching experiences prior to the internship and on research-based indicators of high quality pre-teaching experiences. Additional information is provided in the rating scale(s) in Rule 290-3-3-.56(3)(d)3.

4. Partnerships with Alabama elementary and secondary schools. Each institution will be graded on its partnership activities with Alabama elementary and secondary schools using the rating scale described in Rule 290-3-3-.56(3)(d)4.

(c) The following programs or groupings of similar teacher preparation programs within an institution will be used for assessing data related to the Professional Education Personnel Evaluation (PEPE) instrument and the Alabama Prospective Teacher Testing Program (APTTP):

1. Early childhood and elementary education.
2. English language arts, English for speakers of other languages, and reading specialist.
3. Languages other than English.
4. Mathematics.
5. Sciences.
6. Social sciences.
7. Fine arts (dance, choral music, instrumental music, theatre, and visual arts).
8. Physical education, health education, and driver and traffic safety education.
9. Special education.
10. Career/technical education.
11. Instructional leadership.
12. Library-media specialist.
13. School counseling, school psychometry, and school psychology.

(d) The rating scales for each of the quality indicators will form the basis for assigning a letter grade of A, B, C, D, or F to each program or group of programs and to the institution:

1. On-the-job performance.
 - (i) The following rating scale shall be used for determining the letter grade based on PEPE scores:

- (I) A = 95 to 100% = 4 points.
- (II) B = 90 to 94% = 3 points.
- (III) C = 85 to 89% = 2 points.
- (IV) D = 80 to 84% = 1 point.
- (V) F = 0 to 79% = 0 points.

(ii) The following rating scale shall be used for determining the letter grade based on the results of the surveys of employers and recent graduates:

- (I) A = 3.25 to 4.00 = 4 points.
- (II) B = 2.75 to 3.24 = 3 points.
- (III) C = 2.25 to 2.74 = 2 points.
- (IV) D = 1.75 to 2.24 = 1 point.
- (V) F = below 1.75 = 0 points.

2. Alabama Prospective Teacher Testing Program (APTTP). The rating scale in (3)(d)1.(i) shall be used for the determining the letter grades for the basic skills component (ACT WorkKeys) and the content knowledge component (Praxis II).

3. Pre-teaching experiences in elementary and secondary schools.

(i) The following rating scale shall be used for determining the letter grade for the average number of required hours of pre-teaching experiences prior to the internship:

- (I) A = 201 or more hours = 4 points.
- (II) B = 176 to 200 hours = 3 points.
- (III) C = 150 to 175 hours = 2 points. (Note: Alabama standards require a minimum of 150 hours of pre-teaching experiences prior to the internship.)

(ii) The following rating scale will be used for determining the letter grade for the existence of research-based indicators of high quality pre-teaching experiences:

- (I) A = 4 or more indicators.
- (II) B = 3 indicators.
- (III) C = 2 indicators.
- (IV) D = 1 indicator.
- (V) F = 0 indicators.

4. Partnerships with Alabama elementary and secondary schools. The following rating scale shall be used to determine scores for partnership activities:

- (i) A = 4 or more activities.
- (ii) B = 3 activities.
- (iii) C = 2 activities.
- (iv) D = 1 activity.
- (v) F = 0 activities.

(e) The State Superintendent of Education shall determine if other quality indicators will be included in the report card as graded items or informational items.

(f) The State Superintendent of Education has the responsibility for determining the formula for calculating the grade for a program or group of programs and for the institution.

(g) Following issuance of the report card grades:

1. No action is required if the grade for a program or group of programs as listed in .56(3)(c) is a C or higher. If, over a period of two consecutive years, a program or a group of programs receives two Ds, two Fs, or a combination of a D and an F, then the State Superintendent of Education shall authorize a special review of the program(s) and, based upon the evidence, shall recommend that the Alabama State Board of Education rescind approval of the program(s).

2. No action is required if the institution's grade is an A or B. If the unit receives a grade of C, D, or F in any year, then the unit must develop and submit a plan to the State Superintendent of Education within four months after the institution receives its grade, and all candidates admitted to the unit's programs must be notified in writing concerning the institution's grade. After the State Superintendent of Education acknowledges acceptance of the plan, the unit shall have two scholastic years to implement its plan for achieving a grade of A or B for all programs.

3. The State Superintendent of Education shall recommend that the Alabama State Board of Education rescind approval of all of an institution's programs if, over two consecutive years:

(i) An institution receives two Ds, two Fs, or a combination of a D and an F.

(ii) An institution's grade of C, D, or F is not raised to at least a B within two scholastic years after the unit's plan is implemented.

4. The Alabama State Board of Education will determine the effective date of rescission, with the timeframe not to exceed twelve months subsequent to the date of State Board of Education action.

5. 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.

(4) Studies of Educator 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 Teacher Education and Certification Office of the Alabama Department of Education, with the cooperation of the educator preparation units 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.

(5) Liaison With Other Agencies Which Accredite or Develop Standards for Teacher Education Programs. The Teacher Education and Certification Office shall maintain contact with other entities affecting teacher education programs in the State. Three entities of particular significance in this respect are the National Council for Accreditation of Teacher Education (NCATE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers. The Teacher Education and Certification Office shall facilitate maximum cooperation with these agencies and shall coordinate the approval of teacher education programs with the functions of these agencies whenever feasible. Although State approval of programs is required, accreditation by NCATE is voluntary. Whenever feasible, cooperative and concurrent evaluations shall be facilitated.

(6) Advisory Panel. The State Superintendent of Education shall appoint an advisory panel to review proposed changes to teacher education programs and certification rules prior to their submission to the Alabama State Board of Education. The panel shall be representative of the education profession, with the majority of the members being P-12 teachers and instructional support personnel and including representatives of higher education, business and industry, parents, and the general public. Terms of membership shall be staggered in order to provide continuity.

Author: Dr. Joseph B. Morton.

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

History: New 01-09-97, effective 07-01-97; (3) amended 11-18-99, effective 12-23-99; amended 06-08-00, effective 07-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; emergency amended rule adopted 4-14-05, effective 4-14-05; amended rule adopted 06-09-05, effective 07-14-05; repealed and adopted new 08-06-07, effective 09-10-07.