

Conceptual Framework References	Alabama Standard/Rule 290-3-3-.03	Institution: UNIVERSITY OF SOUTH ALABAMA		Assessment	
		Updated to add SPE internship (EDU 496) 5-12-2011 (revision of previously approved document)		When/Where to be Assessed	Score
		290-3-3-.03 Alabama Quality Teaching Standards for Class B Programs			
	(1)	Standard 1. Content Knowledge.			0.00
	(1)(a)	<u>Overview.</u> To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.			
	(1)(b)	<u>Rationale.</u> Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching:			
	(1)(b)1.	Deep knowledge of the academic disciplines related to the subjects of instruction.			
	(1)(b)2.	An understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners.			
	(1)(b)3.	Knowledge of the State standards and district curriculum for subjects taught at particular instructional levels.			
	(1)(b)3.(c)	<u>Key Indicators.</u>			
	(1)(b)3.(c)1.	Academic Discipline(s)			
1.2	(1)(b)3.(c)1.(i)	Knowledge of the structure of the academic disciplines related to the subject matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines. No required course is listed on program checklist to meet the standard.			
1.2	(1)(b)3.(c)1.(ii)	Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). No required course is listed on program checklist to meet the standard.		EDU 346 or EDU 453 or 454 or 456 or 457 or HS 460	0
1.2	(1)(b)3.(c)1.(iii)	Ability to use students' prior knowledge and experiences to introduce new subject area related content.		EDU 303 or EDU 342 OR PE 470	0
1.4	(1)(b)3.(c)1.(iv)	Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.		EDU 303 or EDU 466 or 467 or 468 or 469 or HS 460 or EDU 496	0
1.2	(1)(b)3.(c)1.(v)	Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real life settings.		EDU 336 or EDU 341 or HS 460	0
	(1)(b)3.(c)2.	Curriculum			

3.1	(1)(b)3.(c)2.(i)	Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the <i>Alabama Course of Study</i> for those teaching fields. No required course is listed on program checklist to meet the standard.	EDU 346 or EDU 453 or 454 or 456 or 457 or HS 460 or PE 452	0
1.3	(1)(b)3.(c)2.(ii)	Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.	EDU 311 or EDU 363 or HS 460	0
1.3	(1)(b)3.(c)2.(iii)	Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.	EDU 346 or EDU 342 or PE 470	0
	(2)	Standard 2. Teaching and Learning.		0.00
	(2)(a)	<u>Overview.</u> To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.		
	(2)(b)	<u>Rationale.</u> Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Researchers have also found a strong classroom learning culture that is strategically organized and managed to be essential to effective use of these strategies.		
	(2)(c)	<u>Key Indicators.</u>		
	(2)(c)1.	Human Development		
1.3	(2)(c)1.(i)	Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.	EPY 351	0
1.2	(2)(c)1.(ii)	Knowledge of the role of language in learning.	EPY 351	0
1.4	(2)(c)1.(iii)	Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.	EDU 313 or EDU 400	0
1.1	(2)(c)1.(iv)	Knowledge of developmentally appropriate instructional and management strategies.	EDU 362 or EDU 363 or HS 460 or PE 452	0
1.3	(2)(c)1.(v)	Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.	EDU 345 or EDU 342 or HS 460	0
1.3	(2)(c)1.(vi)	Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.	EDU 302 or EDU 340 or PE 460 or PE 470	0

