STATE BOARD OF EDUCATION
STATE DEPARTMENT OF EDUCATION
OFFICE OF TEACHING AND LEADING
ADMINISTRATIVE CODE

CHAPTER 290-3-3
TEACHER EDUCATION - PROFESSIONAL SERVICES

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290-3-3-.01 Definitions.

Other terms related to the preparation and certification of educators are provided in the current Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

1. **30/18.** The 4x12 requirement for early childhood, elementary, and collaborative special education programs has been removed. EPPs should make certain that the appropriate courses are taken by candidates to have a broad understanding of subject areas and be able to pass the appropriate AECAP assessments. All Class B programs require a teaching field, including at least 30 semester hours of credit with at least 18 semester hours of upper-division credit.

2. **Academic Major.** The specialized area of study in a discipline. For program approval, the major must require a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. A college or university may choose to require the courses in the comparable Arts and Science type major, or the EPP may combine courses from the comparable Arts and Science type major with education courses. This requirement applies to all certification age or grade spans: Pre-kindergarten (birth to age 4), early childhood (P-3), elementary (K-6), middle level (4-8) secondary (6-12), and all grades (P-12).

3. **Accreditation.** A formal process conducted by a non-governmental, independent accrediting agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation to ensure the delivery of sound educational programs. Institutional credit in Alabama is through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Accreditation may pertain to an entire institution ("institutional accreditation") or to specific academic programs or divisions ("specialized accreditation" or "programmatic accreditation").

4. **Advanced Certificate.** A certificate earned after an individual has an initial certificate. It is a higher-level qualification than the initial certificate. Candidates demonstrate that they have deeper content knowledge and more specialized skills in a particular field. This certificate does not have to be in the same content area and grade band as the initial certificate. More information is found in the approved program definition.

5. **Alabama Educator Certification Assessment Program (AECAP).** The statewide testing program required by the Alabama State Board of Education. Electronic score reports must be submitted directly from the testing service to the Alabama State Department of Education. Applicants must meet the requirements in effect at the time of unconditional admission unless a test has been sunset prior to the candidate passing the assessment. Specific information regarding current test and score requirements for all

areas of certification may be found in the ***Educator Assessment Policies Manuals A and B.***

a. **Basic Skills Assessments in Reading, Writing, and Mathematics.** No longer a requirement.

b. **Praxis Subject Assessments.** Educational Testing Service (ETS) is the Praxis vendor. The Praxis content knowledge assessments became effective April 14, 2005, and are required as a precondition for initial certification in any teaching field or area of instructional support.

c. **Praxis Principles of Learning and Teaching.** Educational Testing Service (ETS) is the Praxis vendor. The Praxis Principles of Learning and Teaching (PLT) is the required pedagogical assessment for initial certification in all teaching fields where an edTPA handbook does not exist.

d. **edTPA.** Pearson is the edTPA vendor. The edTPA pedagogical assessments became effective September 1, 2018, and are required for initial certification in all teaching fields where a handbook is developed.

e. **Foundations of Reading.** Pearson is the Foundations of Reading vendor. The Foundations of Reading assessment became effective September 1, 2022, and is required for initial certification in Early Childhood, Elementary, and Collaborative K-6.

6. **Alabama Program Improvement for Educators (AL-PIE).** The process Alabama uses to review teaching field and instructional support programs. This replaces the Continuous Improvement in Educator Preparation (CIEP) program approval process.

7. **Alabama State Board of Education (State BOE).** The governing body that votes and makes decisions regarding the rules for the Alabama State Department of Education.

8. **Alabama State Department of Education (ALSDE).** The State agency that implements the rules for education decided upon by the State BOE.

9. **Alternative Teacher Preparation Organization (ATPO).** An organization the Alabama State Board of Education deems qualified to offer certification programs to qualified individuals in the state of Alabama in accordance with Ala. Code § 16-23-3.1 (1975).

10. **Application for Certification.** Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Educator Certification Assessment Program (AECAP). An individual who completes a program approved by the State of Alabama must apply for Alabama certification within 60 calendar months of the program

completion date. If a program completer does not apply within 60 months and desires to be certified, the institution of higher education (IHE) should evaluate the candidate based upon current certification requirements. Additional information about the time limit is provided in the current Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

11. **Apprenticeship.** A model of educating teachers based upon the adage, "See one, do one, teach one". This model is based upon preparation through active and interdependent engagement to promote understanding and proficiency in specific tasks. Programs evaluate candidate competencies to ensure that candidates are meeting all program standards. Competencies can be measured in several ways, including portfolios, mastery exams, and work-based credits, etc. This aids schools in recruiting and developing a high-skilled teaching force, and helps apprentices gain direct experience in teaching prior to completing their chosen program. Requirements are defined based upon the apprenticeship that the individual is completing. It is the responsibility of the EPP to demonstrate that all program requirements have been met prior to recommending the candidate for certification. Additional information regarding apprenticeships can be found by contacting the Alabama Office of Apprenticeship.

12. **Approved Program.** The outlined course of study required for completion of the degree program leading to certification.

a. **Class B programs:** must have a minimum of 120 semester hours. These programs consist of general studies, professional studies, and a teaching field. The teaching field must have a minimum of 30 semester hours with 18 of those hours being upper-division courses. Comprehensive programs must have coursework in each area of the broader field. These are initial certification programs.

b. **Class A programs:** must have a minimum of 30 semester hours. For Class A teaching field programs, 1/3 of the program hours must be in the teaching field. Comprehensive programs must have courses in at least 2 areas of the broader field. Class A programs are offered both as Alternative A programs which lead to initial certification, and traditional Class A programs which may lead to initial certification in a content area and grade band but are only available to individuals who have an initial certificate in some area of certification. Individuals completing initial certification in a content area and/or grade band must meet requirements of AECAP. Additionally, an internship or practicum may be required. These programs are available in the teaching field and areas or instructional support programs. See specific rules for more details.

c. **Class AA programs:** must have a minimum of 30 semester hours. For Class AA teaching field programs, 1/3 of the program hours must be in the teaching field. Comprehensive

programs must have courses in at least two areas of the broader field. Traditional Class AA programs lead to advanced certification in a content area and grade band. Only Teacher Leader, ESOL, and Special Education programs offer initial certification at the Class AA level. See specific rules for more details.

13. **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" as used in this Chapter and in the Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code* refers to persons enrolled in P-12 schools.

14. **Certification.** Issuance of certificates to persons who have met the requirements of the Alabama State Board of Education. (Often referred to as "licensure" in many states.)

15. **Classroom Management.** Content is either embedded across courses, or a standalone course that provides candidates with the strategies and techniques teachers use to create an orderly, productive environment in the classroom. The course is focused on classroom structure, setting expectations, and fostering behaviors to enhance engagement, learning, and collaboration.

16. **Clinical Educator.** P-12 school and higher education faculty member responsible for instruction, supervision, and assessment of candidates during field experiences and clinical practice.

17. **Clinical Experience.** Extended practice that candidates complete prior to certification. Clinical experiences can occur as field experiences, a practicum, apprenticeship, and/or internship. Field experiences are generally course embedded. A practicum generally is a separate course that allows concentrated exposure in the P-12 environment. An internship is generally a culminating experience that occurs in a program where candidates demonstrate their ability to implement the concepts learned throughout the program.

Key components are:

* Strong partnerships between EPPs and Local Education Agencies (LEA) and/or Service-Learning Centers

* LEAs that support rich learning experiences for students and teacher candidates

* Placements that offer experience in content are/or grade level areas

* Highly skilled cooperating teachers

* University supervisors that create coordinated and cohesive experiences for candidates to bridge theory and practice

* Performance assessments

* Clear, relevant, and strong links between theory and practice.

18. **Clinical Practice.** An internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

19. **Cohort.** The group of prospective candidates deemed to meet requirements for unconditional admission to a program during a cycle determined by the Educator Preparation Provider (EPP). The EPP must meet CAEP cohort GPA requirements.

20. **Comprehensive Teaching Field.** A teaching field that prioritizes attention to standards, develops student content knowledge, empowers teacher decision making, emphasizes coherent instruction, and commits to research and learning from mistakes. It involves fundamental concepts essential for each area of the greater field of the related curriculum.

* Class B programs must meet all content areas. Class A and AA programs must meet two of the content areas in the greater comprehensive teaching field.

* English Language Arts, General Science, and General Social Studies are the comprehensive teaching fields. For English Language Arts, content areas are literature, grammar, reading skills, writing, speech, drama/theatre, and print or broadcast journalism. For General Science, content areas are biology, chemistry, Earth and space science, and physics. For General Social Studies, content areas are economics, geography, history, political science/civics, and the social/behavioral sciences.

21. **Continuous Improvement.** The process used for program review. Program approval can occur through Alabama program review, SPA review, or CAEP program review. Alabama Program Improvement for Educators (AL-PIE) is the Alabama-specific process to review programs. It consists of two major components: document review and a visit. It replaces the Continuous Improvement Process in Educator Preparation (CIEP). More information can be found in Rule 290-3-3-.45 (Alabama State Department of Education, EPP and Program Approval, and Innovative Programs).

22. **Cooperating Teacher**. See "Clinical Educator."

23. **Council for the Accreditation of Educator Preparation (CAEP).** The national accrediting body. All EPPs in Alabama must maintain CAEP accreditation.

24. **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.

25. **Educational Experience.** See definition of "Professional Educational Work Experience" in the Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

26. **Educator Preparation Provider (EPP).** A term adopted by CAEP to replace the word "unit" and to mean the entity responsible for the preparation of educators. The word "provider" may be used in lieu of educator preparation provider or EPP.

27. **Field Experiences.** Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools and other appropriate settings that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, participation in professional development opportunities in the content area or specific to teaching in the content area, and supervised teaching that contribute to the understanding and competence of the candidate. Field experiences may be course-embedded or standalone. See definition of "Service-Learning Centers." [Candidates must have cleared criminal history background check prior to participation in <u>any</u> field experiences or activities working with students. EPP must have a written policy to ensure the safety of children.]

28. **Full-time Faculty.** Employees of a higher-education institution with full-time assignments in educator preparation as instructors, professors, or administrators. See "Major Area of Faculty Specialization."

29. **General Studies.** This encompasses a wide range of academic disciplines. It covers a range of skills needed for success within any given career. The program allows you to explore an array of subjects such as humanities, social sciences, natural sciences, and the arts.

30. **GPA (Grade Point Average).** In this chapter, all GPA requirements pertain to calculations on a four-point scale. Appropriate adjustments shall be made for other scales. The official overall GPA is the program GPA of all courses on the program checklist. The Professional Studies GPA is the GPA of all courses designated on the Class B program checklist as professional studies course. The Teaching Field GPA is the GPA of all courses on the Class B program checklist as teaching field courses.

31. **Graduate Level.** Coursework designed for programs of study beyond the bachelor's degree level, including courses that apply toward post-baccalaureate certificates, master's degrees, education specialist degrees, and doctoral degrees.

32. **Initial Certificate.** The first Alabama certificate in any teaching field or area of instructional support.

33. **Instructional Support Area.** The concentrated area of graduate study in a State-approved program that leads to Class A or Class AA certification in instructional leadership, library media, school counseling, school psychometry, sport management, speech-language pathology, or school psychology.

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

35. **Intern Supervisor.** A person assigned by the EPP to supervise interns. See "Clinical Educator."

36. **Internship.** Experiences in public P-12 schools, charter schools, and accredited private schools culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing under the supervision of P-12 personnel and the institution of higher education in which the candidate is enrolled. See "Clinical Experience and Clinical Practice."

37. **Levels of Alabama-Approved Programs.** Alabama-approved programs in teaching fields and instructional support areas leading to Professional Educator Certificates. Alabama-approved programs in instructional leadership lead to Professional Leadership Certificates.

a. **Class B:** Bachelor's degree level programs of at least 120 semester hours.

b. **Class A:** Master's degree-level program of at least 30 semester hours of graduate credit in a teaching field or instructional support area.

c. **Class AA:** Education specialist degree-level program of at least 30 semester hours of graduate credit beyond the master's degree that results in an education specialist degree in a teaching field or area of instructional support.

38. **Literacy Act.** The Alabama Literacy Act (Ala. Code § 16-6G-1 et seq. (1975)) was passed into law in 2019 to ensure that students

in Alabama are reading on grade level by the end of 3rd grade. Each EPP is required to align Early Childhood, Elementary, and Collaborative Education (K-6) programs with the Science of Reading and embed nine (9) semester hours of reading courses in initial certification programs. Programs should provide opportunities for candidates to work with learners inclusive of students who have dyslexia.

39. **Local Education Agency (LEA).** A public board of education or other public authority legally constituted within a state to either provide administrative control or direction of or perform a service function for public schools serving individuals from birth to 21 years of age in a state, city, county, school district, or other political subdivision including a combination of school districts or counties recognized in a state as an administrative agency for its public schools.

40. **Lower Division.** Undergraduate coursework designed for introductory or intermediate-level study in a collegiate discipline, such as general education courses, major prerequisite courses, and program courses at the associate level.

41. **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 an accredited institution at the time of degree conferral. If the area is not identified on the transcript, 18 hours of post-bachelor's, graduate-level coursework from an institution that was accredited at the time of degree conferral and appropriate to the area of primary assignment must be identified, or the EPP must document that the individual meets faculty requirements through the accreditor's approval process for faculty who teach undergraduate level coursework. Faculty who teach graduate-level coursework must have the appropriate degree at the level above the program offering in the same teaching field as the program to be considered a faculty specialist for the area. (For example, to be the Faculty Specialist for the Class A Biology Education program, an individual would need at least an Ed.S. in Biology Education or a doctorate in Biology.)

42. **Methods Course.** A discipline-specific course designed to teach candidates a set of principles used to enable student learning. These strategies are determined partly by the subject matter to be taught, the relative expertise of the learners, and constraints by the learning environment. Strategies are included that address deficits in student learning, differentiation of instruction, and teaching to different learning modalities. The course should also instruct candidates how to use an interdisciplinary approach.

43. **Multi-Tier System of Supports (MTSS).** The Alabama MTSS is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and

strengths of the whole child. In educator preparation programs, candidates will learn how to use this system of support to assist student learning throughout the curriculum. MTSS should be infused in all programs.

44. **Numeracy Act.** The Alabama Numeracy Act (Ala. Code § 16-6H-1 et seq. (1975)) was passed into law in 2022 to ensure that students in Alabama are mathematically proficient at or above grade level by the end of 5th grade. Each EPP is required to include 12 semester hours of coursework inclusive of content, pedagogy, and field experiences designed to enhance mathematical understanding and productivity in Early Childhood, Early Childhood Special Education, Elementary, and Collaborative Education (K-6) initial certification programs. Programs should provide opportunities for candidates to assist students with productive struggle and provide instruction for students with dyscalculia. (More information in the Numeracy Guidance Document provided by the Office of Mathematics Improvement.)

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

46. **Practicum.** A unit of instruction that combines formal study and instruction with practical experience in the candidate's area of specialization. A practicum must be in a public P-12 school, charter school, a private school, childcare facility, or daycare. The practicum must be in the subject area and the grade level for which certification is sought. See "Clinical Experience."

47. **Professional Studies.** A coordinated and integrated program of courses and experiences that may include foundations, methodology, curriculum, evaluation, the teaching of reading, technology, Survey of Special Education, direct observation and participation in a variety of school settings, and internship. Except for a discipline-specific or categorical methods course, professional studies courses are typically common to multiple disciplines or areas.

48. **Program Approval Process.** The procedures followed in determining whether proposed preparation programs meet program approval rules adopted by the Alabama State Board of Education. See "AL-PIE."

49. **Program Checklist.** An official document identifying all courses required to complete a State-approved educator preparation program. Program checklists are submitted by an institution and approved by the Alabama State Board of Education following a review. The official State-approved program checklist will be used as the basis for issuing a certificate.

50. **Program Overlap.** Written institutional policies applicable across all majors and programs that allow an individual in the process of earning a degree on one level who meets specified

institutional criteria to take a limited number of courses at the next higher degree level. Graduate courses taken to satisfy program completion or unconditional admission GPA requirements may be used in partial fulfillment of requirements for a graduate program at the next certification level. These courses may not have been used to meet degree conferral requirements.

51. **Recent P-12 Experiences Requirement.** A written policy enforced by an EPP to ensure that faculty who teach professional education courses or supervise interns and who have not been employed in a P-12 setting within the most recent 5-year period spend 10 hours per year in P-12 schools or service-learning centers to maintain current knowledge of what is experienced by currently employed P-12 educators. EPPs will be required to maintain documentation of faculty recency and provide this documentation as part of the AL-PIE program approval process.

52. **Remedial Courses.** These courses may also be called compensatory, developmental, or basic skills. These courses are usually numbered below 100. Remedial courses cannot be used to meet approved program requirements.

53. **Residency.** Uninterrupted service in an active school while students are present. The amount of time varies depending on the program.

54. **Service-Learning Centers.** These places provide an opportunity for candidates to pair learning objectives with community service. They connect academic curriculum to community problem-solving. Candidates learn and develop through active participation in organized services that:

a. are conducted in and meets the needs of the community;

b. help foster civic responsibility;

c. are integrated into and enhances the academic curriculum of the candidates; and

d. provide time for candidates to reflect on the service experience.

Service-learning projects can be completed locally, at the state level, nationally, or internationally. However, documentation for how the project is aligned with standards and objectives is necessary for the service-learning project.

55. **Single Teaching Field.** A teaching field that allows a teaching candidate to teach one specific subject, such as math, biology, history, etc., to students. It emphasizes attention to standards, development of student content knowledge, decision making, coherent instruction, and commitment to research and learning from mistakes.

56. **Specialized Professional Association (SPA).** A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a content area (e.g., mathematics or social studies), teach students at a particular developmental level (i.e., early childhood, elementary, middle level, or secondary), or provide a specific instructional support service to students (e.g., librarian, counselor, instructional leader).

57. **State.** Alabama.

58. **state.** Any state or commonwealth, the District of Columbia, or territory of the United States of America.

59. **Students.** Children in childcare facilities and children and youth attending P–12 schools, as distinguished from teacher or instructional support personnel candidates.

60. **Survey of Special Education Course.** This course is designed to ensure that candidates are exposed to the study of teaching exceptional children in regular education classrooms, characteristics of all exceptionalities, educational and behavioral adaptations for exceptional children, and instructional strategies to facilitate learning. All candidates for an initial Alabama Professional Educator Certification, and candidates in advanced programs who did not earn credit for such a course to earn a prior level certificate, must complete a Survey of Special Education course. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification. If the course is older than 10 years and the candidate does not have prior-level certification, the EPP must provide experience documentation (EXP) to support the candidate's use of this course.

61. **Teaching Field.** The specific discipline or concentrated area of study in a State-approved program that leads toward educator certification. Teaching field courses are typically unique to the discipline or area.

62. **Unaccredited Institution.** An institution not accredited by an agency recognized by the U.S. Department of Education or Council on Higher Education Accreditation or by an entity determined to be comparable.

63. **Upper-Division.** Coursework designated by an institution of higher education to be at the junior or senior level of undergraduate study.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Amended:**

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290-3-3-.02 Effective Dates.

1. Unless noted elsewhere, the effective date for these rules will be August 1, 2025.

2. The implementation date of these rules for educator preparation providers (EPPs) and programs to be reviewed after that date is August 1, 2025.

3. EPPs and programs to be reviewed fall semester 2025 and thereafter, and candidates admitted to programs fall semester 2025 and thereafter will be subjected to these rules.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14, 16-6G-1 et seq., 16-6H-1 et seq.
History: **New Rule:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .01.01 was renumbered .02 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.03 College and University Requirements.

To offer approved educator preparation programs, institutions in Alabama shall be accredited by the U.S. DOE. If an institution loses accreditation at one or more levels, the educator preparation provider (EPP) must notify the ALSDE and candidates individually and in writing.

1. **InTASC, ISTE, and ALSDE Specific Standards.** EPPs ensure mechanisms are in place to provide candidates opportunities to demonstrate their competence on the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards, and International Society for Technology in Education (ISTE) standards. For initial certification, candidates must demonstrate competence in content and pedagogical knowledge, learner and learning, content, instructional practice, and professional responsibility. For advanced certification, candidates must demonstrate competence in data literacy, research utilization, data analysis, learner and learning, technological utilization, and application of professional dispositions.

2. **Clinical Partnerships and Practice.** The EPP ensures effective partnerships and high-quality clinical practice designed to develop knowledge, skills, and professional dispositions are central to candidate preparation. These experiences should demonstrate positive impact on students' learning and development. High-quality clinical practice offers candidates experiences in different settings and modalities, as well as with P-12 students, schools, families, and communities.

   a. **Partnerships for Clinical Preparation.** Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

   b. **Clinical Educators.** Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.

   c. **Clinical Experiences.** The EPP works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, coherence, and duration to allow candidates an opportunity to positively impact P-12 students' learning and development.

3. **Candidate Recruitment, Progression, and Support.** The EPP emphasizes quality from recruitment through completion, and the EPP provides support services (such as advising, remediation, and

mentoring) in all phases of the program so candidates will be successful.

a. **Recruitment.** The EPP presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and populations that align with their mission. The EPP also seeks to address hard-to-staff schools and shortage fields.

b. **Monitoring and Supporting Candidate Progression.** The EPP creates and monitors transition points from admission through completion that indicate candidates' developing content and pedagogical knowledge and skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The EPP identifies a transition point when a cohort achieves a GPA of 3.0. The EPP ensures candidates are aware of the transition points, and they disaggregate data by relevant characteristics. The EPP maintains and monitors these records for continuous improvement.

c. **Competency at Completion.** The EPP ensures candidates possess academic competency to teach effectively with positive impacts on P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought.

d. Additionally, at the graduate level, candidates are expected to demonstrate **academic achievement and ability to complete preparation successfully.** The EPP sets admission requirements for academic achievement and gathers data to monitor candidates from admission to completion.

4. **Program Impact.** The EPP demonstrates the effectiveness of its completers' instruction on P-12 student learning and development and completer and employer satisfaction with the relevance and effectiveness of preparation. The EPP examines completer effectiveness and the satisfaction of employers and completers.

5. **Quality Assurance System and Continuous Improvement.** The EPP maintains a quality assurance system that consists of valid data from multiple measures and supports sustained and evidence based continuous improvement. The system is developed and maintained with input from internal and external stakeholders, and data elements are used to inform programmatic improvement.

