

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.01 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: Definitions

_____ New Amend _____ Repeal _____ Adopt by Reference _____

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety? No

Is there a reasonable relationship between the state's police power and the protection of the public health, safety, or welfare? Yes

Is there another, less restrictive method of regulation available that could adequately protect the public? No

Does the proposed rule have the effect of directly or indirectly increasing the costs of any goods or services involved and, if so, to what degree? No

Is the increase in cost, if any, more harmful to the public than the harm that might result from the absence of the proposed rule? No

Are all facets of the rulemaking process designed solely for the purpose of, and so they have, as their primary effect, the protection of the public? No

Does the proposed rule have an economic impact? No

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the Legislative Reference Service.

Signature of certifying officer Thomas R. Bice

Date 3/29/12

(DATE FILED)
(STAMP)

APA-2
07/04

**Alabama State Department of Education
Office of Teaching and Leading**

NOTICE OF INTENDED ACTION

AGENCY NAME: State Department of Education

RULE NO. & TITLE:

290-3-3 is the Teacher Education Chapter of the Alabama Administrative Code.

290-3-3-.01	Definitions
290-3-3-.02	College and University Requirements
290-3-3-.04	Class B (Bachelor's Degree Level) Programs for Teaching Fields
290-3-3-.42	Class A (Master's Degree Level) Programs for Teaching Fields
290-3-3-.44	Alternative Class A Programs for Teaching Fields
290-3-3-.45	English for Speakers of Others Languages (ESOL) (Grades P-12)
290-3-3-.45.01	Reading Specialist (Grades P-12)
290-3-3-.46	Speech and Language Impaired (Grades P-12)
290-3-3-.47	Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel
290-3-3-.48	Instructional Leadership
290-3-3-.49	Library Media
290-3-3-.50	School Counseling
290-3-3-.51	School Psychometry
290-3-3-.51.01	Sport Management
290-3-3-.52	Class AA (Sixth-Year Level) Programs for Teaching Fields
290-3-3-.52.01	Teacher Leader
290-3-3-.53	Class AA (Sixth-Year Level) Programs for Areas of Instructional Support
290-3-3-.53.01	Instructional Leadership
290-3-3-.54	School Psychology

INTENDED ACTION: Amend

SUBSTANCE OF PROPOSED ACTION: Amend

Amend Rule 290-3-3-.01 to add definitions for instructional support area, levels of Alabama Professional Certificates, and program overlap; revise definitions on levels of educator preparation programs, professional studies, and teaching field; and delete language about converting a "pass" grade.

Amend Rule 290-3-3-.02 to allow for program overlap in accordance with written institutional policies and provide language to allow an individual who completed an educator preparation program at an Alabama institution and wishes to return to complete a program on the same degree level to use coursework from the first program without violating the rule limiting the number of courses that may be taken prior to unconditional admission.

Amend Rule 290-3-3-.04 to use consistent language about State requirements for unconditional admission.

Amend Rule 290-3-3-.42 to require unconditional admission before a person has taken more than five courses in an approved program; to stipulate courses from a prior-level of certification may not be used to meet requirements of a higher-level program; and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.44 to clarify language about State requirements for unconditional admission to an Alternative Class A program.

Amend Rule 290-3-3-.45 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.45.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.46 to require unconditional admission before a person has taken more than five courses in the approved program.

Amend Rule 290-3-3-.47 to require unconditional admission before a person has taken more than five courses in an approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.48 to emphasize a person must be unconditionally admitted before enrolling in courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.49 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.50 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53.01 to emphasize a person must be unconditionally admitted before enrolling in courses in the program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.54 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 9:30 a.m., April 12, 2012, Auditorium Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons wishing to express their views should contact the State Superintendent of Education at (334) 242-9700 no later than April 2, 2012, in order to ensure being scheduled on the agenda. All persons wishing to express their views in writing to the State Superintendent of Education should address all written comments to the State Superintendent of Education, Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE: June 5, 2012

CONTACT PERSON AT AGENCY:

Dr. Jayne Meyer
Alabama State Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101
(334) 242-9560



(Signature of officer authorized to promulgate and adopt rules or his or her deputy)

290-3-3-.01 Definitions. Other terms related to the preparation and certification of educators are in the Teacher Certification Chapter of the Alabama Administrative Code, Rule 290-3-2-.01.

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

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

(3) **Alabama Prospective Teacher Testing Program (APTTP).** The statewide testing program required by the Alabama State Board of Education for prospective teachers as a precondition for initial certification. The program consists of three basic skills assessments from the ACT WorkKeys System (Applied Mathematics, Reading for Information, and Writing) and prescribed Praxis II subject assessments from Educational Testing Service. The requirements for the basic skills assessments became effective January 1, 2003. The requirements for the subject assessments became effective April 14, 2005. Official score reports must be submitted directly from the testing service to the Teacher Education and Certification Office of the Alabama State Department of Education. Applicants must meet the requirements in effect at the time an application is submitted to the Office. Additional information is in Rule 290-3-2-.02(10).