1.4	(2)(c)1.(vii)	Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.	EDU 430 or EDU 363 or PE 460 or PE 470	0
	(2)(c)2.	Organization and Management		
3.1	(2)(c)2.(i)	Knowledge of the importance of developing learning objectives based on <i>the Alabama Courses of Study</i> and the needs, interests, and abilities of students.	EDU 346 or EDU 340 or PE 351	0
1.3	(2)(c)2.(ii)	Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.	EDU 302 or EDU 363 or HS 460	0
1.3	(2)(c)2.(iii)	Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.	EDU 362 or EDU 363 or HS 460	0
1.2	(2)(c)2.(iv)	Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.	EDU 300 or EDU 341 or PE 475	0
1.1	(2)(c)2.(v)	Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.	EDU 303 or EDU 341 or HS 460	0
3.1	(2)(c)2.(vi)	Ability to plan teaching and learning experiences that are congruent with the <i>Alabama Courses of Study</i> and appropriate for diverse learners.	EDU 303 or EDU 342 or HS 460	0
1.5	(2)(c)2.(vii)	Ability to collect and use data to plan, monitor, and improve instruction. The standard was not listed in either the objectives or the content of EDU 496.	EDU 331, EDU 311 or EDU 466 or 467 or 468 or 469 or 496 or PE 381	0
1.3	(2)(c)2.(viii)	Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.	EDU 302 or EDU 340 or PE 470	0
1.2	(2)(c)2.(ix)	Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.	EDU 430 or EDU 342 or PE 470	0
	(2)(c)3.	Learning Environment		
1.3	(2)(c)3.(i)	Knowledge of norms and structures that contribute to a safe and stimulating learning environment.	EDU 302 OR EDU 340 or PE 452	0

1.3	(2)(c)3.(ii)	Knowledge of factors and situations that promote or diminish intrinsic motivation.	EPY 351	0
1.4	(2)(c)3.(iii)	Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.	EDU 303 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.4	(2)(c)3.(iv)	Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.	EDU 430 OR EDU 363 or HS 460	0
1.3	(2)(c)3.(v)	Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.	EDU 302 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.3	(2)(c)3.(vi)	Ability to use individual behavioral support plans to respond proactively to the needs of all students.	EDU 362 OR EDU 363 or PE 460 Or pe 470	0
1.3	(2)(c)3.(vii)	Ability to create a print-rich and language-rich environment that develops and extends students' desire and ability to read, write, speak, and listen.	EDU 302 or EDU 451or HS 361	0
1.2	(2)(c)3.(viii)	Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.	EDU 430 OR EDU 363 or PE 460 or PE 470	0
	(2)(c)4.	Instructional Strategies		
3.1	(2)(c)4.(i)	Knowledge of research and theory underpinning effective teaching and learning.	EPY 351	0
3.1	(2)(c)4.(ii)	Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.	EDU 346 or EDU 340 or PE 452	0
1.5	(2)(c)4.(iii)	Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.	EPY 351	0
2.2	(2)(c)4.(iv)	Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.	EDU 313 OR EDU 400	0
1.1	(2)(c)4.(v)	Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.	EDU 430 or EDU 363 or HS 460	0

1.6	(2)(c)4.(vi)	Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.	EDU 346 OR EDU 363 or PE 460 or PE 470	0
1.6	(2)(c)4.(vii)	Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem based learning, and direct instruction into a coherent lesson design.	EDU 336 or EDU 466 or 467 or 468 or 469 or 496 or HS 460	0
1.5	(2)(c)4.(viii)	Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.	EDU 345 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.6	(2)(c)4.(ix)	Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.	EDU 345 or EDU 342 or HS 460	0
1.2	(2)(c)4.(x)	Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.	EDU 312 or EDU 363 or PE 460 or PE 470	0
	(2)(c)5.	Assessment		
3.4	(2)(c)5.(i)	Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.	EPY 355 or PE 381	0
1.5	(2)(c)5.(ii)	Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.	EPY 355 or PE 381	0
3.4	(2)(c)5.(iii)	Knowledge of measurement-related issues including validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.	EPY 355 or PE 381	0
3.3	(2)(c)5.(iv)	Knowledge of current Alabama assessment requirements and procedures.	EPY 355 or PE 381	0
1.5	(2)(c)5.(v)	Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.	EDU 311 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0

