

Conceptual Framework References	Alabama Standard/Rule 290-3-3-.06	Institution: 290-3-3-.06 Elementary Education	Assessment	
			When/Where to be Assessed	Score
	(1)	Rationale. This document brings attention to those elements that are distinctive to the elementary education program. These elements represent the essential elementary curriculum, instructional knowledge and abilities, and professionalism for the preparation of teacher candidates for Grades K-6. The standards are consistent with the standards of the Association for Childhood Education. These standards build upon the Alabama Quality Teaching Standards.		
	(2)	Program Curriculum.		
	(2)(a)	Development and learning. Candidates know and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support each student's development, acquisition of knowledge, and motivation. Prior to program completion, candidates shall demonstrate:		0.00
	(2)(a)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
	(2)(a)1.(i)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development and organization and management.		
	(2)(a)1.(ii)	AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, social, and linguistic diversity.		
1.1	(2)(a)2.	<u>Knowledge</u> of the major concepts, principles, theories, and research related to development of children and young adolescents.	EPY 351	0
	(2)(a)3.	<u>Ability to:</u>		
1.3	(2)(a)3.(i)	Construct learning opportunities that support individual students' development and acquisition of knowledge.	EDU 346	0
1.4	(2)(a)3.(ii)	Respond to children at the appropriate developmental level.	EDU 430	0
	(2)(b)	Elementary education curriculum.		0.00
	(2)(b)1.	Reading, writing, and oral language. Prior to program completion, candidates shall demonstrate:		
	(2)(b)1.(i)	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03.		

	(2)(b)1.(i)(I)	AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic disciplines and curriculum.		
	(2)(b)1.(i)(II)	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications and reading.		
	(2)(b)1.(i)(III)	AQTS 4, Diversity, in Rule 290-3-3-.03(4).		
	(2)(b)1.(ii)	<u>Knowledge of:</u>		
3.1	(2)(b)1.(ii)(I)	Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the <i>Alabama Course of Study: English Language Arts</i> , including writing and spelling, reading, and oral language development.	EDU 331	0
1.1	(2)(b)1.(ii)(II)	The components of comprehensive, researched-based, effective reading programs as well as books, electronic-based instruction sources, and locally created materials.	EDU 330	0
1.2	(2)(b)1.(ii)(III)	Effective reading instruction and practices including those identified in the current edition of the Alabama Reading Initiative publication, <i>Essential Skills of Teachers of Reading</i> .	EDU 330	0
1.5	(2)(b)1.(ii)(IV)	Assessment tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction.	EDU 331	0
1.1	(2)(b)1.(ii)(V)	Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum to include a range of audiences and purposes.	EDU 331	0
1.1	(2)(b)1.(ii)(VI)	The phonology and grapheme-phoneme correspondences of the English spelling system.	EDU 330	0
2.2	(2)(b)1.(ii)(VII)	Strategies for involving families in planning for and assisting with their children's reading development.	EDU 330	0
1.4	(2)(b)1.(ii)(VIII)	The importance of classroom culture in motivating students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into human experience.	EDU 331	0
1.6	(2)(b)1.(ii)(IX)	Ways to promote a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives.	EDU 331	0

	(2)(b)1.(iii)	<u>Ability to:</u>		
1.2	(2)(b)1.(iii)(I)	Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.	EDU 345	0
1.2	(2)(b)1.(iii)(II)	Facilitate children's development and skills in oral and written communication, inquiry, creative expression, reasoning, and interpersonal relationships.	EDU 331	0
3.1	(2)(b)1.(iii)(III)	Teach language arts and reading utilizing practices included in the current edition of the Alabama Reading Initiative publication <i>Essential Skills of Teachers of Reading</i> .	EDU 331	0
1.1	(2)(b)1.(iii)(IV)	Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.	EDU 330	0
1.2	(2)(b)1.(iii)(V)	Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.	EDU 331	0
1.3	(2)(b)1.(iii)(VI)	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.	EDU 331	0
1.3	(2)(b)1.(iii)(VII)	Create a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into human experience.	EDU 430	0
1.4	(2)(b)1.(iii)(VIII)	Set academic goals to raise the achievement of students from diverse populations.	EDU 330	0
	(2)(b)2.	Science. Candidates know, understand, and use fundamental concepts of physical, life, and Earth and space science. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. Prior to program completion, candidates shall demonstrate:		
	(2)(b)2.(i)	<u>Knowledge of:</u>		
3.1	(2)(b)2.(i)(I)	Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the <i>Alabama Course of Study: Science</i> .	EDU 337	0
3.1	(2)(b)2.(i)(II)	The inquiry processes scientists use in the development of new knowledge, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).	EDU 337	0
3.1	(2)(b)2.(i)(III)	The unifying concepts of physical, life, and Earth and space science, in accordance with the <i>Alabama Course of Study: Science</i> and the National Science Education Standards.	EDU 337	0