6. **General Requirements.**

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

i. Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must have been taken at an accredited institution or an international institution that has been verified through an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the ALSDE Office of Teaching and Leading. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to an accredited institution in the United States. The institution must have been approved at the time that credit for the course(s) was earned.

ii. Remedial courses cannot not be used to meet approved program requirements.

iii. Coursework used to meet Class B certification requirements cannot be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class A certification requirements cannot be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support. Courses used to satisfy GPA requirements may be used for program completion and certification at the next higher level. Additionally, graduate courses used to renew a certificate may be used to earn an advanced degree.

iv. A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.

v. Individuals in undergraduate programs may enroll in master's-level courses in an approved Class A or Alternative Class A program in accordance with written institutional policies and State standards for program admission.

vi. Individuals in a master's program may enroll in courses in an approved Class AA program in accordance with written institutional policies and State standards for program admission.

b. **General Studies**. The EPP shall ensure that candidates have completed general studies courses and experiences. General studies shall include courses in English language arts, social studies, mathematics, and science. EPPs are encouraged to require sufficient coursework to ensure that candidates have a strong background in each of the content areas that he/she will be teaching. EPPs should align their programs to ensure candidate success on assessments required for certification.

EPPs must ensure individuals applying for admission to Alternative Class A programs have a strong background in each of the content areas they will be teaching. These candidates should be able to earn the current passing score on the prescribed Praxis subject assessment of the Alabama Educator Certification Assessment Program (AECAP) prior to program completion.

c. **Teaching Field.** Institutions may elect to meet appropriate Alabama State Board of Education (State BOE) rules for specific teaching fields, CAEP-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies.

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

a. A comprehensive teaching field in English language arts, general science, or general social studies.

b. A single teaching field that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit in a single teaching field, such as chemistry or history.

c. A single teaching field in an area of health education, ESOL, career and technical education, physical education, or special education that includes a major with a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

d. Graduate-level programs shall consist of a teaching field that is 1/3 of the hours on the program checklist.

ii. **Methods course requirements.** Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). The course should also instruct candidates how to use an interdisciplinary approach.

iii. **Classroom management requirement.** Each Class B and Alternative Class A program shall either contain a standalone classroom management course or embed the content within courses in the curriculum.

d. **Criminal History Background Check.**

i. Any candidate applying for admission to a State-approved educator preparation program shall be required to be fingerprinted (by a service provider approved by the ALSDE) for a criminal history background check through the ALSDE to the Alabama State Bureau of Investigations (SBI) and the Federal Bureau of Investigation (FBI) pursuant to Ala. Code § 16-23-16.2 (1975). Candidates must clear a criminal history background check prior to participation in any field experiences or activities working with students. EPP must have a written policy to ensure the safety of students.

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

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

iv. A candidate whose suitability determination precludes admission to a State-approved educator preparation program has the right to due process procedures in accordance with the current Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

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

i. Field experiences. (More requirements concerning field experience expectations can be found in the CAEP Handbook.)

a. All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in multiple settings and/or a practicum. If permitted by written EPP policy, individuals who are employed in positions appropriate to the area of their current program (e.g., an ESOL teacher of both elementary and secondary students in a variety of settings) may complete field experiences on the job, but those experiences must be planned with specific purposes and assessments.

b. Most field experiences shall occur in P-12 schools. Service-learning projects may be external to P-12 schools.

c. At least half of the field experiences shall be in the candidate's teaching field or area of instructional support.

d. For pre-kindergarten education programs, field experiences must span birth through age 4 in both childcare centers (private, home, and school) and Department of Early Childhood Education programs.

e. For early childhood education and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings (early school grades (K-3), childcare centers and homes, and Office of School Readiness programs). Early childhood special education programs must have a placement in a special education setting or at least three field experiences or a practicum in this environment.

f. For elementary education programs, field experiences should include placements in both lower (K-3) and upper (4-6) elementary grades.

g. For secondary education programs, field experiences should include placements in both middle school and high school.

h. For P-12 programs, field experiences should include placements at both P-6 and 6-12 grade levels.

ii. **Internships in Class B and Alternative Class A programs.**

a. The internships in Class B and Alternative Class A programs shall be the equivalent of a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior approval must be granted to place a candidate over the course of two terms. An intern must teach full-time for at least five consecutive days.

This statement pertains to Items b through d below: Two internship placements are required unless at least three field experiences and/or a practicum were completed at the other level. Divided internships do not require equal placements in both assignments.

b. For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be

divided between early childhood/elementary and middle/secondary grades.

c. For pre-kindergarten education programs, the internship must span birth through age 4 in both childcare and Office of School Readiness programs.

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

e. For elementary education programs, the internship shall be divided between P-3rd grade and 4th-6th grade placements.

f. For elementary education and collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) and collaborative special education placements. Elementary and collaborative special education programs must have a placement in all three settings unless at least three field experiences or a practicum have been completed in one setting.

g. At the EPP's discretion, Class B and Alternative A candidates may serve as long term substitutes in classrooms appropriate to their certification area while completing the internship.

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

(i). The candidate is employed on an Interim Employment Certificate (IEC) as the teacher of record or as a long-term substitute in a position appropriate to the candidate's certification area (a substitute license is required), AND

(ii). On-the job internship placements are permitted by EPP written policy.

(iii). Other grade level rules still apply.

iii. **Internships in Class A and AA programs.** Class A and Class AA programs may require an internship.

f. **Faculty Qualifications.**

i. Educator preparation provider (EPP) faculty at the institution shall have either:

a. earned doctorates from accredited institutions in the content area where assigned. The institution must have been approved at the time of degree conferral; or

b. for Class B programs, faculty specialists must have completed at least 18 hours of graduate level study appropriate to the teaching field earned from an accredited institution that was approved at the time course credit was earned. For Alternative A, Class A (traditional), and Class AA programs, faculty specialists must have earned at least the degree in the same content area and grade band at a level above the program in which they are teaching; or

c. appropriate documentation to warrant their assignment as submitted to accrediting body; or

d. exceptional expertise that qualifies them for their assignments. Approvals must be granted by accrediting body or through ALSDE.

ii. Document that faculty members who teach professional education courses or supervise interns for teaching field programs have recent P-12 experience in that teaching field. If faculty have not been employed in a P-12 setting in the most recent 5 years, 10 hours of recency experience will be required per year.

iii. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. An exception can be granted if no clinical faculty who meet the criteria can be found. A school administrator can be appointed to supervise the internship.

iv. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or by a lead teacher designated by the Alabama Department of Early Childhood Education.

v. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, e-mail, and the use of other technologies.

g. **Governance and Accountability for Educator Preparation.**

i. The president of the institution shall designate the administrative head of educator preparation (the EPP head).

ii. One person shall be authorized by the EPP head to represent the EPP as the certification officer, who certifies to the ALSDE that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.

iii. Unless specified differently in other Rules in this chapter, there shall be at least one specialist in each curriculum area for which a Class B, Alternative A, or Class A (traditional) program leading to certification is offered who meets faculty qualifications in the curriculum area to which the faculty member is assigned. For Class AA programs, there shall be at least two specialists in each curriculum area.

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

h. **Educator Preparation Provider (EPP) Accountability.**

i. **Support for program completers.** The EPP shall establish, publish, and implement policies to support completers of approved programs. The EPP shall provide remediation at no cost to individuals whose performance indicates the need for additional support within their first two years of employment.

ii. **New programs.** Authorization by the State BOE shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

iii. **Discontinuation of programs.** If the State BOE chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with EPP heads.

a. If an institution chooses to discontinue a program or place it on inactive status, the EPP head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been unconditionally admitted to the program to be

discontinued or placed on inactive status, along with each candidate's anticipated program completion date. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

b. An EPP may choose to reactivate an inactive program at any time prior to the expiration date of the inactive program, if all standards applicable to the inactive program are met. If the inactive program is not reactivated at the time of the next comprehensive review, it must be addressed as a new program.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Amended:** Filed March 14, 2002; effective April 18, 2002. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Amended:** Filed April 9, 2009; effective May 14, 2009. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Amended:** Filed June 15, 2012; effective July 20, 2012. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Amended:** Published February 9, 2023; effective June 12, 2023. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.04 InTASC Model Core Teaching, ISTE, and Alabama Specific Standards.

1. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the Interstate Teacher Assessment and Support Consortium (InTASC) standards. InTASC and International Society for Technology in Education (ISTE) standards must be met for CAEP accreditation. Alabama specific standards must be met through AL-PIE (addressed in Rule 290-3-3-.45 (Alabama State Department of Education, EPP and Program Approval, and Innovative Programs)). Only Alabama Specific Standards are included in this

document. InTASC and ISTE standards can be located on their respective websites and the CAEP Handbook.

2. **Alabama Specific Standards.** It is essential that teacher candidates are knowledgeable about programs offered in Alabama. To this end, programs must ensure that teacher candidates have knowledge and ability relevant to these Alabama specific standards.

a. The candidate is knowledgeable about current state legislation, initiatives, and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and MTSS (Multi-Tiered System of Support) and their relationship to student achievement.

b. The candidate recognizes when assessment data show foundational gaps in content knowledge and addresses the lowest deficiency while simultaneously addressing the grade-level content.

c. The candidate possesses knowledge of Alabama's assessment requirements and processes to include portfolios, screening, diagnostic, progress monitoring, and outcome-based assessments.

d. The candidate integrates Alabama's current programs and initiatives into the curricula and instructional processes.

e. The candidate understands how to communicate with students, families, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.

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

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New**

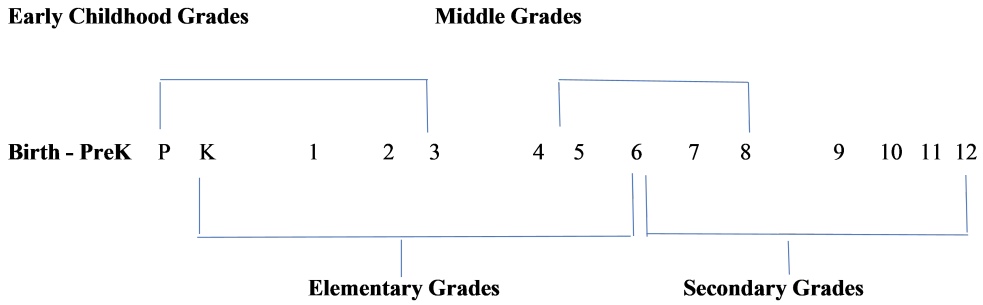
Rule: Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.05 Class B (Bachelor's Degree Level) Programs for Teaching Fields.

1. **Overview of Educator Preparation Program Levels.** Formal preparation of educators occurs at two levels, initial and advanced. Successful completion of an initial program may qualify the candidate for Class B certification or Class A certification upon completion of an Alternative Master's program. Advanced programs are extensions of initial preparation and are divided into Class A traditional and Class AA programs. Advanced programs differ from bachelor's programs not in general purpose but in the level of competence they seek to develop.

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



3. **General Program Requirements.** The provision of Class B programs shall be limited to institutions that meet the standards for accreditation at the bachelor's degree or higher level.

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

i. Admission to the institution does not qualify an individual for admission to an educator preparation program. An applicant must be notified in writing whether

his or her application for admission to a specific educator preparation program has been accepted.

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

a. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

b. A formal written application for admission to a specific educator preparation program.

c. A minimum GPA of 2.50 in all courses listed on the approved program checklist, 2.50 in professional studies courses, and 2.50 in the teaching field. No grade below a C can be earned in professional studies courses. Institutions may choose to have a higher GPA requirement. If a candidate has a 2.0-2.49 GPA in any area (program, professional studies, or teaching field), he/she may be admitted with the Dean's approval if the alternate score on the Alabama-prescribed Praxis subject area test is obtained. (Note: CAEP cohort GPA requirements must still be met.)

d. Remedial courses cannot be used to meet approved program requirements or calculated to meet GPA requirements.

e. Satisfactory student dispositions.

f. Field experiences and/or a practicum in the schools, designed to assist the candidate in making a wise career choice.

iii. Each institution shall establish, publish, and enforce a policy that specifies when the candidate must meet criteria to be unconditionally admitted to the program.

b. **Special Education Course Requirement.** A Survey of Special Education course is required if not previously completed, or, if course was completed more than 10 years ago. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification. The EPP will provide experience documentation (EXP) in situations where the Survey of Special Education coursework was taken more than 10 years ago.

c. **Methods Course Requirement.** Each program shall have a discipline-specific methods course designed to teach candidates a set of principles used to enable student

learning. Some programs will have more than one methods course.

d. **Classroom Management Requirement.** Each program shall have either a dedicated classroom management course or the content embedded in other courses in the curriculum.

e. **Requirements for Class B certification.**

i. An official transcript from an accredited institution documenting an earned bachelor's degree. The institution must have been approved at the time of degree conferral.

ii. Satisfactory completion of a State-approved program with a minimum GPA of 2.50 in the program, 2.50 in the teaching field, and 2.50 in professional studies courses with no grade below a C in professional studies courses; OR satisfactory completion of a State-approved program with a 2.0-2.49 GPA in any area (program, professional studies, or teaching field) with one of the following exceptions met:

a. The rounded GPA of 2.50 (i.e., 2.496 rounds to 2.50). EPPs may only round GPA calculations to the hundredth place.

b. The candidate takes six additional hours of coursework in the teaching field and makes either all As, all Bs, or a combination of As and Bs only, using of the following options:

1. These hours may be undergraduate courses.

2. These hours may be graduate courses. If graduate courses, the individual can later use these hours in partial fulfilment of requirements for a Class A Master's program.

3. These hours may be a combination of undergraduate and graduate courses.

c. The individual has met the alternate score on the appropriate Alabama Praxis assessment.

d. An internship. See additional information in Rule 290-3-3-.03 (College and University Requirements).

f. **Testing for Class B Certification.** Applicants for initial certification must meet the testing requirements of the AECAP as a precondition for certification.

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290-3-3-.06 Literacy Coursework: Science of Reading (SoR).

In accordance with the Alabama Literacy Act, the Alabama State Board of Education (State BOE) modified its standards relative to teaching the Science of Reading (SoR), including multisensory/ multimodal strategies in foundational reading skills in **initial certification programs in Early Childhood Education**, **Elementary Education**, and **Collaborative Special Education Teacher (K-6)** Educator Preparation Programs (EPPs). Each program shall contain no less than nine credit hours in SoR. The SoR standards contained in this Rule were implemented in coursework in August 2024.

1. **Science of Reading.** The Science of Reading as derived from "The Reading League Defining Guide" is defined herein as a vast, interdisciplinary body of evidence-based research about reading and issues related to reading and writing. The SoR is developed from a preponderance of evidence that supports structured literacy, including how reading and writing develop, why some have difficulty, and how we can effectively assess, teach, and improve student outcomes through prevention and intervention of reading difficulties.

2. **Recognize, explain, and apply** are professional dispositions and practices, including respecting and maintaining objectivity and clarity in the best interest of all learners, including the struggling reader, and maintaining public trust using current scientifically supported best practices.

3. **The Knowledge and Practice Standards** (KPS) for teachers of reading are a comprehensive, evidence-based resource that outlines what teachers need to know to deliver effective instruction and ensure that all children become proficient readers. KPS are aligned explicitly with all standards to support pre-service educator program content.

4. **Curriculum.**

a. **Reading, writing, and oral language.** Candidates recognize, explain, and apply competence in using English language arts to ensure student learning and achievement using explicit instruction, facilitating active inquiry, providing opportunities for collaboration, and promoting positive interactions. Candidates recognize, explain, and apply scientific research from reading, language, writing, and child development to support evidence-based practices. Candidates facilitate students in the successful application of their developing skills to many different situations, materials, and ideas within and across all content areas to provide relevant learning experiences. Candidates recognize, explain, and apply scientific research aligned to the SoR, language, and child development to teach reading, writing, speaking, listening, and thinking skills. Candidates facilitate student success in the application and generalization of developing skills to differentiate materials and ideas within and across all content areas. Prior to program completion, candidates demonstrate the ability to:

i. Incorporate all the interrelated components of English language arts into a cohesive learning experience.

ii. Recognize, explain, and apply strategies from the SoR, language, and child development to support evidence-based practices supported by research.

iii. Respect and maintain objectivity and clarity of professional disposition and practices supporting the reader's best interest, maintaining public trust using current scientifically supported best practices. Candidates will create or seek family and teacher partnerships and community connections to support students' academic, social, and emotional learning.

iv. Demonstrate a high level of competence using English language arts to ensure student learning and achievement using direct, explicit, systematic, and cumulative instruction, facilitating multisensory/multimodal opportunities for collaboration, and promoting positive interactions. Candidates will recognize, explain, and apply scientific research aligned to the SoR to support the development of oral language, phonological awareness,

phonics, fluency, vocabulary, comprehension, and writing skills.

v. Recognize, explain, and apply the distinguishing characteristics of dyslexia and related learning disabilities such as attention-deficit/hyperactivity disorder (ADHD), dysgraphia, and developmental language comprehension disorder as students progress through the grades in response to development and instruction.

vi. Know and understand the negative impacts of the three-cueing model, how to identify it in curriculum, and why it is a flawed model of teaching children to read.

5. **Standards and Indicators.**

a. **Standard 1: Foundation of Literacy Acquisition.** Teacher candidates **recognize, explain, and apply** the process of literacy development, understanding that literacy develops over time and progresses from emergent to proficient stages.

i. **Recognize and explain** the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntactic, discourse). *KPS 1.1, KPS 1.2, KPS 1.4*

ii. **Explain and apply** the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills), vocabulary, fluency, comprehension, and written expression, and the need for explicit instruction in these areas. *KPS 1.2, KPS 1.7, KPS 1.6, KPS 1.8, KPS 1.9*

iii. **Recognize and explain** the reciprocal relationship among oral language, phonological awareness/phonemic awareness, phonics (decoding & encoding), word recognition, fluency, comprehension, and writing. *KPS 1.1, KPS 1.3, KPS 1.9*

b. **Standard 2: Structured Literacy.** Teacher candidates can **recognize, explain, and apply** strategies from the SoR, which includes the principles of structured literacy instruction, teaching language concepts in an explicit, systematic, cumulative manner, according to a planned scope and sequence of skill development, utilizing direct instruction and modeling.

i. **Substandard A: Principles & Practices of Structured Literacy Instruction.** Teacher candidates recognize, explain, and apply a scientifically researched, cumulative progression of skills that build on one another using elements of explicit and teacher-directed lessons for the individual, small-group, and/or whole-

group instruction: explain, model/lead, provide guided practice, provide ample independent application, assess, and review.

ii. **Recognize, explain, and apply** in practice a systematic and sequential scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing. *KPS 1.8, KPS 4C.1, KPS 4C.2*

iii. **Recognize, explain, and apply** in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. *KPS 1.5, KPS 4A.1, KPS 4A.3, KPS 4C.3, KPS 4C.5*

iv. **Recognize, explain, and apply** in practice multisensory/multimodal routines to enhance student learning and memory. *KPS 1.4, KPS 4A.2, KPS 4B.3, KPS 4B. 6, KPS 4C.4*

v. **Recognize, explain, and apply** in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction. *KPS 1.2, KPS 4A.1, KPS 4A.2, KPS 4C.1, KPS 4C.2*

c. **Substandard B: Phonological & Phonemic Awareness.** Teacher candidates **recognize, explain, and apply** the scientifically researched components of phonological and phonemic awareness and utilize a variety of approaches to help students develop this awareness and its relationship to written language.

i. **Recognize, explain, and apply** the rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes in the English language. *KPS 1.1, KPS 4B.1*

ii. **Recognize, explain, and apply** in practice considerations for levels of phonological awareness. *KPS 4B.2, KPS 4B.3*

iii. **Recognize, explain, and apply** in practice considerations for phonemic awareness difficulties. *KPS 4B.3, KPS 4B.4*

iv. **Recognize, explain, and apply** in practice consideration for the progression of phonemic-awareness skill development across age and grade. *KPS 4B.4*

v. **Apply** in practice considerations for the general and specific goals of phonemic awareness instruction. *KPS 4B. 5*

vi. **Apply** in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal. *KPS 4A.3, KPS 4B.6*

vii. **Apply** knowledge of various learners' development (e.g., English learners, multilingual learners – including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia) to create a positive, equitable learning environment. *KPS 1.5, KPS 4B.2, KPS4B.5*

d. **Substandard C: Phonics and Word Recognition.** Teacher candidates **recognize, explain, and apply** the scientifically researched importance of decoding, word recognition, and encoding to reading and provide many opportunities for students to improve word analysis abilities using multisensory/multimodal strategies.

i. **Recognize and apply** a sequential, systematic, and cumulative scope and sequence of skills building from simple to complex. *KPS 1.2, KPS 1.8, KPS 1.9, KPS 4A.2, KPS 4C.2, KPS 4C.7, KPS 4C.8*

ii. **Recognize, explain, and apply** the need for systematic, sequential, cumulative, and explicit teaching for decoding and encoding skills using a structured lesson plan. *KPS 1.2, KPS 4A.3, KPS 4C.1, KPS 4C.2, KPS 4C.3, KPS 4C.5, KPS 4C.6*

iii. **Recognize, explain, and apply** strategies for decoding and encoding multisyllabic words, including syllable types and morphology. *KPS 1.3, KPS 1.8, KPS 3.6, KPS 4C.2, KPS 4C.7*

iv. **Explain and apply** strategies for teaching irregular words by identifying the decodable parts of the word. *KPS 4C.6*

v. **Apply** a wide variety of explicit instructional strategies to support word reading, spelling, and writing skills in readers and writers. *KPS 4C.1, KPS 4C.2, KPS 4C.3, KPS 4C.6, KPS 4C.8*

e. **Substandard D: Automatic-Fluent Reading of Text.** Teacher candidates **recognize, explain, and apply** the scientifically researched importance of accurate and automatic word recognition to reading comprehension and provide many opportunities for students to improve reading fluency.

i. **Recognize and explain** the importance of accurate and automatic word reading and language comprehension for

building reading comprehension. *KPS 4D.1, KPS 4D.2, KPS 4D.3*

ii. **Explain** how appropriate technologies can assist students with serious limitations in reading fluency. *KPS 4B.7, KPS 4D.2, KPS 4D.4*

iii. **Explain and apply** a variety of research-based instructional practices to support the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and learners' motivation to read. *KPS 4D.1*

iv. **Recognize, explain, and apply** in practice a variety of scientifically evidence-based instructional strategies for building fluency using informed instruction and progress monitoring techniques. *KPS 3.3, KPS 3.4, KPS 3.5, KPS 3.6, KPS 4D.1, KPS 4D.2, KPS 4D.3*

f. **Substandard E: Vocabulary**. Teacher candidates recognize, explain, and apply scientifically researched principles of vocabulary development related to reading instruction, applying evidence-based strategies before, during, and after reading using direct and indirect methods.

i. **Recognize, explain, and apply** explicit instruction in vocabulary for Tier 2 and 3 words, as well as incidental instruction in the context of texts (most Tier 1 words). *KPS 4E.1, KPS 4E.2, KPS, 4E.4*

ii. **Recognize, explain, and apply** in practice considerations for the role and characteristics of direct and indirect (incidental) methods of vocabulary instruction, including morphology. *KPS 4E.3, KPS 4E.4*

iii. **Recognize, explain, and apply** in practice considerations for the sources of wide differences in students' vocabularies. *KPS 4A.3, KPS 4E.2, KPS 4E.3, KPS 4E.4*

g. **Substandard F: Listening and Reading Comprehension**. Teacher candidates **recognize, explain, and apply** the scientifically researched importance of reading for understanding, know the components of comprehension, and teach students strategies for comprehending texts.

i. **Recognize, explain, and apply** comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that appropriate for the selected text. *KPS 4F.1, KPS 4F.4*

ii. **Apply** in practice considerations for the use of explicit comprehension strategy instruction, as supported by current evidence-based practices aligned with SoR. *KPS 4F.1*

iii. **Recognize, explain, and apply** in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry. *KPS 4F.2, KPS 4F.5*

h. **Substandard G: Written Expression.** Teacher candidates **recognize, explain, and apply** an understanding of how students use writing conventions and apply scientifically researched knowledge to help students develop those conventions.

i. **Recognize and explain** the major skill domains that contribute to written expression. *KPS 4G.1*

ii. **Recognize, explain, and apply** in practice considerations for evidence-based principles for teaching letter formation, both manuscript and cursive. *KPS 4A.2, KPS 4A.3, KPS 4G.2*

iii. **Recognize, explain, and apply** in practice considerations for evidence-based principles for teaching written encoding and punctuation. *KPS 4G.3*

iv. **Recognize, explain, and apply** in practice considerations for the developmental phases of the writing process. *KPS 4G.4*

v. **Recognize, explain, and apply** in practice considerations for the appropriate use of assistive technology in written expression. *KPS 4G.5*

i. **Standard 3: Knowledge of Diverse Reading Profiles, including Dyslexia.** Teacher candidates **recognize, explain, and apply** the distinguishing characteristics of dyslexia and related learning disabilities such as ADHD, dysgraphia, and developmental language comprehension disorder as students progress through the grades in response to development and instruction.