3.2	(2)(c)5.(vi)	Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.	EPY 355 or PE 460 or PE 470	0
1.5	(2)(c)5.(vii)	Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.	EDU 311 or EDU 342 or PE 470	0
1.5	(2)(c)5.(viii)	Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.	EDU 313 or EDU 342 or HS 460	0
1.2	(2)(c)5.(ix)	Ability to develop rubrics and to teach students how to use them to assess their own performances.	EDU 331 or EDU 466 or 467 or 468 or 469 or 496 or HS 460	0
1.2	(2)(c)5.(x)	Ability to develop and select appropriate performance assessments.	EPY 355 or HS 460	0
1.6	(2)(c)5.(xi)	Ability to engage all students in assessing and understanding their own learning and behavior.	EDU 362 or EDU 466 or 467 or 468 or 469 or 496 or HS 361	0
3.4	(2)(c)5.(xii)	Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.	EPY 355 or PE 460 or PE 470	0
	(3)	Standard 3. Literacy.		0.00
	(3)(a)	<u>Overview.</u> To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.		
	(3)(b)	<u>Rationale.</u> Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate effective use of the spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, in a culture where technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.		
	(3)(c)	<u>Key Indicators.</u>		
	(3)(c)1.	<i>Oral and Written Communications</i>		
3.1	(3)(c)1.(i)	Knowledge of standard oral and written communications.	EDU 330 or EDU 340 or PE 478	0

3.1	(3)(c)1.(ii)	Knowledge of the impact of native language and linguistic background on language acquisition.	EDF 315	0
1.1	(3)(c)1.(iii)	Knowledge of media communication technologies that enrich learning opportunities.	EDM 310	0
1.2	(3)(c)1.(iv)	Ability to model appropriate oral and written communications.	EDU 330 or EDU 340 or PE 478	0
1.3	(3)(c)1.(v)	Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening. The standard was not listed in either the objectives or the content of EDU 496.	EDU 311 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.2	(3)(c)1.(vi)	Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.	EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.2	(3)(c)1.(vii)	Ability to integrate skill development in oral and written communications into all content areas that one teaches.	EDU 336 or EDU 451 or HS 361	0
1.3	(3)(c)1.(viii)	Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.	EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
	(3)(c)2.	Reading		
1.2	(3)(c)2.(i)	Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.	EDU 330 or EDU 451 or HS 361	0
1.2	(3)(c)2.(ii)	Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.	EDU 331 or EDU 451 or HS 361	0
1.2	(3)(c)2.(iii)	Ability to integrate reading instruction into all content areas that one teaches.	EDU 336 or EDU 451 or HS 361	0
1.2	(3)(c)2.(iv)	Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.	EDU 330 or EDU 451 or HS 361	0

	(3)(c)3.	Mathematics		
1.2	(3)(c)3.(i)	Knowledge of the role that mathematics plays in everyday life.	EDU 335 or EDU 340 or PE 475	0
1.2	(3)(c)3.(ii)	Knowledge of the concepts and relationships in number systems.	EDU 335 or EDU 340 or PE 381	0
1.2	(3)(c)3.(iii)	Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.	EDU 335 or EDU 340 or HS 362	0
1.2	(3)(c)3.(iv)	Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.	EDU 335 or EDU 340 or PE 380	0
1.6	(3)(c)3.(v)	Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.	EDU 335 or EDU 340 or PE 381	0
1.2	(3)(c)3.(vi)	Ability to communicate with others about mathematical concepts, processes, and symbols.	EDU 335 or EDU 340 or PE 381	0
	(3)(c)4.	Technology		
1.1	(3)(c)4.(i)	Knowledge of available and emerging technologies that support the learning of all students.	EDM 310	0
1.1	(3)(c)4.(ii)	Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.	EDM 310	0
1.1	(3)(c)4.(iii)	Ability to integrate technology into the teaching of all content areas that one teaches.	EDU 336 or EDU 342 or HS 460	0
1.1	(3)(c)4.(iv)	Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.	EDU 303 or EDU 466 or 467 or 468 or 469 or 496 or HS 460	0
3.4	(3)(c)4.(v)	Ability to use technology to assess student progress and manage records.	EDU 303 or EDU 466 or 467 or 468 or 469 or 496 or PE 381	0
1.1	(3)(c)4.(vi)	Ability to evaluate students' technology proficiency and students' technology-based products within content areas.	EDM 310	0
	(4)	Standard 4. Diversity.		0.00