1.2	(2)(b)2.(i)(IV)	Concepts of science in personal and social perspectives.	EDU 337	0
1.2	(2)(b)2.(i)(V)	The history and nature of science.	EDU 337	0
1.2	(2)(b)2.(i)(VI)	Procedures for organizing and administering a science laboratory, including health and safety procedures through the use of appropriate scientific instruments and laboratory equipment.	EDU 337	0
	(2)(b)2.(ii)	<u>Ability to:</u>		
1.1	(2)(b)2.(ii)(I)	Teach science using the components of a comprehensive, research-based, effective science program, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).	EDU 337	0
1.1	(2)(b)2.(ii)(II)	Apply the fundamental concepts in teaching the subject matter of science and the inquiry processes scientists use in the discovery of new knowledge to build a base for scientific, technological, and environmental literacy, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).	EDU 337	0
1.3	(2)(b)2.(ii)(III)	Organize and conduct laboratory demonstrations, experiments, and field experiences, emphasizing safety at all times.	EDU 337	0
1.4	(2)(b)2.(ii)(IV)	Set academic goals to raise the achievement of students from diverse populations.	EDU 337	0
	(2)(b)2.(ii)(V)	Use technology, including:		
1.1	(2)(b)2.(ii)(V)I.	Operating technology systems.	EDU 337	0
1.1	(2)(b)2.(ii)(V)II.	Conducting research using digital tools.	EDU 337	0
1.1	(2)(b)2.(ii)(V)III.	Solving real-world problems with digital tools.	EDU 337	0
3.2	(2)(b)2.(ii)(V)IV.	Collaborating digitally with others.	EDU 337	0
1.1	(2)(b)2.(ii)(V)V.	Creating digital simulations.	EDU 337	0
	(2)(b)3.	Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage in problem solving, reasoning and proof, communication, connections, and representation. Prior to program completion, candidates shall demonstrate:		
	(2)(b)3.(i)	Meeting the Alabama Quality Teaching Standard 3, Literacy, in Rule 290-3-3-.03(3)3., including mathematics.		
	(2)(b)3.(ii)	<u>Knowledge of:</u>		

3.1	(2)(b)3.(ii)(I)	Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the <i>Alabama Course of Study: Mathematics</i> .	EDU 335	0
3.1	(2)(b)3.(ii)(II)	The major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability as stated in the <i>Alabama Course of Study: Mathematics</i> .	EDU 335	0
3.1	(2)(b)3.(ii)(III)	The components of comprehensive researched-based effective mathematics programs and initiatives, including the Alabama Math, Science and Technology Initiative (AMSTI).	EDU 335	0
1.1	(2)(b)3.(ii)(IV)	Techniques for using manipulative materials, technology, and student interaction as instruments for enhancing development and learning.	EDU 335	0
3.1	(2)(b)3.(ii)(V)	Developmentally appropriate strategies for teaching mathematics, including inquiry and application based instruction as advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).	EDU 335	0
3.1	(2)(b)3.(ii)(VI)	The U.S. Department of Education's <i>National Mathematics Advisory Panel's Final Report (2008)</i> from the U.S Department of Education and its benchmarks addressing the Critical Foundations of Algebra.	EDU 335	0
	(2)(b)3.(iii)	<u>Ability to:</u>		
1.1	(2)(b)3.(iii)(I)	Use manipulative materials, technology, and student interaction as instruments for enhancing development and learning.	EDU 335	0
1.6	(2)(b)3.(iii)(II)	Use the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation to foster student learning.	EDU 335	0
1.1	(2)(b)3.(iii)(III)	Apply developmentally appropriate strategies for teaching mathematics, including inquiry and application-based instruction, as advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).	EDU 335	0
1.1	(2)(b)3.(iii)(IV)	Apply the findings of the U.S. Department of Education's <i>National Mathematics Advisory Panel's Final Report (2008)</i> from the U.S. Department of Education and its benchmarks addressing the Critical Foundations of Algebra in instruction.	EDU 335	0
1.3	(2)(b)3.(iii)(V)	Create a material-rich and an experience-rich environment that develops and extends the learning of all students.	EDU 335	0
1.2	(2)(b)3.(iii)(VI)	Aid students in acquiring mathematical vocabulary and concepts in context.	EDU 335	0
1.4	(2)(b)3.(iii)(VII)	Set academic goals to raise the achievement of students from diverse populations.	EDU 335	0