(i). **Recognize and explain** the tenets of dyslexia and other reading and language deficiencies. *KPS 1.7, KPS 2.1, KPS 2.3, KPS 4A.2*

(ii). **Recognize and explain** state/federal laws that pertain to learning disabilities, including dyslexia and other reading and language deficiencies. *KPS 1.7, KPS 2.2*

(iii). **Recognize, explain, and apply** how and why symptoms of reading difficulty change over time in response to intervention and instruction. *KPS 1.9, KPS 2.5*

j. **Standard 4: Assessment and Instruction of Developing Literacy.** Teacher candidates **recognize, explain, and apply** the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for students.

i. **Recognize, explain, and apply** how to select, evaluate, administer, and analyze data from evidence-based assessments (screening, diagnostic, progress program monitoring, and outcome-based assessment). *KPS 3.1, KPS 3.2, KPS 3.3, KPS 3.4*

ii. **Recognize and explain** core components of the Alabama model of Multi-Tiered System of Support (MTSS), including high-quality core instruction in whole group and small group (Tier 1) using universal screening, student academic data, diagnostic assessment, continuous progress monitoring, evidence-based interventions (Tier 2), and integrity of instructional intervention with a vetted Alabama Literacy Task Force dyslexia specific intervention program (Tier 3). *KPS 3.2, KPS 3.5*

iii. **Recognize and explain** knowledge of Alabama's Multi-Tier System of Support (MTSS) and Response to Instruction (RtI) model for preventing and remediating reading deficiencies. *KPS 3.5*

iv. **Recognize, explain, and apply** differentiated instruction by selecting and using appropriate assessments, including the amount of teacher regulation of learning, feedback, group size, instructional time allotment, frequency, duration, research-based instructional materials, and opportunities to respond. *KPS 3.1, KPS 4C.5*

v. **Recognize, explain, and apply** a variety of different types and formats of assessments for different purposes when assessing reading (e.g., screening, progress monitoring, diagnostic, summative). *KPS 3.2, KPS 3.3, KPS 3.6*

6. **Three-Cueing System.** "Three-cueing system" is any model of teaching students to read based on meaning, structure and syntax, and visual cues (MSV). The utilization of the three-cueing system within coursework, materials, instructional strategies, etc., is prohibited in Alabama EPPs and in Alabama public schools.
Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14, and 16-6G-1 et seq.

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290-3-3-.07 Numeracy Coursework: Standards.

In accordance with the Alabama Numeracy Act, the Alabama State Board of Education (State BOE) modified its standards relative to the teaching of numeracy, including algebraic reasoning, cardinality, computational fluency, and conceptual understanding, in **initial certification programs in Early Childhood Education, Early Childhood Special Education, Elementary Education,** and **Collaborative Special Education (K-6).** Each program shall contain no less than 12 credit hours in numeracy, including learning specific to dyscalculia. The numeracy standards in this Rule are to be implemented in coursework by August 2026. Specifics regarding implementation can be found in the Numeracy Guidance Document provided by the Office of Mathematics Improvement.

1. **Numeracy.** Numeracy is defined herein as the ability to understand and work with numbers. Numeracy is the knowledge, skills, behaviors, and dispositions that students need to use mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposely.

2. **Understand, explain, and model** are professional dispositions and practices, including respecting and maintaining objectivity and clarity in the best interest of all learners, including those struggling with number sense, and maintaining public trust using current scientifically supported best practices.

3. **A Numeracy Framework,** developed by Willis and Hogan (2000) for teachers of numeracy, incorporates a blend of three types of thinking or knowledge:

   a. **Mathematical**—the skills, concepts, and techniques for solving quantitative problems

   b. **Contextual**—the awareness and knowledge of how the context affects the mathematics being used

   c. **Strategic**—the ability to recognize the appropriate mathematics needed to solve a problem, to apply and adapt it

as necessary, and to question the use of mathematics in context.

4. **Curriculum.** The curriculum is reflective of the recommendations of the National Council of Teachers of Mathematics (NCTM), the Conference Board of the Mathematics Sciences (CBMS), the U.S. DOE, and the Mathematics Sciences Research Institute (MSRI). These standards have been aligned with the *Alabama Course of Study* to ensure that candidates in programs that span grades K-5 have a deep knowledge and understanding of all the numerical practices that students in this grade band should develop. Additionally, these standards reflect the efforts of the Council for Accreditation of Educator Preparation (CAEP). The standards outline the mathematical knowledge and ability statements that completers of these programs should demonstrate to ensure that each student learns and develops to his/her fullest potential.

5. **Pedagogical Framework.** The pedagogy undergirds the content for each of the mathematical content areas. The teachers of numeracy will utilize these teaching practices from NCTM to ensure that content is being delivered in a way to optimize student understanding and application. The eight core pedagogical principles are:

a. Establish mathematics goals to focus on learning.

b. Implement tasks that promote reasoning and problem-solving.

c. Use and connect mathematical representations.

d. Facilitate meaningful mathematical discourse.

e. Pose purposeful questions.

f. Build procedural fluency from conceptual understanding.

g. Support productive struggle in learning mathematics.

h. Elicit and use evidence of student thinking.

6. **Mathematical Practices.** Mathematical practices are the skills and habits that faculty must provide opportunities for candidates to develop and become proficient in teaching mathematics. Teachers of mathematics will understand, explain, and model how these mathematical practices define processes in which students must engage in everyday as their mathematical maturity develops. Faculty must provide opportunities for the candidate to make connections between the mathematical practices and mathematics content within mathematics instruction. These practices include:

a. Making sense of problems and persevering in solving them.

b. Reasoning abstractly and quantitatively

c. Constructing viable arguments and critiquing the reasoning of others

d. Modeling with mathematics

e. Using appropriate tools strategically

f. Attending to precision

g. Looking for and making use of structure

h. Looking for and expressing regularity in repeated reasoning

7. **Assessing, Planning, and Designing Contexts for Learning.** Assessing, planning, and designing contexts for learning support the development of a coherent curriculum and an understanding of how content topics and expectations are connected to each other throughout the elementary grades. This connection from academic to curricular, across grade levels requires teachers of mathematics to demonstrate understanding related to student learning, curricular practices and standards, and academic language and assessments as they consider learning progressions within and across grade levels.

a. **Understand, explain, and model** how to plan sequences of instruction that includes goals, appropriate materials, activities and assessments, and supports engagement in learning through evidence-based practices.

b. **Understand, explain, and model** how to administer formative and summative assessments to determine student competencies and learning needs, and use this assessment data to provide feedback, improve instruction and monitor learning.

c. **Understand, explain, and model** how to differentiate instructional plans to meet the needs of students in the classroom.

d. **Understand, explain, and model** how to develop accommodations for students with dyscalculia or a math learning disability and provide specific strategies to assist them such as:

i. Early warning signs, screening, and recommendations for intervention,

ii. Use of visual representations,

iii. Use of instructional examples and concrete objects,

iv. Student verbalization,

v. Use of heuristic/multiple strategies,

vi. Provide ongoing feedback, and

vii. Review strategies and connect to previous learning.

8. **Content Knowledge.** Effective elementary numeracy teachers understand, explain, and model knowledge and understanding of major numeracy concepts, algorithms, procedures, connections, and applications in varied contexts, within and among mathematical domains.

a. **Numerical Practices.** Numerical Practices consist of concepts within number and operations base ten, and operations and algebraic thinking. Upon program completion candidates shall be able to do the following:

i. **Foundations of Counting.** Understand, explain, and model the intricacy of counting, including the distinction between counting as a list of numbers in order and counting to determine a number of objects. *(ACOS K.1, K.2, K.3, K.4, K.5, 1.10)*

ii. **Operations with Numbers: Base Ten.**

a. **Understand, explain, and model** how the base-ten place value system relies on repeated bundling in groups of 10 and how to use varied representations including objects, drawings, layered place value cards, and numerical expressions to help reveal the base-ten structure. *(ACOS K.14, 1.11, 1.12,2.6, 2.7, 2.8, 2.9, 4.6, 4.7, 4.8, 4.9, 5.3, 5.4, 5.5)*

b. **Understand, explain, and model** how efficient base-ten computation methods for addition, subtraction, multiplication, and division rely on decomposing numbers represented in base ten according to the base-ten units represented by their digits and applying (often informally) properties of operations, including the commutative and associative properties of addition and multiplication and the distributive property, to decompose a calculation into parts. *(ACOS K.10, K.11, K.12, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.13, 1.14, 1.15, 2.1, 2.2, 2.10, 2.11, 2.12, 2.13,2.14, 3.10, 3.11,3.12, 4.10, 4.11, 4.12, 5.6, 5.7, 5.8)*

c. **Understand, explain, and model** how to use drawings or manipulative materials to reveal, discuss, and explain the rationale behind computation methods. *(ACOS K.13, K.15,1.13, 2.1,2.2, 2.3, 2.4, 2.10, 2.11, 2.12, 2.13,2.14, 2,21, 2,22, 24c, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.9, 3.11, 3.12, 4.2, 4.3b, 4.10, 4.11, 4.12, 5.7)*

d. **Understand, explain, and model** how to extend the base-ten system to decimals and use number lines to represent decimals. Explain the rationale for decimal computation methods. *(ACOS 5.3, 5.4a, 5.5, 5.8)*

iii. **Operations and Algebraic Thinking.**

a. **Understand, explain, and model** the different types of problems solved by addition, subtraction, multiplication, and division, and meanings of the operations illustrated by these problem types. *(ACOS K.9, 1.1, 1.2, 2.1, 3.3, 3.8, 4.1, 4.2, 4.3, 5.1)*

b. **Understand, explain, and model** teaching/learning paths for single-digit addition and associated subtraction and single-digit multiplication and associated division, including the use of properties of operations. *(ACOS K.8, K.12, 1.3, 1.4, 1.5, 1.6, 2.2, 3.1, 3.2, 3.5, 3.6, 3.7)*

c. **Understand, explain, and model** foundations of algebra within elementary mathematics, including understanding the equal sign as meaning "the same amount as" rather than a "calculate the answer" symbol. *(ACOS 1.7, 3.4)*

d. **Understand, explain, and model** numerical and algebraic expressions by describing them in words, parsing them into their component parts, and interpreting the components in terms of a context. *(ACOS K.10, K.11, 1.8, 2.3, 2.4, 3.8, 4.3, 5.1)*

e. **Understand, explain, and model** lines of reasoning used to solve equations and systems of equations. *(ACOS K.13, 1.9, 2.5, 3.9, 4.4, 4.5, 5.2)*

iv. **Operations with Numbers: Fractions.**

a. **Understand, explain, and model** fractions as numbers, which can be represented by area and set models and by lengths on a number line. Define a/b fractions as a part, each of size 1/b. Attend closely to the whole (referent unit) while solving problems and explaining solutions. *(ACOS 1.23, 2.27, 3.13, 3.14)*

b. **Understand, explain, and model** addition, subtraction, multiplication, and division problem types and associated meanings for the operations extend from whole numbers to fractions. (ACOS 4.15, 4.16, 5.11, 5.14, 5.15)

c. **Understand, explain, and model** the rationale for defining and representing equivalent fractions and procedures for adding, subtracting, multiplying, and dividing fractions. *(ACOS 3.15, 4.13, 4.14, 4,17, 4,18, 4.19, 5,9, 5.10, 5.12)*

d. **Understand, explain, and model** the connection between fractions and division, a/b = a÷b, and how fractions, ratios, and rates are connected via unit rates. *(ACOS 5.11)*

e. **Understand, explain, and model** how quantities vary together in a proportional relationship, using tables, double number lines, and tape diagrams as supports. *(ACOS 6.1, 6.2, 6.3)*

f. **Understand, explain, and model** proportional relationships from other relationships, such as additive relationships and inversely proportional relationships. *(ACOS 5.13, 7.2)*

g. **Understand, explain, and model** unit rates to solve problems and to formulate equations for proportional relationships. *(ACOS 5.13, 7.1, 7.2)*

v. **Measurement, Data Analysis and Geometry.**

Measurement is the process of finding a number that shows the amount of something. It is a system to measure the height, weight, capacity, or even number of certain objects. It is the process of quantifying something and then possibly making comparisons between two or more objects or concepts. Typically, measurements involve two parts—a numeric value and the specific unit. Data analysis is the ability to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Geometry is the study of different types of shapes, figures, and sizes in real life. Upon program completion, candidates shall be able to do the following:

a. **Measurement.**

1. **Understand, explain, and model** the general principles of measurement, the process of iterations, and the central role of units: that measurement requires a choice of measurable attribute, that measurement is comparison with a unit and how the size of a unit affects measurements, and the iteration, additivity, and invariance used in determining measurements. *(ACOS K.16, K.17, 1.17, 1.18, 1.19, 1.20, 2.17, 2.18, 2.19, 2.20, 2.23, 2.24, 4.21, 5.17)*

2. **Understand, explain, and model** how the number line connects measurement with number through length. *(ACOS 2.21, 2.22, 4.22)*

3. **Understand, explain, and model** what area and volume are and give rationales for area and volume formulas that can be obtained by finitely many compositions and decompositions of unit squares or unit cubes, including formulas for the areas of rectangles, triangles, and parallelograms, and volumes of rectangular prisms. *(ACOS 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 4.23, 5.18, 5.19, 6.26, 6.27, 6.28)*

b. **Data Analysis (Statistics and Probability).**

1. **Understand, explain, and model** appropriate graphs and numerical summaries to describe the distribution of categorical and numerical data. *(ACOS K.15, 1.16, 2.15, 3.16, 3.17, 5.16)*

2. **Understand, explain, and model** that responses to statistical questions should consider variability. *(ACOS 2.16, 4.20, 5.16, 6.22)*

3. **Understand, explain, and model** distributions for quantitative data are compared with respect to similarities and differences in center, variability (spread), and shape. *(ACOS 6.22, 6.23, 6.24)*

4. **Understand, explain, and model** theoretical and experimental probabilities of simple and compound events, and why their values may differ for a given event in a particular experimental situation. *(ACOS 7.15)*

5. **Understand, explain, and model** how the scope of inference to a population is based on the method used to select the sample. *(ACOS 7.10, 7.26)*

c. **Geometry.**

1. **Understand, explain, and model** geometric concepts of angle, parallel, and perpendicular, and use them in describing and defining shapes; describing and reasoning about spatial locations (including the coordinate plane). *(ACOS K.18, K.19, K.20, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 5.20, 6.25)*

2. **Understand, explain, and model** how shapes are classified into categories, and reasoning to explain the relationships among the categories. *(ACOS K.21, K.22, K.23, 1.21, 1.22, 2.25, 2.26, 3.26, 5.21, 5.22, 5.23)*

3. **Understand, explain, and model** proportional relationships in scaling shapes up and down. *(ACOS 7.17)*

9. **Unique Field Experience and/or Practicum Requirements**. Field experiences shall include placements where candidates can observe the classroom teacher providing numeracy instruction and participate in the teaching of numeracy in grade levels K-5.

10. **Faculty**.

a. **Undergraduate Programs.** The faculty should include at least one individual with at least a master's degree and three full years of professional educational work experience teaching mathematics in grade levels K-5.

b. **Graduate Programs**. The faculty should include at least one individual with at least an education specialist degree and three full years of professional educational work experience teaching mathematics in grade levels K-5.

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290-3-3-.08 Pre-Kindergarten (Birth-Age 4) and Early Childhood Education (Grades P-3).

1. **Rationale.** This Rule brings attention to those elements that are distinctive to the pre-kindergarten and early childhood education program. These elements represent the unique nature of pre-kindergarten and early childhood education encompassing the foundations of learning including play, developmentally appropriate practices, and integration within and across disciplines, which create a bridge between informal and formal learning environments. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, Alabama Specific Standards, Praxis Early Childhood Education Assessment, and the current *Alabama Course of Study* in Science, Mathematics, Social Studies, English Language Arts, K-12 Arts Education, Health Education, and Physical Education. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, 290-3-3-.07, and 290-3-3-.08, the pre-kindergarten and early childhood education curriculum shall require a teaching field of at least 30 semester hours with at least 18 semester hours of upper-division credit.

a. Prior to program completion, candidates will have time to develop **content knowledge in Child Development and Learning in Context.**

b. Prior to program completion, candidates will have time to develop **content knowledge in Family-Teacher Partnerships and Community Connections.**

c. Prior to program completion, candidates will have time to develop **content knowledge** in **Child Observation, Documentation, and Assessment.**

d. Prior to program completion, candidates will have time to develop **content knowledge** in **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices.**

e. Prior to program completion, candidates will have time to develop **pedagogical knowledge** in Application and Integration of Academic Content in the Pre-Kindergarten and Early Childhood Curriculum.

f. Prior to program completion, candidates will have time to develop **Professionalism** as a Pre-Kindergarten or an Early Childhood Educator.

g. **Unique Field Experience and Internship Placement Requirements.**

i. Field experiences shall include placements in at least two of the three main types of early education settings for early childhood education (early school grades, childcare centers or homes, and Office of School Readiness programs), and in

ii. Childcare centers, homes, or Office of School Readiness programs for prekindergarten education.

iii. The internship shall include a placement with at least two of the following age groups for early childhood education: birth-age 3, age 3-5, age 5 -8, and in age group birth-age 4 for pre-kindergarten education unless three field experiences or a practicum have/has been completed with another age group.

3. **Faculty**

a. The faculty must include at least two full-time persons who meet faculty qualifications in Rule 290-3-3-.03 (College and University Requirements). Faculty members shall have a major specialization in early childhood education and reading. Additionally, at least one of the faculty should include an individual with at least a master's degree and three full years of professional educational work experience teaching mathematics in grade levels K-5.

b. The faculty who teaches professional education courses or supervise field experiences, practica, or internships in the teaching field shall have recent experiences in the subject matter and at the grade level of the certification.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
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290-3-3-.09 Elementary Education (Grades K-6).

1. **Rationale.** This document brings attention to those elements that are distinctive to the elementary education program. These elements represent the essential elementary curriculum, instructional knowledge and abilities, and professionalism for the preparation of teacher candidates for Grades K-6. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards, Praxis Elementary Education Assessment, and the current *Alabama Course of Study* for Science, Mathematics, Social Studies, English Language Arts, K-12 Arts Education, Health Education, and Physical Education. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, 290-3-3-.06, and 290-3-3-.07, the elementary education curriculum shall require a teaching field of at least 30 semester hours with at least 18 semester hours of upper-division credit. Each program shall contain no less than 9 credit hours in the Science of Reading (SoR) and 12 hours in mathematics content and pedagogy. The curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop understanding of a **child's development and learning needs.**

b. Prior to program completion, candidates will have time to develop **content and curricular knowledge in reading, writing, and oral language.** See Rule 290-3-3-.06 (Literacy Coursework: Science of Reading (SoR)).

c. Prior to program completion, candidates will have time to develop content and curricular knowledge in **mathematics concepts.** See Rule 290-3-3-.07 (Numeracy Coursework: Standards).

d. Prior to program completion, candidates will have time to develop **content and curricular knowledge in science concepts.** Programs will ensure that candidates demonstrate understanding of Earth science, life science, physical science, and Engineering Design.

e. Prior to program completion, candidates will have time to develop **content and curricular knowledge in social studies concepts.** Programs will ensure that candidates demonstrate understanding of United States history, government, and citizenship; geography, anthropology, and sociology; world history, and economics.

f. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in the arts.** Candidates have a thorough knowledge of the current *Alabama Course of Study: Arts Education*, including the four artistic processes – creating, responding, connecting, and either performing (dance, music, theatre) or producing (media arts) or presenting (visual arts) -- and the eleven anchor standards shared across the arts.

g. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in Health Education.** Based on the current *Alabama Course of Study: Health Education*, candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

h. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in Physical Education.** Based on the current *Alabama Course of Study: Physical Education,* candidates know, understand, and use human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

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

j. Prior to program completion, candidates will have time to develop skills in **assessing, planning, and designing learning.**

k. Prior to program completion, candidates will have time to develop **effective instructional strategies and pedagogy.**

l. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in Professionalism** as an Elementary Educator.

m. **Unique Field Experiences, Practica, and Internship Placement Requirements.** The internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless a practicum or three field experiences were completed at the other level. See Rule 290-3-3-.03 (College and University Requirements).

3. **Faculty.**

a. The faculty must include at least two full-time persons who meet faculty qualifications in Rule 290-3-3-.03 (College and University Requirements). Faculty members shall have a major specialization in elementary education and reading. Additionally, the faculty should include an individual with at least a master's degree and three full years of professional educational work experience teaching mathematics in grade levels K-5.

b. The faculty who teaches professional education courses or supervise field experiences, practica, or internships in the teaching field shall have recent experiences in the subject matter and at the grade level of the certification.

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290-3-3-.10 Middle-Level Teaching Fields (Grades 4-8).