	(4)(a)	<u>Overview.</u> To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; English language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.		
	(4)(b)	<u>Rationale.</u> Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms.		
	(4)(c)	<u>Key Indicators.</u>		
	(4)(c)1.	<i>Cultural, Ethnic, and Social Diversity</i>		
2.2	(4)(c)1.(i)	Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.	EDF 315	0
1.4	(4)(c)1.(ii)	Knowledge of cultural, ethnic, gender, linguistic, and socioeconomic differences and how these may affect individual learner needs, preferences, and styles.	EDF 315	0
1.4	(4)(c)1.(iii)	Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.	EDF 315	0
1.4	(4)(c)1.(iv)	Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.	EDU 311 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.3	(4)(c)1.(v)	Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.	EDU 311 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
	(4)(c)2.	<i>Language Diversity</i>		
1.1	(4)(c)2.(i)	Knowledge of the process of English language acquisition and strategies to support the learning of students whose first language is not English.	EDF 315	0
1.2	(4)(c)2.(ii)	Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.	EDU 312 or EDU 363 or HS 361	0
3.2	(4)(c)2.(iii)	Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.	N/A EDU 430 or EDU 342 or PE 470	0
	(4)(c)3.	<i>Special Needs</i>		

1.3	(4)(c)3.(i)	Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.	EDU 313 or EDU 400	0
1.3	(4)(c)3.(ii)	Knowledge of the indicators of the need for special education services.	EDU 313 or EDU 400	0
1.4	(4)(c)3.(iii)	Ability to identify and refer students for diagnosis for special services.	EDU 313 or EDU 400	0
1.3	(4)(c)3.(iv)	Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.	EDU 430 or EDU 342 or PE 452	0
	(4)(c)4.	Learning Styles		
1.1	(4)(c)4.(i)	Knowledge of research and theory related to learning styles and multiple intelligences.	EPY 351	0
1.3	(4)(c)4.(ii)	Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.	EDU 346 or EDU 363 or HS 460	0
1.3	(4)(c)4.(iii)	Ability to help students assess their own learning styles and to build upon identified strengths.	EDU 345 or EDU 340 or HS 460	0
1.3	(4)(c)4.(iv)	Ability to design learning experiences that engage all learning styles.	EDU 346 or EDU 342 or HS 460	0
	(4)(c)5.	General		
1.4	(4)(c)5.(i)	Knowledge of how personal and cultural biases can affect teaching and learning.	EDF 315	0
2.3	(4)(c)5.(ii)	Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.	N/A EDU 312 or EDU 341 Or PE 452	0
1.3	(4)(c)5.(iii)	Ability to create a learning community in which individual differences are respected. The standard was not listed in either the objectives or the content of EDU 496.	EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or HS 460	0
3.4	(4)(c)5.(iv)	Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.	EDU 345 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
	(5)	Standard 5. Professionalism.		0.00

	(5)(a)	<u>Overview.</u> To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.		
	(5)(b)	<u>Rationale.</u> Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession and calls for deprivatization of practice. An underlying premise of professional learning communities is the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they move along their professional pathways.		
	(5)(c)	<u>Key Indicators.</u>		
	(5)(c)1.	Collaboration		
2.3	(5)(c)1.(i)	Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.	EDU 313 or EDU 400	0
2.3	(5)(c)1.(ii)	Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.	EDU 313 or EDU 400	0
2.3	(5)(c)1.(iii)	Knowledge of roles and responsibilities of para-educators and other paraprofessionals.	EDU 313 or EDU 400	0
2.3	(5)(c)1.(iv)	Ability to involve parents and/or families as active partners in planning and supporting student learning.	EDU 430 or EDU 340 or HS 460	0
2.3	(5)(c)1.(v)	Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.	EDU 345 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
2.3	(5)(c)1.(vi)	Ability to share responsibility for all students' learning throughout the school and collaborate with colleagues to support every student's growth.	N/A EDU 345 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0