	(2)(b)4.	Social studies. Candidates know and use the major concepts and modes of the social studies—the integrated study of history, geography, economics, political science, the humanities and other social studies to promote elementary students’ democratic abilities to make informed decisions as democratic citizens in a culturally diverse global society and interdependent world. Prior to program completion, candidates shall demonstrate:		
	(2)(b)4.(i)	<u>Knowledge of:</u>		
3.1	(2)(b)4.(i)(I)	Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the <i>Alabama Course of Study: Social Studies</i> .	EDU 336	0
2.2	(2)(b)4.(i)(II)	Democracy, democratic governmental institutions, values, and behaviors that will foster respect for the development of civic competence and civic participation.	EDU 336	0
2.2	(2)(b)4.(i)(III)	The major conceptual modes of inquiry from the social studies to promote elementary students’ abilities to make informed decisions as democratic citizens in a culturally diverse global society and interdependent world.	EDU 336	0
	(2)(b)4.(ii)	<u>Ability to:</u>		
1.2	(2)(b)4.(ii)(I)	Facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.	EDU 336	0
1.2	(2)(b)4.(ii)(II)	Teach the social studies with an emphasis on economics, geography, political science, and history.	EDU 336	0
1.2	(2)(b)4.(ii)(III)	Integrate and employ the social studies across the curriculum.	EDU 336	0
1.4	(2)(b)4.(ii)(IV)	Set academic goals and strategies to raise the achievement of students from diverse populations.	EDU 336	0
	(2)(b)5.	The arts. Candidates know and implement the core academic content and the performance indicators of the four art forms (dance, music, theatre and visual art) as the primary means of communication of ideas, inquiry-based learning, developing creativity and imagination, and engaging elementary students. Prior to program completion, candidates shall demonstrate:		
	(2)(b)5.(i)	<u>Knowledge of:</u>		
3.1	(2)(b)5.(i)(I)	Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the <i>Alabama Course of Study: Arts Education</i> .	EDU 301	0

1.1	(2)(b)5.(i)(II)	The academic content of the four arts disciplines.	EDU 301	0
1.1	(2)(b)5.(i)(III)	The performance indicators required in each of the four arts disciplines.	EDU 301	0
1.1	(2)(b)5.(i)(IV)	The appropriate use of technology in the various arts disciplines.	EDU 301	0
1.6	(2)(b)5.(i)(V)	The role of the arts in facilitating children's development and skills in communication and creative thinking.	EDU 301	0
1.2	(2)(b)5.(i)(VI)	The importance of fully integrating the arts across the curriculum.	EDU 301	0
1.3	(2)(b)5.(i)(VII)	Procedures to assure student safety in various arts classrooms.	EDU 301	0
	(2)(b)5.(ii)	<u>Ability to:</u>		
1.1	(2)(b)5.(ii)(I)	Use manipulative materials and discipline-specific resources to produce original art that encourages the development of imagination and creativity in elementary students.	EDU 301	0
1.1	(2)(b)5.(ii)(II)	Effectively use a variety of arts-specific technology to enhance development and learning in the arts.	EDU 301	0
1.2	(2)(b)5.(ii)(III)	Facilitate children's academic, social, and emotional development; skills in communication; development of creativity and imagination; inquiry based learning; and creative expression, reasoning, and interpersonal skills through the arts.	EDU 301	0
1.2	(2)(b)5.(ii)(IV)	Integrate comprehensive arts throughout the curriculum and incorporate arts standards in designing lessons and in teaching.	EDU 301	0
1.3	(2)(b)5.(ii)(V)	Design and provide safe instruction in the four arts disciplines for all students.	EDU 301	0
1.4	(2)(b)5.(ii)(VI)	Set academic goals to raise the achievement of students from diverse populations.	EDU 301	0
	(2)(b)6.	Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Prior to program completion, candidates shall demonstrate:		
	(2)(b)6.(i)	<u>Knowledge of:</u>		
3.1	(2)(b)6.(i)(I)	Academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the <i>Alabama Course of Study: Health Education</i> , including consumer and community health; environmental health; family health; personal health and safety; mental and emotional health; nutrition; and prevention and control of disease.	HS 365	0