1. **Rationale.** Teacher preparation for middle grade teachers is not the same as for secondary teachers. One of the most critical challenges in improving high school graduation rates may be ensuring a high level of quality in middle grades coursework and course performance. Middle grade teachers have the responsibility of planning and implementing developmentally appropriate, rigorous and quality middle grade coursework and curriculum in classrooms that engage students intellectually, emotionally, socially, and behaviorally in learning. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. These standards for teacher preparation provide a benchmark for middle level teacher preparation programs and serve to highlight the nuances of top-quality preparation of teachers for employment in the middle grades. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Middle Level Standards Applicable to All Teaching Fields.** The following standards were adapted from the Association for Middle Level Education.

a. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in Young Adolescent Development.**

b. Prior to program completion, candidates will have time to develop content and curriculum knowledge in the **Curriculum.** Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement middle level curriculum that develops all young adolescents' competence in subject matter.

c. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in Philosophy and School Organization.**

d. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in Instruction and Assessment.**

e. Prior to program completion, candidates will have time to develop **content and curriculum knowledge in Professional Roles.** Middle level teacher candidates understand their complex professional roles as teachers of young adolescents. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members.

3. **Options.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04. and 290-3-3-.05, an institution has four options for the preparation of middle-level teachers based on completion of a comprehensive teaching field. Individuals interested in middle school certification must choose a teaching field option.

a. **English Language Arts.** The total program must include **at least 9 semester hours in the teaching of reading** (strategies for analyzing reading difficulties and improving reading performance) and **at least 21 semester hours of English language arts courses**, not professional educator preparation courses, spread across content to include literature, grammar (language use and vocabulary), writing, speaking, listening, and visual literacy. The standards are consistent with Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.06; the Praxis Middle School English Language Arts Assessment; and the current *Alabama Course of Study: English Language Arts.*

i. Prior to program completion, candidates will have time to develop **content knowledge** in middle-level English language arts (reading instruction, language and appropriate vocabulary, writing, speaking, and listening).

ii. Prior to program completion, candidates will have time to develop content **pedagogical knowledge** in Middle-Level English Language Arts (research-based literacy, grammatical approaches, active listening, communication, instruction with technological tools, and text selection).

b. **Mathematics.** The total program must include **at least 6 semester hours in the teaching of reading and writing for mathematics literacy** (strategies for analyzing reading difficulties and improving reading performance) and **at least 24 semester hours of mathematics courses**, not professional educator preparation courses, spread across content to include the number system, expressions and equations, algebra, geometry, measurement and data, proportional relationships, and statistics. The standards are consistent with Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.07; Praxis Middle School Mathematics Assessment; and the current *Alabama Course of Study: Mathematics*.

i. Prior to program completion, candidates will have time to develop **content knowledge** in middle-level mathematics. (numbers and operations, algebraic expressions, functions, geometry and measurement, statistics and probability).

ii. Prior to program completion, candidates will have time to develop content **pedagogical knowledge** in middle-

level mathematics (mathematical approaches, active inquiry, and instruction with technological tools).

c. **General Science.** The total program must include **at least 6 semester hours in the teaching of reading and writing for science literacy** (strategies for analyzing reading difficulties and improving reading performance) and **at least 24 semester hours of science courses**, not professional educator preparation courses, spread across content to include physical sciences; life sciences; Earth and space sciences; engineering, technology, and applications of science; the history and nature of science; and science safety. The standards are consistent with Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.05; Praxis Middle School Science Assessment; and the current *Alabama Course of Study: Science*.

i. Prior to program completion, candidates will have time to develop **content knowledge** in Middle-Level Sciences (science and engineering, physical science, life science, and Earth and space science).

ii. Prior to program completion, candidates will have time to develop content **pedagogical knowledge** in middle-level general science (scientific models, active inquiry, laboratory procedures, and instruction with technological tools).

d. **General Social Studies.** The total program must include **at least 6 semester hours in the teaching of reading and writing for social studies literacy** (strategies for analyzing reading difficulties and improving reading performance) and **at least 24 semester of social studies courses**, not professional educator preparation courses, hours spread across content to include world, United States, and Alabama history; political science; geography; and economics. The standards are consistent with Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.05; Praxis Middle School Social Studies Assessment; and the current *Alabama Course of Study: Social Studies*.

i. Prior to program completion, candidates will have time to develop **content knowledge** in Middle-level Social Studies (United States history, world history, government/civics, geography, and economics).

ii. Prior to program completion, candidates will have time to develop content **pedagogical knowledg**e in middle-level general social studies (interpret various social studies concepts, active inquiry, and instruction with technological tools).

4. **Teaching Field Specific Methods Course.** Each middle level teaching field shall be supported by a methods course specific to the teaching field and grade span and focused on teaching the

content reflected in the *Alabama Course of Study* for the teaching field. The course should also instruct candidates how to use an interdisciplinary approach. Methods courses for a comprehensive middle level teaching field shall not be combined with methods courses for other teaching fields or grade spans.

5. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

a. Field experiences shall include placements in middle grades classrooms.

b. To the extent possible, field experiences should allow candidates the opportunity to practice in the chosen content option.

c. Field experiences/practicum experiences must be at the middle grades level. Experiences should deepen candidate understanding and ability in middle school content. A practicum is not required.

d. Internship shall be completed at the middle school grade level.

Author: Dr. Eric G. Mackey
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290-3-3-.11 Secondary Teaching Fields (Grades 6-12).

1. **Rationale.** Teacher preparation for secondary teachers is designed to improve high school graduation rates, implement developmentally appropriate, rigorous and quality coursework and curriculum in classrooms that engage students intellectually, emotionally, socially, and behaviorally in learning. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Options.** In addition to meeting the standards in Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.05, there are three options for the preparation of secondary teachers:

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

i. An academic major of at least 30 semester hours of credit with at least 18 semester hours of upper-division credit.

ii. 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.

b. A single teaching field with an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

c. A single teaching field in an area of career and technical education that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

3. **Teaching Field Specific Methods Course**. Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). The course should also instruct candidates how to use an interdisciplinary approach.

4. **Professionalism** as a secondary educator. Secondary educators:

a. Utilize appropriate technology to advance learners understanding and comprehension of discipline standards.

b. Interact positively with students, families, and colleagues based on student needs and instructional roles.

c. Create classroom environments that promote positive classroom environments reflective of best practices in classroom management.

d. Develop leadership potential and collaborate in the larger professional community.

Author: Dr. Eric G. Mackey
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290-3-3-.12 Career and Technical Education General Rules for All Teaching Fields (Grades 6-12).

1. **Rationale.** The main goal of these standards is to promote quality preparation for Career and Technical Education teachers of Agriscience Education, Business and Marketing Education, Family and Consumer Sciences Education, and Technical Education by identifying standards applicable to all four of those teaching fields. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.05, programs to prepare the prospective career and technical education teacher shall meet one of the target career and technical options and require a teaching field with a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit. Prior to program completion, the prospective teacher of career and technical education shall demonstrate knowledge and ability in each of the following areas:

a. Content Knowledge and Skills.

b. Educating for the Workplace.

c. Assessment.

d. Learning Environments.

3. **Options.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.05, an institution has four options for the preparation of career and technical education teachers based on completion of a teaching field. Individuals interested in career and technical education certification must choose a teaching field option.

a. **Agriscience Education.** The standards are consistent with the Praxis Agriculture Assessment and the current *Alabama Course of Study: CTE - Agriculture, Food, and Natural Resources*.

Prior to program completion, candidates will have time to develop content knowledge in agriscience education (agribusiness and management, budgeting and marketing,

management of animal sciences, management of food products and processing systems, biotechnology systems, environmental service systems, natural resource systems, and career capacity and professional organizations).

b. **Business and Marketing Education.** The standards are consistent with the current Praxis Business Education: Content Knowledge Assessment and the current *Alabama Course of Study* for Business Management and Administration, Marketing, and Finance.

Prior to program completion, candidates will have time to develop content knowledge in business and marketing education (accounting and finance, communication and career development, economics, entrepreneurship, information technology, law and international business, and marketing and management).

c. **Family and Consumer Science Education.** The standards are consistent with the current Praxis Family and Consumer Sciences Assessment and the current *Alabama Course of Study* for Education and Training, Hospitality and Tourism, and Human Services.

Prior to program completion, candidates will have time to develop content knowledge in family and consumer sciences (food, nutrition, and wellness, housing and interior design. textiles, fashion, and apparel, human development and interpersonal relationships, food production services, hospitality, tourism, and recreation).

d. **Technical Education.**

i. **Curriculum.** In addition to meeting the curriculum already listed, technical education candidates must demonstrate knowledge and ability in the following areas:

a. **Content knowledge and Skills.** Candidates demonstrate occupational competency in a technical-related setting.

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

c. **Learning Environments.** Candidates demonstrate occupational safety and health procedures and inspect and maintain tools and equipment for safe use.

d. **Career and Technical Programs.** Candidates are familiar with national accrediting bodies appropriate to the technical area, such as accrediting bodies for automotive services, construction, graphic arts, fabrication processes, engineering, etc.

ii. In addition to meeting Rule 290-3-3-.05 (Class B (Bachelor's Degree Level) Programs for Teaching Fields), admission to the Technical Education Program shall require one of the following:

a. A prerequisite Specialty/Degree Equivalent Career and Technical Certificate; or

b. An Associate of Applied Science (AAS); or

c. An Associate of Occupational Technology (AOT); or

d. An Associate Degree for Transfer (AAT); or

e. An American Council on Education’s College Credit (ACE); or

f. Armed services accessed courses; or

g. Work experience with one of the following (See Teacher Certification chapter for specific information on degree equivalents):

1. High school diploma, or

2. Post-secondary certificate/diploma in program area, or

3. Associate’s degree in program area, or

4. Bachelor’s degree in program area.

iii. For certification, the EPP will be required to specify an endorsement program area for NAL recommendation.

4. **Pedagogy**. Prior to completion, candidates completing any of the career and technical education options will have time to develop pedagogy and do the following:

a. Facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

b. Plan, design, deliver, and assess instruction using techniques that meet the needs of learners and helps students become active participants in their own learning.

c. Utilize classroom management, communication, and organizational strategies that promote positive student behavior and create a constructive learning environment for all.

d. Utilize current and emerging technology tools and instructional strategies to augment teaching and learning.

e. Apply valid and reliable formative and summative assessment strategies that correlate to objectives and engage and inform learners.

f. Promote career pathways in career and technical education.

g. Integrate professional programs in each of the career technical options to foster youth development (leadership, communication) and enhance student learning.

h. Design lessons based on the Alabama Course of Study.

5. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

a. Field experiences shall include placements in career and technical education classrooms.

b. To the extent possible, field experiences should allow candidates the opportunity to practice in the chosen content option.

c. Field experiences/practicum experiences can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in career and technical education. A practicum is not required.

d. Internship shall be completed at the secondary level.

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290-3-3-.13 Computer Science Education (Grades 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Computer Science Education program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the current Praxis Computer Science Assessment and the current *Alabama Course of Study* for Digital Literacy and Computer Science and the

Information Technology. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in computer science education (impacts of computing, algorithms and computational thinking, programming, data, and computing systems and networks).

b. Prior to program completion, candidates will have time to develop Computer Science **pedagogy** (collaborative and interdisciplinary learning, incorporating instructional strategies, critical thinking and problem-solving, and utilizing computer science curriculum and current research).

c. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both middle grades and high school computer sciences classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in the computer science classroom.

iii. Although not required, a practicum experience can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in computer science education.

iv. Internship shall be split between middle grades and high school grades unless a practicum and/or at least three field experiences have been completed at the other level.

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290-3-3-.14 English Language Arts (Grades 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to the English Language Arts program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis English Language Arts: Content Knowledge Assessment and the current *Alabama Course of Study: English Language Arts.* Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge in English language arts** (literature, vocabulary, writing, speaking and actively listening, grammar, drama/theatre, and print or broadcast journalism).

b. Prior to program completion, candidates will have time to develop an ability **to plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of English language learning for all students.

c. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both middle grades and high school English language arts classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in reading, writing, speech, drama/theatre, print or broadcast journalism, grammar, and literature.

iii. Although not required, practicum experiences can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in English language arts.

iv. Internship shall be split between middle grades and high school grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey

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290-3-3-.15 General Social Studies (Grades 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to the General Social Studies program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis Social Studies: Content Knowledge Assessment and the current *Alabama Course of Study: Social Studies*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in General Social Studies (United States history, world history, government, civics, and political science, geography, economics, and behavioral sciences).

b. Prior to program completion, candidates will have time to develop an **ability to plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of Social Studies for all learners.

c. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both middle grades and high school social studies classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in economics, geography, history, political science/civics, and the social/behavioral sciences.

iii. Although not required, the practicum experience can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in social studies.

iv. Internship shall be split between middle grades and high school grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
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290-3-3-.16 History (Grades 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to the History program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis World and U.S. History: Content Knowledge Assessment and the current *Alabama Course of Study: Social Studies*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, the curriculum shall

require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in History (World history to 1450 C.E., World history 1450 C.E. to the present, United States history to 1877, United States history from 1877 to the present, and historical thinking skills).

b. Prior to program completion, candidates will have time to develop an **ability to plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of Social Studies for all learners.

c. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both middle grades and high school history classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in history.

iii. Although not required, the practicum experiences can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in History.

iv. Internship shall be split between middle grades and high school grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14. **History: New Rule:** December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.17 Mathematics (Grades 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Mathematics program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis Mathematics: Content Knowledge Assessment and the current *Alabama Course of Study: Mathematics*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in mathematics (numbers, quantity, and Algebra, functions and calculus, geometry, and statistics and probability).

b. Prior to program completion, candidates will have time to develop an **ability to plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of mathematics for all learners.

c. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both middle grades and high school mathematics classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in mathematics.

iii. Although not required, the practicum experiences can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in mathematics.

iv. Internship shall be split between middle grades and high school grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
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Amended: Filed June 14, 1999; effective July 19, 1999. **Repealed**

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Ed. Note: Previous Rule .25 was renumbered .17 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.18 Science Rules for ALL SCIENCE Teaching Fields (Grades 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to **All Science Programs.** These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the current NSTA/ASTA Standards for Science Teacher Preparation, and the current *Alabama Course of Study: Science.* Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in science (concepts, laws, nature, and cultural norms, technologies and practices of science and engineering, science standards and sequencing, society and the environment).

b. Prior to program completion, candidates will have time to develop content **pedagogy** in science (safety procedures, engineering practices, instruction and assessment strategies, and science technologies).

c. Prior to program completion, candidates will have time to identify **appropriate learning goals** in science aligned with standards and consistent with knowledge of how students learn science (incorporation of strategies and teaching activities, utilization of a variety of settings, collaboration, communication, and evaluation).

d. Prior to program completion, candidates will have time to develop **methods** to demonstrate biological, chemical, and

physical safety protocols in classrooms and science environments.

e. Prior to program completion, candidates will have time to develop **strategies** to ensure that students can learn and apply science core ideas and engineering practices resulting from active engagement and instruction.

f. Prior to program completion, candidates will have time to develop an ability to **plan**, **implement**, **assess**, **and reflect** upon research-based instruction to increase student motivation and enhance active learning of science for all learners.

g. Prior to program completion, candidates will have time to understand **scientific and engineering practices.**

h. Prior to program completion, candidates will have time to understand tasks of **teaching** science

3. **Options.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, an institution has four options for the preparation of science teachers based on completion of a teaching field. Individuals interested in secondary science certification must choose a teaching field option.

a. General science candidates must meet the rules for All Science Programs and these rules that are specific to General Science. These standards are consistent with the current NSTA/ ASTA Standards for Science Teacher Preparation, the Praxis General Science Assessment and the current *Alabama Course of Study: Science*. Prior to program completion, candidates will have time to develop content knowledge in general science (physical science, life science, and Earth and space science).

b. Biology candidates must meet the rules for All Science Programs and these rules that are specific to Biology. These standards are consistent with the current NSTA/ASTA Standards for Science Teacher Preparation, Praxis Biology Assessment, and the current *Alabama Course of Study: Science*. Prior to program completion, candidates will have time to develop content knowledge in biology (cell biology, structure, function, genetics and evolution, diversity of life and organismal biology, and ecology).

c. Chemistry candidates must meet the rules for All Science Programs and these rules that are specific to chemistry. These standards are consistent with the current NSTA/ASTA Standards for Science Teacher Preparation, Praxis Chemistry Assessment, and the current *Alabama Course of Study: Science*. Prior to program completion, candidates will have time to develop content knowledge in chemistry (matter and energy, chemical composition, bonding and structure, chemical reactions and periodicity, solutions, and acid-base chemistry).

d. Physics candidates must meet the rules for All Science Programs and these rules that are specific to physics. These standards are consistent with the current NSTA/ASTA Standards for Science Teacher Preparation, Praxis Physics Assessment, and the current *Alabama Course of Study: Science*. Prior to program completion, candidates will have time to develop content knowledge in Physics (matter and energy, mechanics, electricity and magnetism, and waves).

4. **Teaching Field Specific Methods Course.** There shall be a methods course specific to science and the grade span for the teaching field. Methods courses shall not be combined with methods courses for other teaching fields or grade spans. The course should also instruct candidates how to use an interdisciplinary approach.

5. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

a. Field experiences shall include placements in both middle grades and high school science classrooms.

b. To the extent possible, field experiences should allow candidates the opportunity to practice in science.

c. Although not required, the practicum experiences can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in science.

d. Internship shall be split between middle grades and high school grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.19 Health Education (Grades 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Health Education program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the current Praxis Health Education Assessment and the current *Alabama Course of Study: Health*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.11, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in health education (health promotion, prevention of injury and disease, health relationship, and mental and emotional health).

b. Prior to program completion, candidates will have time to develop health education **pedagogy.**

c. Prior to program completion, candidates will have time to develop an ability to **plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of health education learning for all students.

d. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both middle grades and high school health education classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in health promotions, advocacy, and healthy relationships.

iii. Although not required, the practicum experiences can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in health education.

iv. Internship shall be split between middle grades and high school grades unless a practicum experience and/or

at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.20 Pre-School Through Grade 12 Teaching Fields.

1. **Rationale.** Teacher preparation for P-12 teachers is designed to assist these teachers plan and implement developmentally appropriate, rigorous and quality coursework and curriculum in classrooms that engage students intellectually, emotionally, socially, physically, and behaviorally in learning. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Options.** P-12 programs include World Languages (languages other than English); English for Speakers of Other Languages (ESOL), visual arts; dance; music (choral or instrumental); physical education; theatre; gifted and special education. In addition to meeting the standards in Rules 290-3-3-.03, 290-3-3-.04, and 290-3-3-.05, programs that prepare P-12 teachers must have a single teaching field with an academic major that includes a minimum of 30 semester hours of credit with at least 18 semester hours of upper-division credit.

3. **Teaching Field Specific Methods Course.** Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be

combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). The course should also instruct candidates how to use an interdisciplinary approach.

4. **Professionalism** as an educator. Educators:

a. Utilize appropriate technology to advance learners understanding and comprehension of discipline standards.

b. Interact positively with students, families, and colleagues based on student needs and instructional roles.

c. Create classroom environments that promote positive classroom environments reflective of best practices in classroom management.

d. Develop leadership potential and collaborate in the larger professional community.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14. **History: New Rule:** December 19, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed:** Filed August 13, 2015; effective September 17, 2015. **New Rule:** Published September 30, 2019; effective November 14, 2014; operative December 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.21 Dance (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Dance program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the dance standards found in the current *Alabama Course of Study: Arts Education*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.20, the curriculum shall

require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **knowledge and skills** in dance (repertory, dance notation, history of dance, dance technology, music, anatomy and kinesiology, dance ethnology, production, choreography, dance analysis and interpretation, and origins of dance movement styles and theories).

b. Prior to program completion, candidates will have time to develop **teaching competencies** in dance.

c. Prior to program completion, candidates will have time to develop an ability to **plan**, **implement**, **assess**, **and reflect upon research-based instruction** to increase student motivation and enhance active learning of dance for all learners.

d. Unique **Field Experiences**, **Practica**, **and Internship Placement Requirements**.

i. Field experiences shall include placements in both P-6 and 6-12 dance classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in dance classrooms.

iii. Although not required, a practicum experiences can be at either the P-6 level or 6-12 level. Experiences should deepen candidate understanding and ability in dance education.

iv. Internship shall be split between P-6 and 6-12 grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: **New Rule**: December 19, 1978. **Amended**: Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced**: Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended**: Filed December 9, 1999; effective January 13, 2000. **Repealed and New Rule**: Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule**: Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule**: April 14, 2005; effective May 19, 2005. **Repealed and New Rule**: Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule**: Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule**: Filed August 13, 2015; effective September 17, 2015. **Amended**: Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule**: Published August 31, 2021; effective

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290-3-3-.22 Music – Choral and Instrumental (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Choral and Instrumental Music program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis Music: Content Knowledge Assessment and the music standards found in the current *Alabama Course of Study: Music Education*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in choral and instrumental music (music history and literature, theory and composition, and performance, music technology, and music genres).

b. Prior to program completion, candidates will have time to develop an ability to **plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of choral and instrumental music for all learners.

i. Teach instrumental, vocal, and performance techniques

ii. Address vocal and instrumental performance challenges

iii. Understand how to organize and prepare for a concert

iv. Care for and maintain instruments and related materials

v. Knows how to use strategies for developing sight-reading skills

vi. Knows and can teach improvisational skills, basic composition, and arranging.

vii. Understand musical concepts through performance literature.

viii. Has an awareness of how to foster musically expressive experiences.

3. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

a. Field experiences shall include placements in both P-6 and 6-12 music classrooms.

b. To the extent possible, field experiences should allow candidates the opportunity to practice in both instrumental and choral music.

c. Although not required, the practicum experiences can be at either the P-6 level or 6-12 level. Experiences should deepen candidate understanding and ability in choral and instrumental music education.

d. Internship shall be split between P-6 and 6-12 grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.23 Physical Education (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Physical Education program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the current Praxis Physical Education Assessment and the current *Alabama Course of Study: Physical Education*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** Throughout the program candidates should know, understand, apply, analyze, evaluate, and create instructional material to demonstrate competency. Opportunities should be provided for candidates to demonstrate their ability to instruct and assess learners in each of these areas. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop content knowledge in physical education. Programs will ensure that candidates can do the following:

i. **Content and Foundational Knowledge.**

ii. **Skillfulness and Health-Related Fitness.**

iii. **Planning and Implementation.**

iv. **Instructional Delivery and Management.**

v. **Assessment of Student Learning.**

b. Prior to program completion, candidates will have time to develop an ability **to plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of physical education for all learners.

i. Interact positively with students, families, and colleagues based on social needs and instructional roles.

ii. Develop leadership potential and collaborate in the larger physical education professional community.

iii. Demonstrate knowledge of promotion and advocacy strategies (including technology) to encourage the development of physically literate individuals through physical education and expanded physical activity opportunities.

iv. Collaborate with school colleagues, parents, community members, and administrators to support student growth and well-being.

v. Use reflection to facilitate change in teacher and student performance and transform instruction.

vi. Obtain and maintain CPR certification.

c. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both P-6 and 6-12 physical education classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in physical education classrooms.

iii. Although not required, the practicum experiences can be at either the P-6 level or 6-12 level. Experiences should deepen candidate understanding and ability in physical education.

iv. Internship shall be split between P-6 and 6-12 grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

v. Physical Education students should be CPR certified prior to internship.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14. **History: New Rule:** December 19, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.24 Special Education (Grades P-3, K-6, 6-12, and/or P-12), Deaf and Hard of Hearing (P-12), and Visual Impairment (P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Special Education program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the current Praxis Special Education: Foundational Knowledge Assessment and multiple *Alabama Courses of Study*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum**. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, 290-3-3-.06, 290-3-3-.07, 290-3-3-.08, 290-3-3-.09, 290-3-3-.10, 290-3-3-.11, and/or 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in special education.

b. Prior to program completion, candidates will have time to develop an ability to **plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning for all students.

c. Candidates in **deaf and hard of hearing** (Grades P-12) will also have and apply knowledge of:

i. The influence of family communication and culture on all developmental domains.

ii. Interactions between individuals who are deaf or hard of hearing with peers and roles models who are deaf or hard of hearing.

iii. Utilization of interpreters and assistive technology.

iv. Classroom environments that maximize opportunities for visual learning to meet developmental and learning needs.

d. Candidates in **visual impairment** (Grades P-12) will have and apply knowledge of:

i. Braille.

ii. Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities.

iii. Role models with visual impairments.

iv. Multi-sensory learning environments that encourage active participation in group and individual activities.

v. Orientation and mobility.

e. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include special education placements at the appropriate grade level that certification is desired.

a. For P-3, field experiences shall include placements in at least two of the three main types of early childhood education settings.

b. For K-6, field experiences shall be in both early elementary grades K-3 and upper elementary grades 4-6 classrooms.

c. For 6-12, field experiences shall be in both middle school and high s classrooms.

ii. For candidates desiring certification, to the extent possible, field experiences should allow candidates the opportunity to practice in developing and characterizing learners, planning in the learning environment, instruction, assessment and foundations and professional responsibilities.

iii. Although not required, the practicum experience can be at either the middle grades level or high school level. Experiences should deepen candidate understanding and ability in special education.

iv. Unless a practicum experience and/or at least three field experiences have been completed at the other level:

a. K-6 internship shall be split between K-3 and 4-6.

b. 6-12 internship shall be split between middle grades and high school grades.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.25 Theatre (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Theatre program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis Theatre Assessment and the current *Alabama Course of Study: Arts*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum**. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in theatre (choosing appropriate resources, collaboration, assessment and evaluation, identification of appropriate opportunities for students, engage students, explore human nature and dramatic situations, foster creativity, accommodate and adapt learning relevant to theatre, development of theatrical productions, and competitive aspects of theatre).

b. Prior to program completion, candidates will have time to develop **content knowledge in creating and performing** (creating performance materials, script development, theoretical approaches and techniques, script creation, vocal production and technique, audition process, and dynamics of the audience).

c. Prior to program completion, candidates will have time to develop **content knowledge in production** (terminology, roles associated with theatre production, components and responsibilities of production, safety guidelines, skills needed, sound and lighting elements, set designs, and costumes and makeup design).

d. Prior to program completion, candidates will have time to develop **content knowledge in history, literature, and criticism** (assess, analyze and provide feedback, significance of theatre, theatre etiquette, key playwrights and literature, and major developments).

e. Prior to program completion, candidates will have time to develop an ability to **plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of theatre for all learners.

f. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both P-6 and 6-12 classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in creating and performing, production, history, literature, and criticism.

iii. Although not required, the practicum experience can be at either the middle grades level or high school

level. Experiences should deepen candidate understanding and ability in theatre.

iv. Internship shall be split between middle grades and high school grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

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290-3-3-.26 Visual Arts (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Visual Arts program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis Art: Content Knowledge Assessment and the current *Alabama Course of Study: Arts Education*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

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

i. **Studio Art Competencies.**

ii. **Art History and Analysis.**

iii. **Technical Processes.**

b. **Teaching Competencies.** The prospective teacher of visual arts must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education.

c. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both P-6 and 6-12 visual arts classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice visual arts.

iii. Although not required, the practicum experience can be at either the P-6 level or 6-12 level. Experiences should deepen candidate understanding and ability in visual arts education.

iv. Internship shall be split between K-6 and 6-12 grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
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290-3-3-.27 World Languages (Grades P-12 and 6-12).

1. **Rationale.** This Rule highlights those elements distinctive to the World Languages. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific

Standards. The standards are consistent with the current *Alabama Course of Study: World Languages*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum**. In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, 290-3-3-.11, and 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **content knowledge** in World Languages (Content Language, Linguistics, and Comparisons, and Cultures, Literatures, and Cross-disciplinary Concepts)

b. Prior to program completion, candidates will have time to develop an **ability to plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of World Languages for all learners.

c. **Unique Field Experiences, Practica, and Internship Placement** Requirements.

i. Field experiences shall include placements in both P-6 and 6-12 world languages classrooms if the candidate is pursuing P-12 certification. If the candidate is pursuing 6-12 certification, he/she shall have placements in both the middle grades and high school.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice in World Languages.

iii. Although not required, the practicum experience can be at either the P-6 level or 6-12 level for P-12 certification; experiences can be either at the middle or high school level for 6-12 certification. Experiences should deepen candidate understanding and ability in world languages education.

iv. Unless a practicum experience and/or at least three field experiences have been completed at the other level:

a. P-12 internship shall be split between P-6 and 6-12

b. 6-12 internship shall be split between middle level grades and high school grades.

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1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.28 English for Speakers of Other Languages (ESOL, Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the English for Speakers of Other Languages program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis English to Speakers of Other Languages Assessment. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop in their **knowledge about language.**

b. Prior to program completion, candidates will have time to develop their **understanding of ELLs in the sociocultural context.**

c. Prior to program completion, candidates will have time to develop an ability to **plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning of all ELLs.

d. Prior to program completion, candidates will have time to develop skills in the **assessment and evaluation** of their students.

e. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Field experiences shall include placements in both P-6 and 6-12 classrooms.

ii. To the extent possible, field experiences should allow candidates the opportunity to practice with English Language Learners.

iii. Although not required, the practicum experience can be at either the P-6 level or 6-12 level. Experiences should deepen candidate understanding and ability with English Language Learners.

iv. Internship shall be split between P-6 and 6-12 grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

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290-3-3-.29 Gifted (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the gifted education program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis Gifted Education Assessment. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** In addition to meeting Rules 290-3-3-.03, 290-3-3-.04, 290-3-3-.05, and 290-3-3-.20, the curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will be able to engage in **professional learning and ethical practice.**

b. Prior to program completion, candidates will be able to understand and support **learner characteristics, development, and individual learning differences.**

c. Prior to program completion, candidates will be able to demonstrate **subject matter content and specialized curricular knowledge.**

d. Prior to program completion, candidates will **use assessments to identify students, measure their progress, and evaluate the effectiveness of the assessments, curriculum, services, and programs.**

e. Prior to program completion, candidates will be able to **support learning and career development using effective environments and instruction.**

f. Prior to program completion, candidates will be able to **support social, emotional, and psychosocial growth.**

g. Prior to program completion, candidates will **collaborate with stakeholders.**

h. Prior to program completion, candidates will have time to develop an ability to **plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning for all.

i. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

(i). Field experiences shall include placements in both P-6 and 6-12 gifted classrooms.

(ii). To the extent possible, field experiences should allow candidates the opportunity to practice with gifted students.

(iii). Although not required, the practicum experience can be at either the P-6 level or 6-12 level. Experiences should deepen candidate understanding and ability with gifted education.

(iv). Internship shall be split between P-6 and 6-12 grades unless a practicum experience and/or at least three field experiences have been completed at the other level.

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290-3-3-.30 Class A (Master's Degree Level) Programs for Teaching Fields.

1. **Rationale of Class A Programs for Teaching Fields.** Class A educator preparation programs shall help the teacher develop higher levels of competence than is possible in the Class B program. An EPP may develop a Class A program for any Class B content area. See Rules 290-3-3-.08 through 290-3-3-.29). Candidates must demonstrate a deeper knowledge of the subject area at the master's level. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Institutional and Program Requirements.**

a. Class A programs are limited to institutions that meet accreditation standards at the master's degree or higher level by accredited institutions.

b. Institutions must have and enforce policies that prevent candidates from using courses for both undergraduate and graduate level credit.

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

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

a. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

b. A valid bachelor's-level professional educator certificate is required. If an EPP admits an individual into an initial

program in early childhood, elementary, or collaborative education K-6 program, literacy and numeracy requirements must be met prior to program completion.

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

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

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

i. Traditional educator preparation program.

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

b. English Language Arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

ii. Alternative Class A program. See Rule 290-3-3-.31 (Alternative Class A Programs for Teaching Fields).

4. Institutions with Class A Educator Preparation Programs that have **accreditation visits scheduled Fall 2025 and thereafter** must meet the Council for Accreditation of Educator Preparation (CAEP) standards for advanced programs.

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

a. At least a valid Class B Professional Educator Certificate.

b. An official transcript from an accredited institution documenting an earned master's degree. The institution must have been approved at the time off degree conferral.

6. A **Survey of Special Education course** is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

a. Satisfactory completion of an educator preparation program approved by the Alabama State Board of Education with a minimum GPA of 3.0 on all courses in the program.

b. If the Class A program is initial certification in a content area or grade band different from the Class B initial certificate, a practicum is required at the grade band and in the content area for which the candidate does not have a certificate.

c. If the Class A program is an initial program in Early Childhood, Elementary, or Collaborative (K-6) education, the EPP must submit documentation that the completer met the requirements of the literacy and numeracy acts.

d. A valid Class B Professional Educator Certificate.

7. **Testing for Class A Certification for Teachers.** Applicants for initial Class A certification in a teaching field must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

8. **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in some teaching fields through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions is provided in the current Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

9. **Faculty.** The faculty must include at least one full-time person who meets faculty qualifications in Rule 290-3-3-.03 (College and University Requirements) unless specified otherwise in other Rules.

The faculty who teaches professional education courses or supervise field experiences, practica, or internships in the teaching field shall have recent experiences in the subject matter and at the grade level of the certification.

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290-3-3-.31 Alternative Class A Programs for Teaching Fields.

1. **Rationale of Alternative Class A Programs.** The purposes of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skill above the level required for completion of a Class B program. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

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

a. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

b. Degree requirements. A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree from an accredited institution with an overall GPA of 2.50. The institution must have been approved at the time the degree was conferred. Institutions may choose to have a higher GPA requirement. **(Caution: CAEP cohort GPA requirements must still be met.)** If the GPA is below a 2.50, the applicant may:

i. Take four additional undergraduate courses in the teaching field post degree conferral and make no grade below a B; or

ii. Earn the alternate score on the Alabama-prescribed Praxis subject-area test; or

iii. Earn a master's degree with a minimum of a 3.0 GPA at the time of degree conferral; or

iv. Earn no less than a B in the first four courses of the Alternative A program while conditionally admitted. (at least one of the courses must be in the teaching field.)

If the degree was earned from an accredited institution, at the discretion of the head of the EPP, the person may be unconditionally admitted to the program if:

1. The requisite score on the required Praxis assessment(s) had already been earned; or

2. The applicant has a valid certificate from another state in another area of certification.

c. **General studies.** Individuals applying for admission to an Alternative Class A program in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned **six hours** of credit, as verified on official transcripts, in each of the following: **English language arts, mathematics, science, and social studies.** Six hours in English language arts must be completed. If the applicant has not completed six hours in either math, science or social studies, the applicant shall pass the following Praxis subject assessments:

i. Praxis 5903 for mathematics

ii. Praxis 5905 for Science

iii. Praxis 5904 for Social Studies

d. **Teaching field.** Prior to unconditional admission, a person who wishes to earn certification in a teaching field listed below shall have met one of the following:

i. For teaching fields other than Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education (K-6 or 6-12), earn a current passing score on the prescribed Praxis subject assessment of the Alabama Educator Certification Assessment Program.

ii. Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education Teacher K-6 or 6-12. Additional information is provided in General Studies above.

iii. Single Teaching Field for Middle Level or Secondary: An academic major in the teaching field, or if an academic major is not on the official transcript, 30 semester hours appropriate to the teaching field including at least 18 semester hours of upper-division credit.

iv. Comprehensive Middle Level or Secondary Teaching Fields:

a. English Language Arts: An academic major or 30/18 in an area included in English language arts and at least one course in each of the other listed areas of English language arts (literature, grammar, reading skills, writing, speech, theatre, and print or broadcast journalism).

b. General Science: An academic major or 30/18 in an area included in the sciences and at least one course in each of the other listed areas of general science (biology, chemistry, Earth or space science, and physics).

c. General Social Studies: An academic major or 30/18 in an area included in social studies and at least one course in each of the other areas listed in the social studies (economics, geography, history, and political science).

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

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

vi. ESOL Programs: No specific major must be identified. Only items (2) (a) and (b) must be met.

3. **Curriculum** of Alternative Class A Programs. In addition to meeting Rule 290-3-3-.04 (InTASC Model Core Teaching, ISTE, and Alabama Specific Standards), these programs shall be designed to develop teaching competencies above the level required for Class B program completion (Rules 290-3-3-.08 through 290-3-3-.29).

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

i. The teaching field for programs in early childhood education, elementary education, and collaborative special education (K-6) shall meet Rules 290-3-3-.06 and 290-3-3-.07.

ii. English Language Arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.

b. Include a **methods course** specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods), and either have a standalone classroom management course or embed the content for classroom management across courses.

c. Include extensive **field experiences** and/or practica.

d. Include an **internship**.

i. The internship shall the equivalent of a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher.

ii. The internship may be divided in accordance with the rules for the content area.

iii. Entry and exit criteria shall be clearly identified for the internship.

e. A **Survey of Special Education course** is required. If the course was previously completed, it may be utilized for recommending completers of Alternative A programs. If course was completed more than 10 years ago, a new Survey of Special Education course is required.

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

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

b. Satisfactory completion of a program approved by the Alabama State Board of Education with a minimum GPA of 3.0 on all courses on the approved checklist.

c. Competence to teach students as demonstrated in an internship. Individuals may complete internship requirements while serving as the teacher of record on an Interim Employment Certificate (IEC), on an emergency certificate, or while serving as a long-term substitute if requirements are

completed in the subject are where certification is sought, and a cooperating teacher has been assigned.

5. **Testing** for Class A Certification. Applicants for initial certification through the completion of an Alternative Class A program must meet the testing requirements of the AECAP as a precondition for certification.

6. **Faculty.** The faculty must include at least one full-time person who meets faculty qualifications in Rule 290-3-3-.03 (College and University Requirements) unless specified otherwise in another Rule.

The faculty who teaches professional education courses or supervise field experiences, practica, or internships in the teaching field shall have recent experiences in the subject matter and at the grade level of the certification.
Author: Dr. Eric G. Mackey
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290-3-3-.32 Mathematics K-5 Coaching Endorsement.

1. **Rationale.** The Alabama Coaching Endorsement is for teachers who hold a valid Alabama professional educator certificate in early childhood education, elementary education, or special education and have at least three years of teaching experience.

2. The K-5 mathematics coach endorsement shall be offered only as a post baccalaureate program and **may not** be included within an initial educator preparation program.

a. **Overview of Content Knowledge and Pedagogical Content Knowledge: Numeracy Coursework.** In accordance with the Alabama

Numeracy Act, the Alabama State Board of Education (State BOE) modified its standards relative to teaching of numeracy, including algebraic reasoning, cardinality, computational fluency, and conceptual understanding, in the early childhood education, early childhood special education, elementary education, and collaborative special education Educator Preparation Programs (EPPs). Each program shall contain no less than 12 credit hours in numeracy, including learning specific to dyscalculia. Number and operations, treated algebraically, with attention to properties of operation and problem solving should occupy six of those hours. With the remaining six hours devoted to additional ideas: fractions, measurement, data, and geometry. The numeracy standards in this Rule are to be implemented in coursework by **August 2026**.

i. Numeracy. Numeracy is defined herein as the ability to understand and work with numbers. Numeracy is the knowledge, skills, behaviors, and dispositions that students need to use mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposely.

ii. Analyze, apply, and synthesize are professional dispositions and practices, including respecting and maintaining objectivity and clarity in the best interest of all learners, including those struggling with number sense, and maintaining public trust using current scientifically supported best practices.

iii. **A Numeracy Framework**, developed by Willis and Hogan (2000) for teachers of numeracy incorporates a blend of three types of thinking or knowledge:

a. **Mathematical**—the skills, concepts, and techniques for solving quantitative problems

b. **Contextual**—the awareness and knowledge of how the context affects the mathematics being used

c. **Strategic**—the ability to recognize the appropriate mathematics needed to solve a problem, to apply and adapt it as necessary, and to question the use of mathematics in context.

b. **Curriculum.** The curriculum is reflective of the recommendations of the National Council of Teachers of Mathematics (NCTM), the Conference Board of the Mathematics Sciences (CBMS), the U.S. DOE, and the Mathematics Sciences Research Institute (MSRI). These standards have been aligned with the *Alabama Course of Study* to ensure that candidates in programs that span grades K-5 have a deep knowledge and understanding of all the numerical practices that students in this grade band should develop.

Additionally, these standards reflect the efforts of the Council for Accreditation of Educator Preparation (CAEP). They outline the mathematical knowledge and ability statements that completers of these programs should demonstrate to ensure that each student learns and develops to his/her fullest potential.

c. **Pedagogical Framework.** The pedagogy undergirds the content for each of the mathematical content areas. The teachers of numeracy will utilize these teaching practices from NCTM to ensure that content is being delivered in a way to optimize student understanding and application. The eight core pedagogical principles are:

i. Establish mathematics goals to focus on learning.

ii. Implement tasks that promote reasoning and problem-solving.

iii. Use and connect mathematical representations.

iv. Facilitate meaningful mathematical discourse.

v. Pose purposeful questions.

vi. Build procedural fluency from conceptual understanding.

vii. Support productive struggle in learning mathematics.

viii. Elicit and use evidence of student thinking.

d. **Mathematical Practices.** Mathematical practices are the skills and habits that faculty must provide opportunities for candidates to develop and become proficient in mathematics. Teachers of mathematics will understand, explain, and model how these mathematical practices define processes in which students must engage in everyday as their mathematical maturity develops. Faculty must provide opportunities for the candidate to make connections between the mathematical practices and mathematics content within mathematics instruction. These practices include:

i. Making sense of problems and persevering in solving them.

ii. Reasoning abstractly and quantitatively

iii. Constructing viable arguments and critiquing the reasoning of others

iv. Modeling with mathematics

v. Using appropriate tools strategically

vi. Attending to precision

vii. Looking for and making use of structure

viii. Looking for and expressing regularity in repeated reasoning

e. **Assessing, Planning and Designing Contexts for Learning.** Assessing, planning, and designing contexts for learning support the development of a coherent curriculum and an understanding of how content topics and expectations are connected to each other throughout the elementary grades. This connection from academic to curricular, across grade levels requires teachers of mathematics to demonstrate understanding related to student learning, curricular practices and standards, academic language and assessments as they consider learning progressions within and across grade levels.

i. **Analyze, apply, and synthesize** data to plan sequences of instruction that includes goals, appropriate materials, activities and assessments, and supports engagement in learning through evidence-based practices.

ii. **Analyze, apply, and synthesize** data from formative and summative assessments to determine student competencies and learning needs, and use this assessment data to provide feedback, improve instruction and monitor learning.

iii. **Analyze, apply, and synthesize** data to differentiate instructional plans to meet the needs of students in the classroom.

iv. **Analyze, apply, and synthesize** data to develop accommodations for students with dyscalculia or a math learning disability and provide specific strategies to assist them such as:

a. Early warning signs, screening, and recommendations for intervention

b. Use of visual representations

c. Use of instructional examples and concrete objects

d. Student verbalization

e. Use of heuristic/multiple strategies

f. Provide ongoing feedback

g. Review strategies and connect to previous learning

f. **Four Courses** comprise the coaching endorsement:

i. **K-2 Content Knowledge and Pedagogical Content Knowledge Coursework.** Effective elementary numeracy teachers understand, explain, and model knowledge and understanding of major numeracy concepts, algorithms, procedures, connections, and applications in varied contexts, within and among mathematical domains.

a. **Numerical Practices.** Numerical Practices consist of concepts within number and operations base ten, and operations and algebraic thinking. Upon program completion candidates shall be able to do the following:

1. **Foundations of Counting.** Analyze, apply, and synthesize the intricacy of counting, including the distinction between counting as a list of numbers in order and counting to determine a number of objects. *(ACOS K.1, K.2, K.3, K.4, K.5, 1.10)*

2. **Operations with Numbers: Base Ten.**

a. **Analyze, apply, and synthesize** how the base-ten place value system relies on repeated bundling in groups of 10 and how to use varied representations including objects, drawings, layered place value cards, and numerical expressions to help reveal the base-ten structure. *(ACOS K.14, 1.11, 1.12,2.6, 2.7, 2.8, 2.9, 4.6, 4.7, 4.8, 4.9, 5.3, 5.4, 5.5)*

b. **Analyze, apply, and synthesize** how efficient base-ten computation methods for addition, subtraction, multiplication, and division rely on decomposing numbers represented in base ten according to the base-ten units represented by their digits and applying (often informally) properties of operations, including the commutative and associative properties of addition and multiplication and the distributive property, to decompose a calculation into parts. *(ACOS K.10, K.11, K.12, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.13, 1.14, 1.15, 2.1, 2.2, 2.10, 2.11, 2.12, 2.13,2.14, 3.10, 3.11,3.12, 4.10, 4.11, 4.12, 5.6, 5.7, 5.8)*

c. **Analyze, apply, and synthesize** how to use drawings or manipulative materials to reveal, discuss, and explain the rationale behind

computation methods. *(ACOS K.13, K.15,1.13, 2.1,2.2, 2.3, 2.4, 2.10, 2.11, 2.12, 2.13,2.14, 2,21, 2,22, 24c, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.9, 3.11, 3.12, 4.2, 4.3b, 4.10, 4.11, 4.12, 5.7)*