(4) **Application for Certification.** Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. At a minimum, documentation must include Form APP, application fee, and an official transcript verifying a degree at the level for which certification is sought. If the degree has not been conferred at the time of application, in addition to the official transcript, the application must include an official document from the institution's registrar stating all degree requirements have been met.

(5) **Approved Program.** A teacher education program at an institution of higher education that has been formally approved by the Alabama State Board of Education. All of the courses in an approved program shall be indicated on an Alabama State Department of Education form called a checklist. Programs approved based on Alabama standards shall be designated as State-approved. Programs approved by any state other than Alabama shall be designated as state-approved.

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

(7) **Certification.** Issuance of certificates to persons who have met the requirements of the Alabama State Board of Education. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in Rule 290-3-2-.02(7) and ~~Rule 290-3-2-.03(1)(a)6.~~

(8) **Clinical Faculty.** P-12 school and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experiences and clinical practice.

(9) **Clinical Practice.** Internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Additional information is provided in the definitions for field experiences and internship in Rule 290-3-3-.01(16) and ~~(2423).~~ Alabama uses the word internship in lieu of student teaching.

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

(11) **Cooperating Teacher.** Information about the qualifications for P-12 clinical faculty is provided in Rule 290-3-3-.02(7)(s).

(12) **Courses, Credits, and/or Programs Acceptable to Meet State-Approved Program Requirements.** Full information is provided in Rule 290-3-3-.02(2).

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

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

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

(16) Field Experiences. Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools ~~which~~ that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching ~~which~~ that contribute to the understanding and competence of the teacher education candidate. Additional information is provided in the definition of clinical practice in Rule 290-3-3-.01(9) and in Rule 290-3-3-.02(6)(a) and (b).

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

(18) 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. GPAs may not be rounded. For example, a GPA of 2.49 cannot be rounded to 2.50. The official overall GPA is the overall GPA posted on the official transcript. ~~At the undergraduate level, a grade of P (Pass) is considered equivalent to a grade of C. At the graduate level, a grade of P is considered equivalent to a grade of B.~~

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

(20) Initial Certificate. The first Alabama certificate in any teaching field or area of instructional support. (Examples: If a person earns a first Alabama Class B Professional Educator Certificate in elementary education, that person would have earned an initial certificate in elementary education. If that person earns a Class A Professional Educator Certificate in elementary education, that person would have earned an advanced certificate in elementary education. If an individual with a Class B Professional Educator Certificate in elementary education earns a Class B Professional Educator Certificate in mathematics, that individual would have earned an initial certificate in mathematics. Similarly, if a person with a Class B Professional Educator Certificate in elementary education earns a Class A Professional Educator Certificate in library media, that person

would have earned an initial certificate in library media. The same examples are applicable to a teacher whose initial certificate is issued at the Class A level.

(21) Instructional Support Area: The concentrated area of graduate study in a State-approved program that leads toward Class A or Class AA certification in instructional leadership, library media, school counseling, school psychometry, school psychology, or sport management.

(2221) Instructional Support Personnel. Professional administrative and support staff of a school or school system: instructional leader (educational administrator, superintendent, principal, supervisor, vocational administrator), library media specialist, school counselor, school psychometrist, sport manager, or school psychologist.

(2322) Intern Supervisor. A person assigned by the college or university to supervise interns.

(2423) Internship. Experiences in public P-12 schools or regionally 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 personnel from that public school system or regionally accredited private school and the institution of higher education in which the candidate is enrolled. Additional information is provided in the definitions of clinical practice and field experiences in Rule 290-3-3-.01(9) and (16) and in the rules for specific programs.

(2524) Kindergarten. In Alabama schools, the word kindergarten typically refers to programs for five-year olds. As used in this chapter, kindergarten refers to programs for five-year-olds.

(2625) Levels of Alabama-Approved Programs. Alabama-approved programs in teaching fields and areas of instructional support lead to Professional Educator Certificates. Alabama-approved programs in instructional leadership lead to Professional Leadership Certificates. Professional Educator Certificates.

(a) Class B: Bachelor's degree level. Additional information is provided in Rule 290-3-3-.04.

(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. Additional information is provided in Rule 290-3-3-.42 and Rule 290-3-3-.47.

(c) Class AA: Planned sixth-year program of at least 30 semester hours of graduate credit beyond the master's degree that which may result in an education specialist degree in a teaching field or area of instructional support. Additional information is provided in Rule 290-3-3-.52 and Rule 290-3-3-.53.

(27) Levels of Alabama Professional Educator Certificates.

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

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

(c) Class AA: Sixth-year level or education specialist degree-level.

(28) Levels of Alabama Professional Leadership Certificates.

