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

CHAPTER 290-3-3
TEACHER EDUCATION - PROFESSIONAL SERVICES

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.

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