3. **Operations and Algebraic Thinking.**

a. **Analyze, apply, and synthesize** how the different types of problems solved by addition, subtraction, multiplication, and division, and meanings of the operations illustrated by these problem types. *(ACOS K. 9, 1.1, 1.2, 2.1, 3.3, 3.8, 4.1, 4.2, 4.3, 5.1)*

b. **Analyze, apply, and synthesize** teaching/ learning paths for single-digit addition and associated subtraction and single-digit multiplication and associated division, including the use of properties of operations. *(ACOS K.8, K.12, 1.3, 1.4, 1.5, 1.6, 2.2, 3.1, 3.2, 3.5, 3.6, 3.7)*

c. **Analyze, apply, and synthesize** foundations of algebra within elementary mathematics, including understanding the equal sign as meaning "the same amount as" rather than a "calculate the answer" symbol. *(ACOS 1.7, 3.4)*

d. **Analyze, apply, and synthesize** numerical and algebraic expressions by describing them in words, parsing them into their component parts, and interpreting the components in terms of a context. *(ACOS K.10, K.11, 1.8, 2.3, 2.4, 3.8, 4.3, 5.1)*

e. **Analyze, apply, and synthesize** lines of reasoning used to solve equations and systems of equations. *(ACOS K.13, 1.9, 2.5, 3.9, 4.4, 4.5, 5.2)*

b. **Measurement, Data Analysis and Geometry.**

Measurement. Measurement is the process of finding a number that shows the amount of something. It is a system to measure the height, weight, capacity or even number of certain objects. It is the process of quantifying something and then possibly making comparisons between two or more objects or concepts. Typically, measurements involve two parts—a numeric

value and the specific unit. Upon program completion candidates shall be able to do the following:

i. **Analyze, apply, and synthesize** the general principles of measurement, the process of iterations, and the central role of units: that measurement requires a choice of measurable attribute, that measurement is comparison with a unit and how the size of a unit affects measurements, and the iteration, additivity, and invariance used in determining measurements. *(ACOS K.16, K.17, 1.17, 1.18, 1.19, 1.20, 2.17, 2.18, 2.19, 2.20, 2.23, 2.24, 4.21, 5.17)*

ii. **Analyze, apply, and synthesize** how the number line connects measurement with number through length. *(ACOS 2.21, 2.22, 4.22)*

c. **Data (Statistics and Probability).**

i. **Analyze, apply, and synthesize** appropriate graphs and numerical summaries to describe the distribution of categorical and numerical data. *(ACOS K.15, 1.16, 2.15, 3.16, 3.17, 5.16)*

ii. **Analyze, apply, and synthesize** the understanding that responses to statistical questions should consider variability. *(ACOS 2.16, 4.20, 5.16, 6.22)*

d. **Geometry.** Geometry is the study of different types of shapes, figures, and sizes in real life. Upon program completion candidates shall be able to do the following:

i. **Analyze, apply, and synthesize** geometric concepts of angle, parallel, and perpendicular, and use them in describing and defining shapes; describing and reasoning about spatial locations (including the coordinate plane). *(ACOS K.18, K. 19, K.20, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 5.20, 6.25)*

ii. **Analyze, apply, and synthesize** how shapes are classified into categories, and reasoning to explain the relationships among the categories. *(ACOS K.21, K.22, K.23, 1.21, 1.22, 2.25, 2.26, 3.26, 5.21, 5.22, 5.23)*

ii. **Grades 3-5 Content Knowledge** and **Pedagogical Content Knowledge Coursework.**

a. **Numerical Practices.** Numerical Practices consist of concepts within number and operations base ten, and operations and algebraic thinking. Upon program completion candidates shall be able to do the following:

1. **Operations with Numbers: Base Ten.**

a. **Analyze, apply, and synthesize** how the base-ten place value system relies on repeated bundling in groups of ten and how to use varied representations including objects, drawings, layered place value cards, and numerical expressions to help reveal the base-ten structure. *(ACOS K.14, 1.11, 1.12,2.6, 2.7, 2.8, 2.9, 4.6, 4.7, 4.8, 4.9, 5.3, 5.4, 5.5)*

b. **Analyze, apply, and synthesize** how efficient base-ten computation methods for addition, subtraction, multiplication, and division rely on decomposing numbers represented in base ten according to the base-ten units represented by their digits and applying (often informally) properties of operations, including the commutative and associative properties of addition and multiplication and the distributive property, to decompose a calculation into parts. *(ACOS K.10, K.11, K.12, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.13, 1.14, 1.15, 2.1, 2.2, 2.10, 2.11, 2.12, 2.13,2.14, 3.10, 3.11,3.12, 4.10, 4.11, 4.12, 5.6, 5.7, 5.8)*

c. **Analyze, apply, and synthesize** how to use drawings or manipulative materials to reveal, discuss, and explain the rationale behind computation methods. *(ACOS K.13, K.15,1.13, 2.1,2.2, 2.3, 2.4, 2.10, 2.11, 2.12, 2.13,2.14, 2,21, 2,22, 24c, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.9, 3.11, 3.12, 4.2, 4.3b, 4.10, 4.11, 4.12, 5.7)*

d. Understand, explain, and model how to extend the base-ten system to decimals and use number lines to represent decimals. Explain the rationale for decimal computation methods. *(ACOS 5.3, 5.4a, 5.5, 5.8)*

2. **Operations and Algebraic Thinking.**

a. **Analyze, apply, and synthesize** the different types of problems solved by

addition, subtraction, multiplication, and division, and meanings of the operations illustrated by these problem types. *(ACOS K.9, 1.1, 1.2, 2.1, 3.3, 3.8, 4.1, 4.2, 4.3, 5.1)*

b. **Analyze, apply, and synthesize** teaching/learning paths for single-digit addition and associated subtraction and single-digit multiplication and associated division, including the use of properties of operations. *(ACOS K.8, K.12, 1.3, 1.4, 1.5, 1.6, 2.2, 3.1, 3.2, 3.5, 3.6, 3.7)*

c. **Analyze, apply, and synthesize** foundations of algebra within elementary mathematics, including understanding the equal sign as meaning "the same amount as" rather than a "calculate the answer" symbol. *(ACOS 1.7, 3.4)*

d. **Analyze, apply, and synthesize** numerical and algebraic expressions by describing them in words, parsing them into their component parts, and interpreting the components in terms of a context. *(ACOS K.10, K.11, 1.8, 2.3, 2.4, 3.8, 4.3, 5.1)*

e. **Analyze, apply, and synthesize** lines of reasoning used to solve equations and systems of equations. *(ACOS K.13, 1.9, 2.5, 3.9, 4.4, 4.5, 5.2)*

3. **Operations with Numbers: Fractions.**

a. **Analyze, apply, and synthesize** fractions as numbers, which can be represented by area and set models and by lengths on a number line. Define a/b fractions as a part, each of size 1/b. Attend closely to the whole (referent unit) while solving problems and explaining solutions. *(ACOS 1.23, 2.27, 3.13, 3.14)*

b. **Analyze, apply, and synthesize** addition, subtraction, multiplication, and division problem types and associated meanings for the operations extend from whole numbers to fractions. *(ACOS 4.15, 4.16, 5.11, 5.14, 5.15)*

c. **Analyze, apply, and synthesize** the rationale for defining and representing

equivalent fractions and procedures for adding, subtracting, multiplying, and dividing fractions. *(ACOS 3.15, 4.13, 4.14, 4,17, 4,18, 4.19, 5,9, 5.10, 5.12)*

d. **Analyze, apply, and synthesize** the connection between fractions and division, a/b = a÷b, and how fractions, ratios, and rates are connected via unit rates. *(ACOS 5.11)*

e. **Analyze, apply, and synthesize** proportional relationships from other relationships, such as additive relationships and inversely proportional relationships. (*ACOS 5.13, 7.2)*

f. **Analyze, apply, and synthesize** unit rates to solve problems and to formulate equations for proportional relationships. *(ACOS 5.13, 7.1, 7.2)*

b. **Measurement, Data Analysis and Geometry.**

Measurement. Measurement is the process of finding a number that shows the amount of something. It is a system to measure the height, weight, capacity or even number of certain objects. It is the process of quantifying something and then possibly making comparisons between two or more objects or concepts. Typically, measurements involve two parts—a numeric value and the specific unit. Upon program completion candidates shall be able to do the following:

i. **Analyze, apply, and synthesize** the general principles of measurement, the process of iterations, and the central role of units: that measurement requires a choice of measurable attribute, that measurement is comparison with a unit and how the size of a unit affects measurements, and the iteration, additivity, and invariance used in determining measurements. *(ACOS K.16, K.17, 1.17, 1.18, 1.19, 1.20, 2.17, 2.18, 2.19, 2.20, 2.23, 2.24, 4.21, 5.17)*

ii. **Analyze, apply, and synthesize** how the number line connects measurement with number through length. *(ACOS 2.21, 2.22, 4.22)*

iii. **Analyze, apply, and synthesize** what area and volume are and give rationales for area and volume formulas that can be obtained by finitely many compositions and decompositions of unit squares or unit cubes, including formulas for the

areas of rectangles, triangles, and parallelograms, and volumes of rectangular prisms. *(ACOS 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 4.23, 5.18, 5.19, 6.26, 6.27, 6.28)*

c. **Data (Statistics and Probability).**

i. **Analyze, apply, and synthesize** appropriate graphs and numerical summaries to describe the distribution of categorical and numerical data. *(ACOS K.15, 1.16, 2.15, 3.16, 3.17, 5.16)*

ii. **Analyze, apply, and synthesize** that responses to statistical questions should consider variability. *(ACOS 2.16, 4.20, 5.16, 6.22)*

d. **Geometry.** Geometry is the study of different types of shapes, figures, and sizes in real life. Upon program completion candidates shall be able to do the following:

i. **Analyze, apply, and synthesize** geometric concepts of angle, parallel, and perpendicular, and use them in describing and defining shapes; describing and reasoning about spatial locations (including the coordinate plane). *(ACOS K.18, K. 19, K.20, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 5.20, 6.25)*

ii. **Analyze, apply, and synthesize** how shapes are classified into categories, and reasoning to explain the relationships among the categories. *(ACOS K.21, K.22, K.23, 1.21, 1.22, 2.25, 2.26, 3.26, 5.21, 5.22, 5.23)*

3. **Coaching Principles Coursework.** The ALSDE defines coaching as a supportive, job-embedded, ongoing, and differentiated professional learning practice focusing on growth and achievement for ALL. In accordance with the Alabama Numeracy Act, the K-5 mathematics coaching endorsement program shall prepare candidates who demonstrate conceptual understanding and procedural fluency regarding major concepts of mathematics appropriate for grades K-5.

a. **Course Sequence.** Coaching Principles in the Law Coaching course may only be taken after successful completion of the content courses.

b. **Professional Dispositions and Practices.** Demonstrate the pillars of effective coaching according to the Alabama Coaching Framework:

i. Leads by example and influence

ii. Builds a relationship-oriented collaborative approach

iii. Applies knowledge and experience of both and adult and student learning

iv. Utilizes effective communication to promote growth, and

v. Incorporates evidence and data to support instructional improvement

c. **Framework**. The Alabama Coaching Framework document, developed by the ALSDE in2020, was designed to improve outcomes for equitable teaching and learning.

d. **Curriculum**. The curriculum is reflective of the recommendations of the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), the Conference Board of the Mathematics Sciences (CBMS), the U.S. DOE, and the Mathematics Sciences Research Institute (MSRI). These standards have been aligned with the Alabama Course of Study to ensure that candidates in programs that span grades K-5 have a deep knowledge and understanding of all the numerical practices that students in this grade span should develop.

e. **Course Content.** The content for this course is coaching principles. Candidates shall: (ANA p. 49-50)

i. Demonstrate coaching principles including goals, principles, and approaches in the Alabama Coaching Framework.

ii. Understand adult learning principles that support collaboration with the ultimate goals of improved student performance.

iii. Demonstrate leadership skills.

iv. Understand the roles of school-based mathematics coaches.

v. Understand research on the science of learning.

vi. Translate research findings to effective instruction.

vii Conduct coaching cycles.

viii. Demonstrate ability to work with school administrators in disaggregating data and developing strategies.

ix. Demonstrate ability to effectively present complex information to and engage with various stakeholders.

x. Participate actively and co-facilitate the professional learning community of mathematics educators.

xi. Analyze and organize data for interpretation and application.

f. **Unique Field Experience Requirements.** Field experiences shall include, but are not limited to, placements where candidates:

i. Observe a building-based coach performing his/her duties daily.

a. K-2 grade band

b. 3-5 grade band

ii. Practice a mini-coaching cycle, according to prescribed expectations, with a teacher in his/her school under the guidance of the building-based math coach.

a. K-2 grade band

b. 3-5 grade band

g. **Faculty.** The faculty should include at least one instructor with professional educational work experience in K-5 mathematics and coaching.

4. **Literacy in Mathematics Education Coursework. Course Sequence.** This Literacy in Mathematics Education course may only be taken after successful completion of the K-2 and 3-5 content courses.

a. **Professional Dispositions.** Demonstrates habits of an effective teacher according to the Alabama Core Teaching Standards and the *Alabama Course of Study: Mathematics* (2019). An excellent mathematics program in Alabama requires educators to hold themselves and their colleagues accountable for seeking and engaging in professional growth to improve their practice as

lifelong learners to promote student understanding of mathematics as a meaningful endeavor applicable to everyday life. Professionals are dedicated to learning and improving their craft, which ultimately benefits students. Designing and enacting effective lessons and valid assessments requires teachers to increase their knowledge and skill throughout their careers. Teaching in ways that promote student collaboration in learning mathematics from and with each other requires adults to model effective collaboration in their own learning and progress.

b. **Framework.** Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

c. **Curriculum.** The curriculum is reflective of the recommendations of the National Council of Teachers of Mathematics (NCTM), the Conference Board of the Mathematics Sciences (CBMS), the U.S. DOE, and the Mathematics Sciences Research Institute (MSRI). These standards have been aligned with the Alabama Course of Study to ensure that candidates in programs that span grades K-5 have a deep knowledge and understanding of all the numerical practices that students in this grade band should develop.

d. **Course Content.** Literacy in Mathematics Education Course. Candidates shall (ANA p. 49):

i. Have knowledge of historical developments in mathematics.

ii. Demonstrate knowledge of the basic structures and problem types of word problems for all operations and proper sequencing to support student understanding of the meaning of the operations.

iii. Understand the developmental nature of mathematics and the interconnections among mathematical concepts.

iv. Demonstrate knowledge of common errors and misconceptions about the operations and how to help students learn.

v. Demonstrate knowledge of the phases students move through in developing fluency.

vi. Use their knowledge of students to affirm and support full participation and continued study of mathematics by all students.

vii. Use appropriate technology to support the learning of mathematics.

viii. Use appropriate formative and summative assessment methods to assess student learning and program effectiveness.

ix. Use formative assessments to monitor student learning and to adjust instructional strategies and activities.

x. Use summative assessments to determine student achievement and to evaluate the mathematics program.

xi. Know when and how to use student groupings such as collaborative groups, cooperative learning, and peer teaching.

e. **Faculty**. The faculty should include at least one instructor with professional educational work experience in K-5 mathematics.

f. **Field experience** shall be embedded in each of the four courses.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14, and 16-6G-1, et seq.
History: **New Rule**: December 19, 1978. **Amended**: Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced**: Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule**: Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule**: Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule**: April 14, 2005; effective May 19, 2005. **Repealed and New Rule**: Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule**: Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule**: Filed August 13, 2015; effective September 17, 2015. **Amended**: Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule**: Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule**: Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .11 was renumbered .32 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.33 Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel.

1. **Rationale of Class A Programs for Instructional Support Personnel.** These Class A programs shall prepare educators to serve effectively in instructional support positions. These are initial certification programs in these areas.

2. **Curriculum:** The EPP ensures that candidates for instructional support programs develop understanding of the critical concepts and principles of their field of preparation and can use professional specialty practices flexibly to advance the learning of all P-12 students towards attainment of Alabama's college and career ready standards.

Candidates develop knowledge, skills, and dispositions in applications of data literacy, use of qualitative and quantitative research, data analysis, strategies to develop supportive school environments, leading and/or participating in collaborative activities to foster collegiality, and technology utilization to enhance school initiatives and student performance.

3. **Institutional and Program Requirements.**

a. Class A programs are limited to accredited institutions that meet accreditation standards at the master's degree or higher level.

b. Institutions must have and enforce policies that prevent candidates from using courses for both undergraduate and graduate level credit.

c. Completion of a Class A program for instructional support personnel requires at least 30 semester hours of graduate credit appropriate to the area of instructional support and not used for prior-level certification in any teaching field or area of instructional support.

d. Mutually beneficial partnerships co-constructed to advanced community engagement, technology utilization, collaboration, and shared responsibility for continuous improvement.

e. Clinical experiences that afford candidates the opportunity to practice varied applications of content knowledge and skills. Candidates will have opportunities to demonstrate proficiencies through action research and problem-based learning.

4. **Unconditional Admission** to Class A Programs for Instructional Support Personnel. Each institution shall establish and enforce a

policy that specifies when the candidate must meet criteria for unconditional admission to the program. Admission to the graduate school is not equivalent to unconditional admission to an approved program. These requirements are for all Class A instructional support programs unless specified otherwise. Requirements for unconditional admission shall include:

a. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

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

c. Experience: One year of full-time, acceptable professional educational work experience

5. A **Survey of Special Education** course is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

6. Successful completion of an internship. For fields other than instructional leadership, speech pathology, and school counseling, internship experiences may be integrated throughout the program.

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

8. Institutions with Class A Educator Preparation Programs that have **accreditation visits scheduled Fall 2025** and thereafter must meet the Council for Accreditation of Educator Preparation (CAEP) standards for advanced programs.

9. **Requirements for Class A Certification for Instructional Support Personnel** for Teachers. Readiness to serve on the Class A level as an instructional support person shall include:

a. At least a valid Class B Professional Educator Certificate.

b. An official transcript from an accredited institution documenting an earned master's degree.

c. A Survey of Special Education course is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Satisfactory completion of an educator preparation program approved by the Alabama State Board of Education with a minimum GPA of 3.0 on all courses in the program.

e. Successful completion of an internship.

10. **Testing** for Class A Certification for Instructional Support Programs. Applicants for initial Class A certification in an instructional support area must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

11. **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in some instructional support areas through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions is provided in the current Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

12. **Faculty.**

a. The faculty must include at least one full-time person who meets faculty qualifications in Rule 290-3-3-.03 (College and University Requirements) unless specified otherwise in other Rules.

b. The faculty who teaches professional education courses or supervise field experiences, practica, or internships in the teaching field shall have recent experiences in the subject matter and at the grade level of the certification.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14, and 16-39-5.
History: New Rule: December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019.

Amended: Published August 31, 2020; effective October 15, 2020. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .30 was renumbered .33 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.34 Instructional Leadership (Grades P-12).

1. **Rationale of Instructional Leadership Programs.** The study of instructional leadership begins at the Class A level. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, Alabama Specific Standards, and the Praxis for Educational Leadership. The Class A leadership program shall be to prepare leaders to serve effectively in P-12 positions. The Class A is an initial certification program in leadership. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Institutional and Program Requirements.**

a. Institutions that meet accreditation standards at the master's degree or higher level may offer a Class A leadership program.

b. Institutions must have and enforce policies that prevent candidates from using courses for credit at a lower level from using the same course for credit at an advanced level.

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

d. Institutions must be CAEP accredited. If the institution has advanced programs, they must meet the approved CAEP advanced standards at the time of accreditation. See the CAEP website for the most up to date CAEP advanced standards.

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

a. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

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

c. Experience: Applicants to the Instructional Leadership program must meet one of the following criteria:

i. Have a minimum of three full years (or six full semesters) of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience.

ii. Have a valid Alabama Professional Educator Certificate endorsed for library media or school counseling, document a minimum of four full years (or eight full semesters) of full-time employment, in the school system, as a library media specialist or school counselor in a P-12 setting, and provide a written recommendation from the current employing superintendent.

d. Submit an admission portfolio before an interview consisting of the following:

i. Three letters of recommendation including the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.

ii. Complete copy of the most recent performance appraisal.

iii. Evidence of ability to improve student learning.

iv. Evidence of leadership potential, including evidence of the most recent accomplishments in educational leadership.

v. Summary of candidate's reasons for pursuing instructional leadership certification.

vi. Summary of what the candidate expects from the preparation program.

e. Pass an interview conducted by a program admission committee including both P-12 instructional leaders and higher education faculty.

f. Individuals must be unconditionally admitted to the Class A Instructional Leadership Program prior to enrolling in any instructional leadership courses in the program. Individuals may complete supporting courses prior to the date of unconditional admission.

4. **Curriculum** of an Instructional Leadership Program. The curriculum for instructional leaders builds on candidate knowledge and abilities acquired through preparation for an employment as an educator. These standards contain a more detailed description of each of these standards. To promote each student's academic success and well-being, prospective instructional leaders learn to do the following:

a. Develop, advocate for, and enact a shared mission, vision, and core values of high-quality education.

b. Act ethically and according to professional norms.

c. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment.

d. Cultivate a caring and supportive school community.

e. Develop the professional capacity and practice of school personnel.

f. Foster a professional community of teachers and other professional staff.

g. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways.

h. Manage school operations and resources.

i. Act as agents of continuous improvement.

5. Requirements for **Class A Certification in Instructional Leadership**. Readiness to serve as an instructional leader shall include:

a. An official transcript from an accredited institution documenting an earned master’s degree in instructional leadership. The institution must have been approved at the time of degree conferral.

b. Satisfactory completion of an instructional leadership program approved by the Alabama State Board of Education with a minimum GPA of 3.0 for all courses in the program.

c. A **Survey of Special Education course** is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Successful completion of an **internship** that allows candidates to benefit from purposeful hands-on experiences designed to prepare them to lead the essential work of school improvement and higher student achievement. The internship experiences shall be co-constructed by university and LEA partners to ensure that experiences are meaningful, real-world, in the cooperating schools, comprehensive, and valuable. The experiences must include practical experiences, field or clinical, that must occur in every instructional leadership course taken and an additional residency. The residency must be uninterrupted service in an active school while students are present for the equivalent of 10 full days. A comprehensive portfolio must be maintained that indicates the experiences and knowledge gained during the instructional leadership internship experiences. The portfolio will be evaluated collectively by university faculty and cooperating school leaders. The internship should include the following:

i. Opportunities to work on real-world problems with instructional leaders that provide appropriate support, guidance, and supervision.

ii. Explicit school-based assignments that provide opportunities for the application of knowledge and skills that are central to the responsibilities of an instructional leader.

iii. Practice progressing from observation to participation to leading school-based activities inclusive of analysis, synthesis, and evaluation of real-life problems at each level.

iv. Field placements where candidates work with students, teachers, parents, and communities.

v. Ongoing supervision by program faculty who have the expertise and experience working in a school leadership capacity.

vi. Rigorous evaluations of interns' performance based on standards, exit criteria and consistent procedures.

