

Excerpt from Ala. Admin. Code r. 290-3-3-.02

To offer approved educator preparation programs, institutions shall be accredited by the Southern Association of Colleges and Schools (SACS) at the level of program(s) to be provided. To provide a Class AA program in a secondary or P-12 teaching field an institution shall offer sufficient education specialist degree level courses in that discipline to meet the requirements of Rule 290-3-3-.02(6)(a)5. If an institution loses regional accreditation at one or more levels, the educator preparation provider (EPP) must adhere to the teach-out plan negotiated between SACS and the institution. At a minimum, the EPP must notify candidates individually and in writing.

**(1) Content and Pedagogical Knowledge.**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by program completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

(a) Candidate Knowledge, Skills, and Professional Dispositions. Candidates demonstrate an understanding of the Alabama Core Teaching Standards at the appropriate progression level(s). See Rule 290-3-3-.03.

(b) Provider Responsibilities.

1. Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
2. Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to Alabama standards and, if they choose to do so, standards of Specialized Professional Associations (SPAs), the National Board for Professional Teaching Standards (NBPTS), or other accrediting bodies (e.g., National Association of Schools of Music - NASM).
3. Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous Alabama college- and career-ready standards.
4. Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**(2) Clinical Partnerships and Practice.**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

(a) Partnerships for Clinical Preparation. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are

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linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

(b) Clinical Educators. Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

(c) Clinical Experiences. The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Rule 290-3-3-.02(1) (a) and Rule 290-3-3-.03(1) through (10), that are associated with a positive impact on the learning and development of all P-12 students.

### **(3) Candidate Quality, Recruitment, and Selectivity.**

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Rule 290-3-3-.02(4).

(a) Plan for Recruitment of Diverse Candidates who Meet Employment Needs. The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of Alabama's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields.

(b) Admission Standards Indicate That Candidates Have High Academic Achievement and Ability. The provider sets admission requirements to meet or exceed Alabama's minimum Class B criterion of 2.75 for each candidate [see Rule 290-3-3.04(3)(a)2.(iv)] and gathers data to monitor applicants and the selected pool of candidates.

1. The provider ensures that each accepted cohort of Class B program candidates meets or exceeds the minimum grade point average of 3.0.
2. Institutions seeking CAEP accreditation must also provide evidence that they meet additional admission criteria specified by CAEP.

(c) Additional Selectivity Factors. Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the

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program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

(d) Selectivity during Preparation. The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to Alabama's college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

(e) Selection at Completion.

1. Before the provider recommends any completing candidate for certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
2. Before the provider recommends any completing candidate for certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

### **(4) Program Impact.**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

(a) Impact on P-12 Student Learning and Development.

The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

(b) Indicators of Teaching Effectiveness. The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

(c) Satisfaction of Employers. The provider demonstrates using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

(d) Satisfaction of Completers. The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**(5) Provider Quality Assurance and Continuous Improvement.** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of

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its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

### (a) Quality and Strategic Evaluation.

1. The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.
2. The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

### (b) Continuous Improvement

1. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
2. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.
3. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

## (6) General Requirements

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

1. Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions.
2. Transferred courses and/or credits that meet the definition of professional studies courses in Rule 290-3-3-.02(2) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.
3. Courses, credits, and/or degrees accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Office of Teaching and Leading. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to a regionally accredited institution in the United States.
4. Remedial courses cannot not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(46).
5. Coursework used to meet Class B certification requirements and/or bachelor's degree 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 and/or

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master's degree requirements cannot be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support.

6. 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.

7. 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. Additional information is provided in Rule 290-3-3-.02 ( 6) (a)5.

8. 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. Additional information is provided in Rule 290-3-3-.02(6) (a)5.

(b) General Studies. The EPP shall ensure that candidates have completed general studies courses and experiences. General studies shall include courses in humanities (including English language arts), social studies, mathematics, and science.

1. Individuals in Class B programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies.

2. Individuals applying for admission to Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 and/or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies cur earned the current passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program (AECAP). Additional information is provided in Rule 290-3-3-.44(2) (d).

(c) Teaching Field. Institutions may elect to meet appropriate Alabama State Board of Education rules for specific teaching fields, CAEP-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies. Completion of a teaching field for most Class B middle/secondary and P-12 teaching field programs shall ensure that the candidate has completed the teaching field course requirements for an academic major in the teaching field. Class B programs in early childhood education, elementary education, health education, career and technical education, physical education, and special education do not require an academic major.