2.3	(5)(c)1.(vii)	Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.	N/A EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
2.3	(5)(c)1.(viii)	Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans (IEPs) and other plans such as Section 504 goals for students with disabilities.	EDU 430 or EDU 400 or EDU 466 or 467 or 468 or 469 or 496	0
3.2	(5)(c)1.(ix)	Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.	EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or HS 460	0
1.6	(5)(c)1.(x)	Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.	EDU 303 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
	(5)(c)2.	<i>Continuous, Lifelong Professional Learning</i>		
3.3	(5)(c)2.(i)	Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s). No required course is listed on program checklist to meet the standard.	EDU 300 or EDU 453 or 454 or 456 or 457 or PE 201	0
3.3	(5)(c)2.(ii)	Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning. No required course is listed on program checklist to meet the standard.	EDU 300 or EDU 453 or 454 or 456 or 457 or HS 460	0
2.3	(5)(c)2.(iii)	Knowledge of the processes and skills associated with peer coaching and mentoring.	EDU 311 or EDU 341 or PE 478	0

1.6	(5)(c)2.(iv)	Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.	EDU 300 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.2	(5)(c)2.(v)	Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.	EDU 303 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
1.5	(5)(c)2.(vi)	Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.	N/A EDU 430 or EDU 363 or HS 361	0
1.3	(5)(c)2.(vii)	Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.	N/A EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
	(5)(c)3.	Alabama-Specific Improvement Initiatives		
1.1	(5)(c)3.(i)	Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement.	EDU 346 or EDU 340 or HS 361	0
1.1	(5)(c)3.(ii)	Knowledge of Alabama's State assessment requirements and processes.	EPY 355 or HS 361	0
1.2	(5)(c)3.(iii)	Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.	EDU 345 or EDU 451 or PE 460 or PE 470	0
2.2	(5)(c)3.(iv)	Ability to communicate with students, parents, and the public about Alabama's assessment system and major State educational improvement initiatives.	EDU 313 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
	(5)(c)4.	School Improvement		

1.1	(5)(c)4.(i)	Knowledge of research relating collective responsibility for student learning to increased achievement for all students.	EPY 351	0
1.3	(5)(c)4.(ii)	Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.	EDU 346 or EDU 341 or PE 475	0
3.2	(5)(c)4.(iii)	Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.	N/A EDU 303 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
3.2	(5)(c)4.(iv)	Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.	N/A EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0

	(5)(c)5.	Ethics		
1.6	(5)(c)5.(i)	Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.	EDF 315	0
3.3	(5)(c)5.(ii)	Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.	EDM 310	0
1.6	(5)(c)5.(iii)	Ability to use and maintain confidential student information in an ethical and professional manner.	EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0
3.3	(5)(c)5.(iv)	Ability to practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.	EDM 310	0
	(5)(c)6.	Local, State, and Federal Laws and Policies		
3.3	(5)(c)6.(i)	Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect.	EDF 315	0
3.4	(5)(c)6.(ii)	Ability to access school, community, state, and other resources and referral services.	EDU 312 or EDU 341 or HS 460	0
3.4	(5)(c)6.(iii)	Ability to access resources to gain information about federal, state, district, and school policies and procedures. No required course is listed on program checklist to meet the standard.	EDU 300 or EDU 453 or 454 or 456 or 457 or HS 460	0
3.4	(5)(c)6.(iv)	Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications.	EDU 430 or EDU 466 or 467 or 468 or 469 or 496 or PE 460 or PE 470	0