6. **Testing** for Class A Certification for Instructional Leadership. Applicants for initial Class A certification in instructional leadership must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

7. **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in instructional leadership through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions is provided in the current Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

8. **Reduced-Hour Option.** A person who holds a Class A Professional Educator Certificate and meets the program admission may be able to complete a reduced-hour program to be recommended for a Class A Instructional Leadership Certificate. Although the number of semester hours of required credit for instructional leadership courses may vary by EPP, depending on the courses needed to document compliance with program approval standards, at least 18 semester hours of credit for instructional leadership courses are required for this option. EPPs may choose to require additional courses or set a higher GPA requirement. Every instructional leadership course required for the reduced-hour option must include either field or clinical experiences. None of these courses may be taken prior to unconditional admission.

9. **Faculty.** An institution shall meet the following criteria.

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

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

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

d. To ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the two required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14, and 16-39-5.

History: New Rule: Filed June 14, 1999; effective July 19, 1999. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .31.01 was renumbered .34 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.35 Library Media (Grades P-12).

1. **Rationale.** Programs for library media specialists develop candidates for service and leadership in school libraries serving P-12 students. The study of library media begins at the Class A level. This Rule highlights those elements distinctive to the library media program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis School Librarian Assessment and the current *Alabama Course of Study: Technology*. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** The curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop **skills and knowledge in the application of content.**

b. Prior to program completion, candidates will have time to develop skills and knowledge in the **learner and learning environments.**

c. Prior to program completion, candidates will have time to develop **skills and abilities in planning for instruction.**

d. Prior to program completion, candidates will have time to develop **skills and abilities in program administration and organization and access to resources.**

e. Prior to program completion, candidates will have time to develop **an ability to plan, implement, assess, and reflect** upon research-based instruction to increase student motivation and enhance active learning for all learners.

f. Unique **Field Experiences, Practica, and Internship Placement Requirements.** Completion of a library media specialist internship which totals at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including both elementary and secondary grades. Must be supervised in P-12 schools by individuals who hold a valid master's level professional educator certificate in library media and who are employed as librarians.

3. **Requirements for Class A Certification in Library Media.** Readiness to serve as a library media specialist shall include:

a. An official transcript from an accredited institution documenting an earned master's degree in library media. Institution must be approved at the time of degree conferral.

b. Satisfactory completion of a library media program approved by the Alabama State Board of Education with a minimum GPA of 3.0 for all courses in the program.

c. Successful completion of an **internship.**

d. One year of full-time acceptable **professional educational work experience.**

4. **Testing** for Class A Certification Library Media. Applicants for initial Class A certification in library media must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.
Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .32 was renumbered .35 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.36 School Counseling (Grades P-12).

1. **Rationale.** Certification in school counseling is at the Class A level. This Rule highlights those elements distinctive to the school counseling program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The standards are consistent with the Praxis School Counselor Assessment. The study of school counseling begins at the Class A level. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Unconditional Admission** for a School Counseling Program. Requirements for unconditional admission shall include:

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

b. Experience: one full year of full-time, acceptable P-12 professional educational work experience.

3. **Program Curriculum.** The curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop skills and abilities in **professional counseling orientation and ethical practice.**

b. Prior to program completion, candidates will have time to develop skills and abilities in **social and cultural identities and experiences.**

c. Prior to program completion, candidates will have time to develop skills and abilities in **lifespan development.**

d. Prior to program completion, candidates will have time to develop skills and abilities in **career development.**

e. Prior to program completion, candidates will have time to develop skills and abilities in **counseling practice and relationships.**

f. Prior to program completion, candidates will have time to develop skills and abilities in **group counseling and group work.**

g. Prior to program completion, candidates will have time to develop skills and abilities in **assessment and diagnostic processes.**

h. Prior to program completion, candidates will have time to develop skills and abilities in **research and program evaluation.**

i. Prior to program completion, candidates will have time to develop skills and abilities in **P-12 school counseling.**

j. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. Practicum. A practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students.

ii. Internship. Competence to perform all the activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 600 clock hours, begun after the completion of the practicum, including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in school counseling and who are employed as a school counselor.

4. **Requirements for Class A Certification in School Counseling.** Readiness to serve as a school counselor shall include:

a. An official transcript from an accredited institution documenting an earned master's degree in school counseling. Institution must be approved at the time of degree conferral.

b. Satisfactory completion of a program for school counseling approved by the Alabama State Board of Education with a minimum GPA of 3.0 for all courses in the program.

c. A Survey of Special Education course is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Successful completion of a **practicum and an internship.**

e. One full year of full-time acceptable **professional educational work experience.**

5. **Testing** for Class A Certification for School Counseling. Applicants for initial Class A certification in school counseling must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.
Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .33 was renumbered .36 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.37 School Psychometry (Grades P-12).

1. **Rationale.** The study of school psychometry begins at the Class A level. This Rule highlights those elements distinctive to the school psychometry program. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

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

a. A valid bachelor's- or valid master's-level professional educator certificate in a teaching field or valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the

Class A level, then the individual must hold at least a valid Class B Professional Educator Certificate before applying for Class A certification.

b. Experience: two full years of full-time, acceptable P-12 professional educational work experience.

3. **Program Curriculum.** The program must provide candidates with knowledge and ability in the following areas:

a. Data-based decision making and accountability

b. Consultation and collaboration

c. Interventions and instructional support to develop cognitive and academic skills

d. Mental and Behavioral Health Services and Interventions

e. School-Wide Practices to Promote Learning

f. Services to Promote Safe and Supportive Schools

g. Family, School, and Community Collaboration

h. Research and Evidence-Based Practice

i. Legal, ethical, and professional practice

j. Organization and Evaluation of Service Delivery

k. Climate

l. Physical, Personnel, and Fiscal Support Systems

m. Professional Communication

n. Supervision, Peer Consultation, and Mentoring

o. Professional Development and Recognition Systems

4. **Field Experience and Internship.** Competence to perform as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a school psychometrist or school psychologist with at least a valid master's level professional educator certificate in school psychometry or school psychology.

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

a. At least a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator

Certificate in a teaching field or in another area of instructional support.

b. An official transcript from an accredited institution documenting an earned master's degree. Institution must have been approved at the time of degree conferral.

c. A **Survey of Special Education course** is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Satisfactory completion of a school psychometry program approved by the Alabama State Board of Education with a minimum GPA of 3.0 in all courses in the program.

e. Two full years of full-time, acceptable **professional educational work experience.**

6. **Testing for Certification in School Psychometry.** 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.
Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Amended:** Published October 30, 2020; effective December 14, 2020. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .34 was renumbered .37 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.38 Speech-Language Pathology (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Speech-Language Pathology program. The standards are

consistent with the current Praxis Speech-Language Pathology assessment. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** The curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. Prior to program completion, candidates will have time to develop and enhance their knowledge of (biological, physical, and social/behavioral sciences, basic human communication and swallowing processes and disorders, assessment and intervention strategies, ethical conduct, and local, state, and national regulations and policies relevant to professional practice).

b. Prior to program completion, candidates will have time to develop and enhance their ability to effectively communicate, evaluate, intervene, collaborate, and use technology.

3. **Unique Field Experiences, Practica, and Internship Placement Requirements.** An internship with a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology is required. Twenty-five (25) hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

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

a. An official transcript from an accredited institution documenting an earned master's degree. The institution must have been approved at the time of degree conferral.

b. Satisfactory completion of a speech pathology program approved by the Alabama State Board of Education with a minimum GPA of 3.0 of all courses in the program.

c. Completion of an internship

d. A Survey of Special Education course is required, if not previously completed.

5. **Requirements for Certification of Speech-Language Pathologists.** Individual seeking certification based on completion of this program must apply through the Speech Language Pathology Approach or the Speech-Language Temporary Certificate Approach as prescribed in the Educator Certification Chapter.

6. **Faculty.** The faculty must include at least one full-time person who meets faculty qualifications for Class A programs in Rule 290-3-3-.03 (College and University Requirements).
Author: Dr. Eric G. Mackey

Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14. **History: New Rule:** Filed June 14, 1999; effective July 19, 1999. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .33.01 was renumbered .39 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.39 Sport Management (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the Sport Management program. The study of sport management begins at the Class A level. These standards build upon the InTASC Model Core Teaching Standards, ISTE Standards, and Alabama Specific Standards. The study of sport management begins at the Class A level. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** The curriculum shall require coursework, key assessments, and field experiences in the following areas:

a. **Foundational knowledge** of sport and sport management to include, definitions, historical roots, social issues, psychology, and evolution of sport; management concepts; governance and policies, international sport; health and safety in sports programs.

b. **P-12 School sport management** to include eligibility requirements; leadership in the public/private school environment; local, state, and federal regulatory agencies; program development, operation, and assessment.

c. **Functions of sport management** to include sport operations, event and facilities management; sport marketing, sales and public relations; sport media and communications; sport finance, budgeting, account, and economics; organization and administration of sports programs.

d. **Sport management environments** to include legal and risk management aspects; ethical aspects; technological advances; sports injuries and liabilities.

3. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

a. Field experiences should be completed in an environment where the candidate can practice their ability to work within the confines of the standards for the sports management program.

b. In internship totaling at least 300 clock hours with at least half of the time in one or more P-12 setting.

4. **Requirements for Certification for Class A Sport Management.** Readiness to serve as a sport manager shall include:

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

b. An official transcript from an accredited institution documenting an earned master's degree. The institution must have been approved at the time of degree conferral.

c. A **Survey of Special Education** course is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Satisfactory completion of a sport management program approved by the Alabama State Board of Education with a minimum GPA of 3.0 in all courses in the program.

e. Completion of internship.

5. **Testing** for Certification in Sport Management. A passing score 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 examination.
Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and**

New Rule: Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .31 was renumbered .39 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.40 Class AA (Education Specialist Level) Programs for Teaching Fields.

1. **Rationale of Class AA Programs for Teaching Fields.** The purpose of a Class AA program shall be to prepare educators on the education specialist level. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program. Class AA programs must meet Advanced CAEP standards.

2. **Institutional and Program Requirements.** The provision of Class AA programs shall be limited to institutions that meet the standards for accreditation at the education specialist's degree or higher level by an accredited institution.

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

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

a. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

b. A valid master's-level professional educator certificate is required. If an individual has a Class B in a content area but does not have a Class A in the same content area, he/she can be admitted to the Class AA program. Teacher leader Class AA program must follow Rule 290-3-3-.41 (Teacher Leader (Grades P-12)).

i. A teacher with a valid master's level professional educator certificate in any teaching field may be

unconditionally admitted to a Class AA program in special education or English for Speakers of Other Languages.

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

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

a. For the Class AA program:

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

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

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

6. Requirements for **Class AA Certification** in a Teaching Field.

a. The valid certificate used as the basis for unconditional admission.

b. An official transcript from an accredited institution documenting an earned education specialist degree. The institution must have been approved at the time of degree conferral.

c. A **Survey of Special Education course** is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Satisfactory completion of an educator preparation program approved by the Alabama State Board of Education, with a minimum GPA of 3.25 on all courses in the program as verified on an official transcript.

7. **Testing for Class AA Certification for a Teaching Field.** Applicants for initial Class AA certification in a teaching field

must meet the requirements of the Alabama Educator Certification Assessment program (AECAP) as a precondition for certification.

8. **Interim Employment Certificate.** An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class AA certification in some teaching fields through a State-approved Class AA program at an Alabama institution. Additional information, including requirements and restrictions, is provided in the current Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

9. **Faculty.**

a. The faculty must include at least two full-time persons who meet faculty qualifications for Class A programs in Rule 290-3-3-.03 (College and University Requirements).

b. The faculty who teaches professional education courses or supervise field experiences, practica, or internships in the teaching field shall have recent experiences in the subject matter and at the grade level of the certification.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14, and 16-39-5.
History: New Rule: Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

Ed. Note: Previous Rule .31.02 was renumbered .40 per certification published August 31, 2021; effective October 15, 2021.

290-3-3-.41 Teacher Leader (Grades P-12).

1. **Rationale.** This program is designed to enhance the leadership capacity among teachers in Alabama. Resultingly, teachers will have the capacity to improve student academic achievement, and increase collaboration amongst school administrators, colleagues, students, families, and the larger community to achieve school-wide goals. Teacher leaders adhere to the Alabama Educator Code of Ethics and model the use of the Alabama Professional Development Standards. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

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

a. Criteria for unconditional admission to teacher leader programs shall include:

i. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

ii. A valid master's level professional educator certificate in any teaching field or area of instructional support.

iii. A minimum of three full years of full-time teaching experience in a P-12 setting.

iv. A portfolio containing:

a. Three letters of recommendation.

b. Evidence of ability to positively affect student achievement.

c. Evidence of collaborative leadership potential.

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

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

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

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

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

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

4. **Collaboration.** School partners and higher education faculty should jointly design the program, make decisions, plan for field experiences, and create an evaluate the candidate's problem-based research project.

5. **Curriculum of a Teacher Leader Program.** Teacher leaders are prepared to work with colleagues across all teaching fields to improve instruction and to enhance learning opportunities for P-12 students. The program must ensure preparation in:

a. Fostering a Collaborative Culture to Support Educator Development and Student Learning (group processes for problem-solving, listening skills for mediation and clarification, facilitation skills for trust development).

b. Accessing and Using Research to Improve Practice and Student Learning (research critical educational issues to improve student learning, data analysis, data collection and analysis).

c. Promoting Professional Learning for Continuous Improvement (plan, differentiate, and facilitate professional learning, use appropriate technologies, provide constructive feedback, advocate for job-embedded professional learning).

d. Facilitating Improvements in Instruction and Student Learning (collect, analyze, and use school-based data, dialog with colleagues about student progress, support reflection and professional growth, and serve as a team lead to address curricular and student learning needs).

e. Promoting the Use of Assessments and Data for School and District Improvement (identify and use multiple assessment tools, design, implement, score and interpret student data, and reflect on student learning with colleagues).

f. Improving Outreach and Collaboration with Families and Community (model communication and collaboration skills with families and stakeholders, develop a shared understanding with colleagues about the educational needs of the community, and develop strategies to address these needs).

g. Advocating for Student Learning and the Profession (share information regarding educational policies, advocate for teaching and learning for all students, communicate results with targeted audiences, and advocate for professional resources).

6. Requirements for **Class AA Certification** in Teacher Leader. Readiness to serve as a teacher leader shall include:

a. At least a valid Class A Professional Educator Certificate or a valid Class A Professional Leadership Certificate.

b. An official transcript from an accredited institution documenting an earned education specialist degree. The institution must have been approved at the time of degree conferral.

c. A **Survey of Special Education course** is required unless previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Satisfactory completion of a teacher leader program approved by the Alabama State Board of Education, with a minimum GPA of 3.25 for all courses in the program as verified on an official transcript.

e. Satisfactory completion of a problem-based research project.

7. **Testing** for Certification in Teacher Leader. No test required.

8. **Faculty**. An institution shall meet the criteria listed below.

a. The program shall include at least two faculty members who hold earned doctorates and are full-time to the EPP. One faculty member shall hold an earned doctorate in educational administration or instructional leadership and shall be actively involved in the preparation of instructional leaders at the Class AA level. One faculty member shall hold an earned doctorate and be actively involved in the preparation of teachers at the Class AA level for grades P-3, K-6, 6-12, or P-12.

b. Faculty members shall teach courses required in the teacher leader preparation program, advise candidates seeking certification through program completion, and demonstrate a thorough understanding of current State initiatives.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed March 14, 2002; effective April 18, 2002. **Amended:** Filed December 12, 2002; effective January 16, 2003. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Amended:** Filed October 14, 2004; effective November 18, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Amended:** Filed June 15, 2012; effective July 20, 2012. **Repealed and New Rule:** Filed August 13,

2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.42 Class AA (Education Specialist Level) Programs for Areas of Instructional Support Other Than Instructional Leadership.

1. **Rationale of Class AA Programs for Areas of Instructional Support Other than Instructional Leadership.** The purpose of a Class AA program shall be to prepare educators on the education specialist level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skill above the level required for completion of a Class A program. Class AA programs must meet Advanced CAEP standards.

2. **Institutional and Program Requirements.**

a. Class AA programs shall be limited to institutions that meet the standards for accreditation at the education specialist's degree or higher level by an accredited institution.

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

3. **Unconditional Admission** to a Class AA Program for Instructional Support Personnel Other than Class AA Instructional Leadership.

a. Requirements for unconditional admission shall include:

i. A criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

ii. A valid master's-level professional educator certificate in the instructional support field in which the Class AA Professional Educator Certificate is sought.

iii. At least two full years of full-time acceptable P-12 professional educational work experience.

b. If an individual is unconditionally admitted to an Alabama Class AA program based on a valid master's-level professional

educator certificate from another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold at least a valid Class A Professional Educator Certificate before applying for Class AA certification. Individuals who hold an out-of-state professional educator certificate must meet all requirements for the Class A Professional Educator Certificate, including experience requirements.

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

d. Class AA instructional leadership standards are in Rule 290-3-3-.43 (Instructional Leadership (Grades P-12)).

4. **Curriculum** of a Class AA Program for Instructional Support Personnel.

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

b. A **Survey of Special Education** course is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

5. Requirements for **Class AA Certification** Other than Instructional Leadership. Readiness to serve in an instructional support capacity at the Class AA level shall include:

a. A valid Class A Professional Educator Certificate in the instructional support field, except for School Psychology.

b. An official transcript from an accredited institution documenting an earned education specialist degree. The institution must have been approved at the time of degree conferral.

c. Satisfactory completion of program approved by the Alabama State Board of Education with a minimum GPA of 3.25 in all courses in the program as verified on an official transcript.

6. **Testing** for Class AA Certification of Instructional Support Personnel. No test required except for School Psychology.
Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.

History: New Rule: February 13, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Amended:** Filed March 14, 2002; effective April 18, 2002. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Amended:** Filed April 9, 2009; effective May 14, 2009. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Amended:** Filed June 15, 2012; effective July 20, 2012. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Amended:** Published August 31, 2020; effective October 15, 2020. **Amended:** Published October 30, 2020; effective December 14, 2020. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.43 Instructional Leadership (Grades P-12).

1. **Rationale.** The Standards for Instructional Leaders build upon the knowledge and abilities developed at the Class A (master's degree) level. Candidates in the Class AA Instructional Leadership programs will use their skills to create and practice successful instructional leadership. Class AA Instructional Leadership programs will rely on leadership experiences in school and school district settings to translate candidates' leadership knowledge into sound leadership practices. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Unconditional Admission.** Advanced certification for an Instructional Leader shall be at the Class AA level and shall ensure the following:

a. All candidates must undergo a criminal history background check. See Rule 290-3-3-.03 (College and University Requirements).

b. All candidates must hold a valid Alabama Class A Professional Leadership Certificate or a valid Alabama Class A Professional Educator Certificate in Instructional Leadership or one of the other Alabama Class A leadership certificate designations [Instructional Leader, Principal, Superintendent, Superintendent-Principal, Educational Administrator,

Supervisor (any subject and/or grade level), Administrator of Career and Technical Education].

c. Candidates must meet one of the following criteria:

i. Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.

ii. Document three years of employment in an instructional leadership position with proper certification. See Educator Certification Chapter (290-3-2) of the *Alabama Administrative Code*.

iii. Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program.

d. Applicants who completed a Class A program other than a Class A Instructional Leadership program approved by the Alabama State Board of Education on or after September 8, 2005, must submit a portfolio which includes:

i. Three letters of recommendation.

ii. Most recent performance appraisals.

iii. Evidence of ability to lead student achievement.

iv. Evidence of leadership and management potential.

v. Reasons for pursuing the Class AA certificate in Instructional Leadership.

e. Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and instructional leadership faculty. (Questions in the interview should reflect a higher level of knowledge and ability than those used as part of the admission process for the Class A Instructional Leader program.)

f. Individuals must be unconditionally admitted to the Class AA instructional leadership program or the institution’s Class AA teacher leader program before enrolling in any leadership courses in the Class AA instructional leadership program.

3. **Program Requirements.** To provide a Class AA Instructional Leadership program, an institution must provide a Class A Instructional Leadership program. Each State-approved program must meet the following specifications:

a. **Curriculum.** All Class AA programs in Instructional Leadership must include:

i. At least 30 semester hours of course work at the education specialist level or above not used for prior-level certification requirements.

ii. Periodic cohort or group focus sessions for member candidates to share problem-based concerns and successes and to collaborate on issues and solutions.

iii. Meaningful P-12 school-based field experiences in any instructional leadership course.

iv. Three to nine semester hours for problem-based experiences.

b. **Collaboration.** All programs shall continue the EPP/LEA partnerships created for the Class A Instructional Leadership program that include joint candidate selection, curriculum design, mentoring, and planning for field experiences and problem-based activities.

c. **Content.** The program content shall ensure the following:

i. The core of the instructional content portion of the Class AA program shall be the Alabama Standards for Instructional Leaders. The content shall be an extension of instructional approaches used in the Class A Instructional Leadership programs. Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation.

ii. The core of instructional content shall be anchored in practical experiences.

iii. Practical experiences shall be carefully planned and linked to at least one central instructional problem which will serve to focus the candidate’s research and problem-solving efforts.

iv. Program content shall incorporate experiences that encourage candidates to engage in alternative ways of thinking about educational settings, planning, scheduling, and/or approaches to teaching to accomplish learning goals for student populations with ever-changing needs.

v. The program shall include a significant content focus on adult learning theory. All candidates should develop a clear understanding of how adults learn and that schools are places where adults and students learn together.

vi. Mentor training shall include understanding the mentor's role, providing high-quality learning experiences, coaching, and feedback to new and experienced professional educators and other staff, and improving teacher performance using the Alabama Educator Effectiveness Process.

vii. The program shall include significant content and practice in shared leadership. It should include opportunities for each candidate to understand and be able to implement leadership that is shared with all stakeholders in meaningful ways to support improved student learning.

viii. The program shall include a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and adolescent literacy.

ix. The program shall include study of content appropriate to the National Board Core Propositions for Accomplished Educational Leaders from the National Board for Professional Teaching Standards:

a. Skills.

1. Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.

2. Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.

3. Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

b. Applications.

1. Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.

2. Accomplished educational leaders are committed to student and adult learners and to their development.

3. Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

c. Dispositions.

1. Accomplished educational leaders model professional, ethical behavior and expect it from others.

2. Accomplished educational leaders ensure learning opportunities and high expectations for all.

3. Accomplished educational leaders advocate on behalf of their schools, communities and profession.

x. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change.

4. **Requirements for Certification.** Readiness to serve as a Class AA Instructional Leader shall include:

a. A valid Class A Professional Educator Certificate in instructional leadership or one of the other Class A leadership certificate designations.

b. An official transcript from an accredited institution documenting an earned education specialist degree with a minimum of 30 semester hours not used for prior-level certification or degree requirements. The institution must have been approved at the time of degree conferral.

c. A Survey of Special Education course is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Satisfactory completion of a Class AA Instructional Leadership program approved by the Alabama State Board of Education with a minimum GPA of 3.25 on all courses in the program.

e. Completion of mentor training.

f. Completion of a problem analysis project.