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

(i) A comprehensive teaching field in English language arts, general science, or general social studies that includes both an academic major in an area included in the broad area and coursework in the other areas within the comprehensive field. The academic major must meet the 32/19 requirement. Additional information is provided in the definition for 32/19 in Rule 290-3-3-.01(1). Institutions may develop Arts and Sciences Majors in a comprehensive teaching field as long as enrollment is not restricted to prospective teachers. Institutions that choose this option

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may count all coursework in the comprehensive major toward the 32/19 requirement. For example, the 32/19 requirement for an English language arts major may include courses in English, grammar, reading, speech, drama, theatre, and journalism.

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

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

2. 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).

### (d) Criminal History Background Check.

1. Effective no later than the beginning of the fall 2008 semester, any candidate applying for admission to a State-approved educator preparation program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457.

2. The candidate shall be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fees, and procedures is available from the Certification Office.

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

4. 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.

5. 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 of the Alabama Administrative Code.

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

#### 1. Field experiences.

(i) All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings. If permitted by written EPP policy, individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.

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(ii) Except as noted in Rule 290-3-3-.02(6)(e)(v), the majority of field experiences must occur in P-12 schools.

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

(iv) For pre-kindergarten education programs, field experiences must span birth through age 4 in both child care and Office of School Readiness programs.

(v) 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), child care centers and homes, and Office of School Readiness programs.]

### 2. Internships in Class B and Alternative Class A programs.

(i) The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.

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

(iii) For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics cur elementary education and elementary-level collaborative special education cur health education and physical education) , the internship may be divided between no more than two teaching fields.

(iv) 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.

(v) 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.

(vi) For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

(vii) 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 holds a valid Interim Employment Certificate endorsed for the teaching field appropriate to the candidate's teaching assignment, AND

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(II) On-the job internship placements are permitted by EPP written policy. See Rule 290-3-3-.02(6)(f)3. for information about cooperating teacher requirements.

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

### (f) Faculty Qualifications.

1. Educator preparation provider (EPP) faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.
2. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.
3. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, 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.

(i) For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding an Interim Employment Certificate, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

(ii) For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.



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4. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Department of Early Childhood Education and employed in a setting accredited by the National Association for the Education of Young Children.

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

### (g) Governance and Accountability for Educator Preparation.

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

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

3. Unless specified differently in other sections of this chapter, there shall be at least one specialist in each curriculum area for which a program leading to certification is offered who holds the doctorate with a major area of specialization in the curriculum area to which the faculty member is assigned. At the Class AA level, there shall be at least two specialists for each certification program. Additional information is provided in Rule 290-3-3-.01(33).

4. 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.

1. Support for program completers. The EPP shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization in Alabama. The EPP shall provide remediation at no cost to such individuals whose performance indicates the need for additional support within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the EPP. Assistance may be requested by the new employee, the employee's principal, or the employing superintendent. In no case, shall the EPP be required to provide remediation for more than the first two years of employment.

2. New programs. Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

3. Discontinuation of programs.

(i) If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with EPP heads.

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(ii) 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.

(iii) An EPP may choose to reactivate an inactive program at any time prior to the date of the next comprehensive review for all other programs, 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. (Programs may be placed on inactive status if faculty requirements are not met.)

4. State and/or federal reports. Institutions that do not provide requested data in a timely manner may have any or all of the institution's program approval rescinded as authorized in Rule 290-3-3-.56(6). By July 1, 2019, and each July 1 thereafter, each EPP shall submit to the State superintendent of education an annual report summarizing assistance provided to help LEAs analyze and solve school-based problems.

5. Alternative Approaches. EPPs must provide prospective educators with information about alternative approaches to earning a Professional Educator Certificate or a Professional Leadership Certificate.

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Sources:

<https://casetext.com/regulation/alabama-administrative-code/title-290-alabama-state-board-of-education/chapter-290-3-3-teacher-education-professional-services/section-290-3-3-02-college-and-university-requirements>

<https://www.alsde.edu/ofc/otl/Admin%20Code/2018%20Ed%20Prep%20Chapter%20adopted%2009%2013%202018.pdf>