(a) Class A: Master's degree-level.

(b) Class AA: Sixth-year level or education specialist degree-level.

(2926) Major Area of Faculty Specialization. The concentrated area of academic study as determined by a statement on the faculty member's official doctoral transcript from a regionally accredited institution that indicates the area. If the area is not identified on the transcript, 30 semester (45 quarter) hours of post-bachelor's, graduate-level coursework from a regionally accredited institution appropriate to the area of primary assignment must be identified. No more than ~~three~~ 3 semester hours of dissertation credit may be used to satisfy this requirement, even if the dissertation is directly related to the major area of specialization.

(3027) Office. The Teacher Education and Certification Office of the Alabama State Department of Education.

(3128) P (Pre-school). Any level prior to kindergarten.

(3229) Practicum. A unit of instruction in the field of specialization of the candidate that combines formal study and instruction with practical experience in the area of specialization. A practicum must be in a public P-12 school or regionally accredited private school.

(3330) Pre-service Education. The academic and professional preparation ~~which~~ that a prospective teacher must complete successfully before certification as a teacher.

(3431) Professional Studies. A coordinated and integrated program of courses and experiences that includes foundations, methodology, curriculum, evaluation, reading, technology, direct observation and participation in a variety of school settings, and internship. Professional studies courses are typically common to multiple disciplines or areas.

(3532) Program Approval Process. The procedures followed in determining whether proposed preparation teacher education programs meet program approval rules adopted by the Alabama State Board of Education. Additional information is provided in Rule 290-3-3-.56(2).

(3633) Program Checklist. An official document identifying all courses required to complete a State-approved teacher education program. Checklists are submitted by an institution and approved by the Alabama State Board of Education following a review. The official State-approved checklist will be used as the basis for issuing a certificate. Additional information on program approval is in Rule 290-3-3-.56(2). If institutions modify the format of the State-approved checklist to facilitate advisement, all requirements on the official checklist must be included on the modified forms.

(3734) Program Overlap. Written institutional policies, applicable cross 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 degree level. Coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class B or Class A certification requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support. Additional information is provided in Rule 290-3-3-.02(2)(g) and (h).

(3834) Recent P-12 Experiences Requirement.

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

1. Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom.
2. Teach methods courses that include model lessons or demonstration classes in P-12 schools.

(b) At a minimum, faculty who supervise interns for instructional support programs and who have not been employed in a P-12 setting with the most recent five-year period shall shadow a highly effective P-12 practitioner in the area of instructional support for at least 10 clock hours per semester. This requirement is effective spring semester 2010.

(3935) Regional Accrediting Agency. The six regional accrediting agencies recognized by the U.S. Secretary of Education are:

(a) Middle States Association of Colleges and Schools, Commission on Higher Education for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

(b) New England Association of Schools and Colleges, Commission on Institutions of Higher Education for institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

(c) North Central Association of Colleges and Schools, Higher Learning Commission for institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navajo Nation.

(d) Northwest Commission on Colleges and Universities for institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

(e) Southern Association of Colleges and Schools, Commission on Colleges for institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

(f) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities for institutions of higher education in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands.

(4036) Regionally Accredited. Refers to action taken by one of the regional accrediting agencies in Rule 290-3-3-.01(~~3935~~) and is specific to the status of the institution at the time credit or degrees were earned.

(4137) Remedial Courses. Other than remedial, these courses may be called compensatory, developmental, or basic skills. These courses are usually numbered below 100. Remedial courses may not be used to meet approved program requirements. This requirement became effective for candidates admitted to Class B programs or Alternative Class A programs on or after August 1, 2009. Additional information is provided in Rule 290-3-3-.01(12).

(4238) State. Any state or commonwealth, the District of Columbia, or territory of the United States of America.

(4339) Student Teaching. Information is provided in the definition of internship in Rule 290-3-3-.01(~~2423~~).

(4440) Students. Children and youth attending P-12 schools, as distinguished from teacher or instructional support personnel candidates.

(4541) Teaching Field. The specific discipline or concentrated area of study in a State-approved program that leads toward teacher certification; e.g., elementary education, gGrades K-6; middle-level English language arts, gGrades 4-8; middle-level mathematics, gGrades 4-8; secondary English language arts, gGrades 6-12; secondary history, gGrades 6-12; or choral music, gGrades P-12. Additional information about requirements for an academic major are in Rule 290-3-3-.02(4) for Class B programs and in Rule 290-3-3-.44(3)(d)3.-5. for Alternative Class A programs. The term academic major is defined in Rule 290-3-3-.01(2). Teaching field courses are typically unique to the discipline or area.

(4642) Unit. The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the professional education unit.

(4743) Upper-Division. Coursework designated by an institution of higher education to be at the junior or senior level of undergraduate study.

Author: ~~Dr. Joseph B. Morton.~~ Dr. Thomas R. Bice.

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

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