5. **Testing for Class AA Certification for Instructional Leadership.** Praxis assessment is only required for individuals who

hold a previous leadership certificate for another grade span beside P-12; otherwise, no test is required.

6. **Faculty.**

a. In order to offer both Class A and Class AA programs in Instructional Leadership, the institution must employ at least three faculty members who are full-time to the institution, hold an earned doctorate in instructional leadership (educational administration) or a related field, and have a minimum of three years of experience as an assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or administrator of career and technical education, or any three years combination thereof.

b. An EPP may combine the work of two part-time faculty members whose combined workload equals one full-time position.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed March 14, 2002; effective April 18, 2002. **Amended:** Filed December 12, 2002; effective January 16, 2003. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Amended:** Filed June 15, 2012; effective July 20, 2012. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.44 School Psychology (Grades P-12).

1. **Rationale.** This Rule highlights those elements distinctive to the School Psychology program. The standards are consistent with the current Praxis Test requirements for School Psychologist. Implementation of the standards will be in the Alabama Continuous Improvement guidance.

2. **Program Curriculum.** The curriculum shall require coursework, key assessments, and field experiences.

a. Prior to program completion, candidates will have time to develop **content knowledge** in School Psychology. Programs will ensure that candidates know and understand the following:

i. Professional practices that permeate all aspects of **service delivery** (data-based decision-making).

ii. Direct and indirect services for children, families, and schools (**student-level services**).

iii. Direct and indirect services for children, families, and schools (**systems-level services**).

iv. **Foundations of school psychological service delivery.**

b. Prior to program completion, candidates will have time to enhance their **data-based decision making and accountability strategies.**

c. Prior to program completion candidates will practice using **direct and indirect services.**

d. **Unique Field Experiences, Practica, and Internship Placement Requirements.**

i. To the extent possible, field experiences should allow candidates the opportunity to practice in Professional practices that permeate all aspects of service delivery:

a. Data-based decision-making, direct and indirect services for children, families, and schools (student-level services).

b. Direct and indirect services for children, families, and schools (systems-level services).

c. The foundations of school psychological service delivery.

ii. A supervised P-12 internship of at least 300 clock hours.

3. **Requirements for Certification in School Psychology.** Readiness to serve as a school psychologist shall include:

a. Valid Class A Professional Educator Certificate in school psychometry, school psychology, or special education.

b. An official transcript from an accredited institution documenting an earned education specialist degree. The institution must have been approved at the time of degree conferral.

c. A Survey of Special Education course is required if not previously completed. The course may not be older than 10 years unless the candidate has teaching experience within the last 5 years, or he/she used the course for prior level certification.

d. Completion of an internship.

e. Satisfactory completion of a school psychology program approved by the Alabama State Board of Education, with a minimum GPA of 3.25 in all courses in the program as verified on an official transcript.

4. **Testing for Certification in School Psychology.** Applicants for initial certification in school psychology through the completion of a Class AA program must meet testing requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.
Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: December 19, 1978. **Amended:** Filed December 13, 1990; effective February 1, 1991. **Repealed and Replaced:** Filed January 9, 1997; effective February 13, 1997; operative July 1, 1997. **Amended:** Filed June 14, 1999; effective July 19, 1999. **Amended:** Filed March 14, 2002; effective April 18, 2002. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed:** Filed August 6, 2007; effective September 10, 2007. **New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.45 Alabama State Department of Education, EPP and Program Approval, and Innovative Programs.

1. **Rationale.** This Rule outlines the requirements for organizations to gain or reaffirm approval of the educator preparation programs offered.

2. **Leadership:** The ALSDE's Educator Preparation Section in the Office of Teaching and Leading provides the leadership for coordination of educator preparation in the State. The ALSDE works to provide appropriate advisory and consultative services to EPPs in developing and maintaining quality preparation programs that meet the State BOE's rules/standards.

a. The ALSDE is a thought partner to EPPs in their CAEP accreditation. The ALSDE meets with the CAEP team and attends CAEP accreditation sessions. Additionally, the ALSDE works with EPPs to resolve any issues surrounding scheduling and provides feedback when applicable to EPPs regarding upcoming CAEP visits.

b. The ALSDE reviews programs submitted through the State approval process. Staff attend the EPP to conduct site visits to verify written documentation that has been submitted surrounding program approval.

c. The Educator Preparation Section maintains a current list of each EPP's/ATPO's approved programs.

d. The Educator Preparation Section responds to inquiries submitted by EPPs/ATPOs regarding unit and program approvals.

3. **Accreditation/Approval of the Educator Preparation Provider (EPP):** The Alabama Literacy Act stated that all Alabama institutions must seek CAEP accreditation. Additionally, one of the options for approval of Alternative Teacher Preparation Organizations (ATPOs) is CAEP accreditation. CAEP standards can be located on the CAEP website. This is required for unit level approval.

a. **Full accreditation** results in approval for seven years. If the EPP meets requirements for program approval, the next CAEP and program approval visit will be in seven years.

b. **Probationary accreditation occurs when an EPP has stipulations cited by the reviewing team.** If the CAEP decision for an EPP is probationary accreditation, a resolution will be submitted to the Alabama State Board of Education to extend State program approval for up to two years to allow the EPP to have a targeted CAEP visit to determine if the previously unmet standards have been met. If the EPP's targeted visit results in full accreditation, and program approval standards are deemed met, state approval may be extended for an additional five years.

c. **Rescinding programs.** If all CAEP and program approval standards are not met, of if CAEP renders a denial of accreditation decision following the first CAEP review of an EPP, the process to rescind State BOE approval will be initiated. Programs will be inactivated by the State BOE. The unit will then notify candidates in writing of the decision to rescind approval and the teach out process will begin.

4. **Program Approval.** This process will determine if an EPP will be allowed to continue offering a program leading to an Alabama Professional Educator or Leadership Certificate. An Alabama institution's EPP may only apply for program approval if they

either have full accreditation or probationary accreditation by CAEP. ATPOs may apply for program approval if they have met one of the guidelines for program approval outlined in Rule 290-3-3-.46 (Alternative Teacher Preparation Organizations (ATPO)). If this requirement is fulfilled, an ATPO may seek program approval by doing one or a combination of the following:

a. **CAEP Evidence Review of Standard One.** To utilize this option, institutions must use the Specialty Professional Association (SPA) standards to be reviewed by a joint CAEP and State team. EPPs will submit materials for review when uploading unit material into the AIMS portal. The decision rendered by CAEP will consist of both a unit decision and individual program decisions.

b. If an EPP uses the Council of Educator Preparation CAEP program review process, every accreditation-related report submitted to the American Association of Colleges for Teacher Education (AACTE) and/or the Council of Education Preparation must be submitted to the ALSDE.

c. **Specialty Professional Association (SPA) Review with National Recognition.** This process entails alignment of certification area program information with national standards from professional associations that have entered a partnership with CAEP through a service agreement. The review of individual programs within EPPs leads to National Recognition of programs upon meeting SPA Standards.

d. If an EPP has SPA-approved programs, every accreditation report received from a SPA or discipline-specific accrediting agency must be submitted to the ALSDE.

e. **Alabama Program Improvement for Educators (AL-PIE).** This is an Alabama specific process to review programs. It consists of the following:

i. **Purposes.**

a. Provide assurances that EPPs are offering programs designed to prepare P-12 students based upon the *Alabama Course of Study* framework.

b. Focus on key assessments that help EPPs adjust to aid in candidate preparation for certification assessments and the rigors of teaching.

c. Focus on dispositions that assist candidates with being prepared to work effectively with students, colleagues, parents, and the greater community to impact positive change in the educational system.

d. Ensure that EPPs are providing field experiences that expose candidates to the realities of teaching and prepare them for on-the-job expectations.

e. Assist the EPP with alignment of EPP-created assessments with proprietary assessments to aid in candidate preparation and success.

ii. **Required Documentation.** Documents that are not required annually must be submitted 12 months prior to the onsite visit and CAEP review. If additional evidence is needed during the onsite visit, it will be requested six months prior to the visit.

a. Matrix aligning content standards with curriculum, assessments, and field experiences.

b. Transition points throughout the program.

c. Documentation of validity and reliability for EPP created assessments.

d. Alignment data comparing EPP assessments with proprietary assessments.

1. Report any discrepancies in performance.

2. Provide action plan to improve performance where discrepancies have been found.

e. Program enrollment, attrition, and completion report (yearly report).

f. Faculty roster (yearly report).

g. Title II report (yearly report).

h. Field placements matrix.

iii. **Visit Components.** The EPP shall provide workspace, support services, lodging, reimbursement for travel expenses, and information needed by the team to complete the review process. The report of the site visit team shall include a summary statement concerning the standards and programmatic recommendations for each program.

a. Interview with the Assessment Director about EPP-created assessments and proprietary assessments with documentation of validity and reliability discussion. Additionally, discrepancies and action plans will be discussed.

b. Interview with the Certification Director and academic advisors to discuss transition points, cohorts, and processes relevant to certification.

c. Interview with the Field and Clinical Experiences Director/Coordinator regarding Memorandums of Agreement, mutually beneficial partnerships, and assurances candidates are exposed to a variety of placements and students.

d. Focus group with faculty to validate information concerning transition points, key assessments, field experiences, and innovations.

e. Focus group with candidates to validate information concerning transition points, key assessments, field experiences, and academic advisement.

iv. **Approval Options.**

a. Initial approval of a new program. Approval is granted for seven years. Only yearly reports are required.

b. Continued approval of an existing program.

c. Probationary approval if all requirements have not been met for a new or continuing program. Approval is granted for two years. Reports are monitored annually. A follow-up visit is scheduled prior to the end of the two-year period.

d. Denial of approval. EPP would need to resubmit to address requirements. EPP must notify candidates that program approval has been rescinded. A teach out agreement must be negotiated.

5. **EPP approval requirements for Class B and Alternative A programs.**

a. CAEP standards are updated and published on the CAEP website. Institutions must demonstrate that the EPP has met standards in the following areas:

i. Content and Pedagogical Knowledge

ii. Clinical partnerships and practices

iii. Candidate recruitment, progression, and selectivity

iv. Program impact

v. Quality assurance system and continuous improvement

b. Alabama-specific standards are based upon Specialty Professional Association's standards and the required content assessment(s)

i. Courses, credits, and/or programs acceptable to meet state-approved program requirements

ii. Teaching field

iii. Criminal history background check

iv. Field experiences, practica, and internships

v. Key assessments

vi. Faculty qualifications

vii. Governance and accountability for educator preparation

viii. Educator preparation provider (EPP) accountability

6. **EPP approval requirements for Class A and Class AA programs.**

a. CAEP standards are updated and published on the CAEP website. for teaching field programs and instructional support programs are summarized below:

i. Content and pedagogical knowledge

ii. Clinical partnerships and practices

iii. Candidate quality and selectivity.

iv. Satisfaction with preparation.

v. Quality assurance and continuous improvement

b. Class A and Class AA programs ensure that Class B and Alternative Class A standards are met at an advanced level if no discipline specific standards are provided.

i. Courses, credits, and/or programs acceptable to meet state-approved program requirements

ii. Teaching field

iii. Criminal history background check

iv. Field experiences, practica, and internships

v. Key assessments

vi. Faculty qualifications

vii. Governance and accountability for educator preparation

viii. Educator preparation provider (EPP) accountability

7. **Innovative Programs.** The intent of an innovation program is not to circumvent the rules outlined in this chapter. The process allows EPPs to submit programs for review for which no rules have been developed. A proposal justifying the request for the review and for approval of an innovative program shall be required. The proposal shall include:

a. Justification of the need for the program

b. Purposes the proposed program will serve

c. Objectives of the program based upon current research that are developed cooperatively by the institution and its P-12 partners

d. Curriculum checklist detailing the hours for the program.

e. Justification for deviation from the original code rules for that level of certification (i.e., Class B in Section 5)

f. Detailed statement of the knowledge and abilities applicable to the proposed program.

g. Timeline of anticipated sequence of activities and evaluation checkpoints.

h. Testing requirements of the AECAP must be met if an assessment is designed to cover the content.

i. An annual report shall be provided to the ALSDE Educator Preparation Section.

j. Approval granted for the innovative program shall not exceed the period of currently approved programs at the institution. The innovative program will be reviewed during the next review just as all other programs.

8. **Review of Decisions to Rescind Programs.**

a. Unit approval must be achieved through CAEP. If a denial of approval is rendered through CAEP, there is no review process. The unit will be required to do a teach out agreement. Programs may be proposed once unit approval is again achieved through CAEP.

b. **Program Recission.**

i. If the decision to rescind programs was rendered by SPAs or CAEP, the EPP may send a written request to the State Superintendent of Education seeking a special review through the Alabama Educator Continuous Improvement Process.

a. The State Superintendent of Education will have the request reviewed by the Educator Preparation Section.

b. If the ALSDE allows the subsequent review of programs through AL-PIE, the EPP will be informed. The EPP will be required to submit all documentation for the AL-PIE process to the ALSDE. Written documentation will be reviewed, and a visit will be scheduled.

c. If the ALSDE does not allow the review of programs through AL-PIE, the EPP will receive a letter explaining why the review is not allowed. Programs will then be discontinued, and the EPP may submit programs in two years as new programs.

ii. If the decision to rescind programs was rendered by the ALSDE because of a review through the AL-PIE process, the EPP may submit a letter to the State Superintendent of Education challenging the decision to rescind programs. The request should include:

a. Written challenge

b. Documentation that was submitted for review that suggests that the decision rendered is incorrect

The State Superintendent of Education will appoint a team to review the challenge consisting of LEA and IHE representatives. Only individuals with a high degree of competence will serve on this review team.

The team will review all evidence presented, conduct necessary interviews, and provide a written statement to the State Superintendent of Education. This statement will determine if the decision to rescind the program stands or if the programs will have probationary approval with a review in the next two years.

9. **Educator Data.**

a. **Teaching Shortage Report.** Information relating to high needs fields and teacher shortages by district will be made

available to EPPs and LEAs by the Office of Teaching and Leading.

b. **Program Enrollment, Attrition, and Completion Report.** EPPs will submit a report annually regarding program admissions, persistence, withdrawal, and completion.

c. **Completer and Employer Satisfaction Surveys.** The completer and employer satisfaction surveys were designed by the Alabama Association of Colleges of Teacher Education (ALACTE). The surveys are currently administered as a part of the Alabama Teacher Mentoring Program (ATMP). The data is analyzed by the ALSDE and provided to the EPPs and the public on the annual report card.

d. **Report Card.** The State Superintendent of Education may stipulate the factors to be included in a report card, allowing a reasonable amount of time for information to be gathered and prepared for dissemination.

e. **Liaison with Other Agencies That Accredit or Develop Standards for Education Preparation Program.** The ALSDE shall maintain contact with other entities that impact educator preparation programs in the state. Continual membership shall be maintained with the Council for the Accreditation of Educator Preparation (CAEP), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the American Association of Colleges of Teacher Education (AACTE), and the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO). The ALSDE shall maintain maximum cooperation with these agencies and shall coordinate the approval of educator preparation programs with the functions of these agencies whenever feasible.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16 and 16-23-14.
History: New Rule: Filed December 9, 1999; effective January 13, 2000. **Amended:** Filed March 14, 2002; effective April 18, 2002. **Repealed and New Rule:** Filed September 11, 2003; effective October 16, 2003. **Repealed and New Rule:** Filed July 13, 2004; effective August 17, 2004. **Repealed and New Rule:** April 14, 2005; effective May 19, 2005. **Repealed and New Rule:** Filed August 6, 2007; effective September 10, 2007. **Repealed and New Rule:** Filed August 3, 2009; effective September 7, 2009; operative October 1, 2009. **Amended:** Filed June 15, 2012; effective July 20, 2012. **Repealed and New Rule:** Filed August 13, 2015; effective September 17, 2015. **Amended:** Filed September 13, 2018; effective October 28, 2018; operative June 1, 2019. **Repealed and New Rule:** Published August 31, 2021; effective October 15, 2021. **Repealed and New Rule:** Published March 31, 2025; effective May 15, 2025.

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290-3-3-.46 Alternative Teacher Preparation Organizations (ATPO).

In accordance with Ala. Code § 16-23-3.1 (1975), the Alabama State Board of Education (State BOE) modified its policies relative to the certification of teachers who have completed an alternative teacher preparation pathway through a State BOE-approved alternative teacher preparation organization. Enrollment in or completion of an approved pathway will permit the issuance of:

1. An alternative certificate in an available teaching field and grade level to those qualified individuals who are enrolled in an approved pathway, and

2. A Professional Educator Certificate in an available teaching field and grade level to those qualified individuals who successfully complete an approved pathway.

Alabama colleges and universities may also participate in this alternative preparation pathway.

3. **Database of State BOE-Approved ATPOs.** The State Superintendent of Education shall maintain a database of State BOE-approved ATPOs as a means for screening, recruiting, and recommending for certification qualified individuals to teach in the Alabama public K-12 schools.

4. **ATPO Requirements for Approval.** To request State BOE approval, the ATPO shall submit a complete application which must include all items in Option 1, Option 2, or Option 3.

a. **Option 1.**

i. Documentation of successful operation in at least five states and verification that the ATPO is not on probation or under investigation in any of those states. This requirement does not apply to Alabama colleges and universities with State-approved programs.

ii. Documentation of successful operation of an alternative teacher education preparation pathway for at least 10 years. This requirement does not apply to Alabama colleges and universities with State-approved programs.

iii. Documentation of successfully certifying at least 10,000 teachers in the United States. This requirement does not apply to Alabama colleges and universities with State-approved programs.

b. **Option 2.** Documentation that the ATPO is approved by the Council for the Accreditation of Educator Preparation (CAEP).

c. **Option 3.** Documentation that the ATPO is approved by the Association for Advancing Quality in Educator Preparation (AAQEP). To use this option, the ATPO must have begun an application with CAEP by April 1, 2024. Option 3 expires October 1, 2026.

5. **Approval.** ATPO applications shall be approved by the State BOE prior to implementation.

6. **Available Teaching Fields and Grade Level(s).**

Grades K-12	
Arabic	Latin
Chinese	Music/ Choral
English for Speakers of Other Languages	Music/ Instrumental
French	Russian
German	Spanish
Italian	Theatre
Japanese	Visual Arts
Korean	
Grades 6-12	
Agriscience Education	Family and Consumer Sciences Education
Algebra I	General Science
Biology	General Social Science
Business/Marketing Education	Geography
Career Technologies	Health Education

Chemistry	History
Collaborative Special Education Teacher	Mathematics
Computer Science	Physical Education
English Language Arts	Physics
Grades 4-8	
English Language Arts	General Science
General Social Science	Mathematics
Grades K-6	
Collaborative Special Education Teacher	Elementary Education
Grades P-3	
Early Childhood Education	

7. **Testing Requirements.** Individuals seeking alternative or professional certification through a State BOE-approved ATPO must successfully meet prescribed subject area, pedagogy, and Foundations of Reading assessments by meeting requirements in Option 1 or Option 2. The Foundations of Reading assessment is required for Grades K-6 Collaborative Special Education Teacher, Grades K-6 Elementary Education, and Grades P-3 Early Childhood Education.

a. **Option 1.** Pass the current Alabama Educator Certification Assessment Program (AECAP) approved Praxis subject area, pedagogy assessment(s), **and** Foundations of Reading assessment for the appropriate teaching field and grade level(s).

b. **Option 2.** Pass the subject area, pedagogy assessment(s), **and** Foundations of Reading assessment provided by or utilized by the ATPO. Prior to this being used as an option, the ALSDE must determine if the assessments are substantially aligned with Alabama standards. Any costs associated with this analysis are the responsibility of the alternative teacher preparation organization.

8. **Applicant Requirements for an Alternative Certificate.**

a. Successful criminal history background check by both the Alabama State Bureau of Investigations (SBI) and the Federal Bureau of Investigation (FBI) through the ALSDE.

b. Verification of United States citizenship or lawful presence in the United States.

c. Hold a bachelor's or higher degree from a senior institution that was accredited at the time the degree was earned.

d. Recommendation for an alternative certificate in the appropriate teaching field and grade level(s) by the employing Alabama county/city superintendent. The recommendation must include the classroom schedule verifying appropriate in-field placement, and participation in the Alabama Teacher Mentoring Program (ATMP).

e. Verification from the ATPO of successful program admission/ enrollment and a comprehensive outline of all required courses and modules for the appropriate teaching field and grade level(s).

f. Verification of current passing scores on the approved subject area assessment(s).

g. Up to three one-year alternative certificates based on this pathway may be held.

i. All alternative certificates under this pathway must be held within four scholastic years from the July 1 beginning date of the first certificate.

ii. An individual may not be employed for more than three scholastic years based on holding an alternative certificate of any combination or any type.

9. **Applicant Requirements for the Professional Educator Certificate.**

a. Successful criminal history background check conducted by both the SBI and the FBI through the ALSDE.

b. Verification of United States citizenship or lawful presence in the United States.

c. Hold a bachelor's or higher degree from a senior institution that was accredited at the time the degree was earned.

d. Recommended for a Professional Educator Certificate in the appropriate teaching field and grade level(s) by the ATPO. The recommendation must include verification of successful pathway

completion and a comprehensive outline of all required courses and modules for the appropriate teaching field and grade level(s).

e. Verification of current passing scores on the approved subject area **and** pedagogy assessment(s).

10. **Compliance with the U.S. Department of Education Regulations.** This Rule applies to Grades K-6 and 6-12 Collaborative Special Education Teacher. In addition to meeting pathway requirements, the ATPO must ensure:

a. The individual is provided with high-quality professional development that is sustained, intensive, and classroom-focused to have a positive and lasting impact on classroom instruction, before and while teaching.

b. The individual participates in a program with intensive supervision that consists of structured guidance.

c. The individual demonstrates satisfactory progress toward full certification.

11. **Progress Report.** The approved organization shall annually submit a progress report detailing the number of individuals who completed the program during the year and verification of continued compliance with Rule 290-3-3-.45 (Alabama State Department of Education, EPP and Program Approval, and Innovative Programs).

12. **Termination and Reviews.**

a. The State Superintendent of Education reserves the right to require special reviews in response to the adoption of new laws standards, significant changes to existing standards, or evidence of contributing factors.

b. The State Superintendent of Education reserves the right to rescind approval of an approved ATPO for noncompliance with this rule.

13. **General Information.**

a. The alternative certificate and the Professional Educator Certificate will be issued at the bachelor’s degree level as all other alternative certificates.

b. An individual who is issued a Professional Educator Certificate pursuant to this Rule may apply for certificate renewal and shall in all other respects be treated in the same manner as an individual who holds a Professional Educator Certificate granted upon successful completion of traditional, in-state teaching certification programs.

Author: Dr. Eric G. Mackey
Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14, and 16-23-3.1.
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