2.2	(2)(b)6.(i)(II)	The current major concepts of health education, including but not limited to community health, consumer health, environmental health, family health, personal health, mental and emotional health, nutrition, injury prevention and safety, prevention and control of disease, and substance use and abuse.	HS 365	0
	(2)(b)6.(ii)	<u>Ability to:</u>		
1.1	(2)(b)6.(ii)(I)	Analyze factors affecting implementation of health education and Coordinated School Health Programs (CSHP).	HS 365	0
1.2	(2)(b)6.(ii)(II)	Develop a plan for coordinating health education with other components of a CSHP (health and safety; health education; physical education; nutrition services; health services; counseling, psychological, and social services; health promotion for staff; family and community involvement).	HS 365	0
3.4	(2)(b)6.(ii)(III)	Obtain health related data about social and cultural environments, growth and development factors, needs, and interest of students.	HS 365	0
1.4	(2)(b)6.(ii)(IV)	Set academic goals to raise the achievement of students from diverse populations.	HS 365	0
	(2)(b)7.	Physical education. Candidates know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. Prior to program completion, candidates shall demonstrate:		
	(2)(b)7.(i)	<u>Knowledge of:</u>		
3.1	(2)(b)7.(i)(I)	Developmentally appropriate curriculum and content in the <i>Alabama Course of Study: Physical Education</i> , disciplinary concepts, and tools of inquiry related to the development of physically educated students.	HS 365	0
1.3	(2)(b)7.(i)(II)	Strategies for grouping to maximize participation.	HS 365	0
1.3	(2)(b)7.(i)(III)	How to adapt instruction for students who differ in physical, emotional, and mental learning.	HS 365	0
1.5	(2)(b)7.(i)(IV)	The use of formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners through physical activity.	HS 365	0
1.3	(2)(b)7.(i)(V)	Safety and liability issues in physical education, including examples of activities previously but no longer deemed appropriate, and the importance of routines, rules, and supervision.	HS 365	0

1.4	(2)(b)7.(ii)	<u>Ability</u> to set academic goals to raise the achievement of students from diverse populations.	HS 365	0
	(2)(c)	Instruction.		0.00
	(2)(c)1.	Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. Prior to program completion, candidates shall demonstrate:		
	(2)(c)1.(i)	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2).		
1.2	(2)(c)1.(i)(ii)	<u>Knowledge</u> of the connections among concepts, procedures, and applications from content areas, including interdisciplinary instruction.	EDU 336	0
	(2)(c)1.(i)(iii)	<u>Ability</u> to:		
1.1	(2)(c)1.(i)(iii)(I)	Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, community, flexible grouping patterns, strategies for facilitating cooperative and independent learning, study skills, and decision-making skills.	EDU 430	0
1.6	(2)(c)1.(i)(iii)(II)	Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.	EDU 303	0
1.6	(2)(c)1.(i)(iii)(III)	Encourage K-6 students to apply their knowledge, skills, tools, and ideas to real-world issues.	EDU 303	0
	(2)(c)2.	Adaptation to students from diverse populations. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations. Prior to program completion, candidates shall demonstrate:		
	(2)(c)2.(i)	Meeting the Alabama Quality Teaching Standard 4, Diversity, in Rule 290-3-3-.03(4).		
	(2)(c)2.(ii)	<u>Knowledge</u> of:		
1.4	(2)(c)2.(ii)(I)	How elementary students differ in their development.	EPY 351	0
1.4	(2)(c)2.(ii)(II)	How elementary students differ in their approaches to learning.	EPY 351	0
1.3	(2)(c)2.(iii)	<u>Ability</u> to create instructional opportunities that are adapted to developmental levels of elementary children.	EDU 495	0

	(2)(c)3.	Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Prior to program completion, candidates shall demonstrate:		
	(2)(c)3.(i)	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.		
1.6	(2)(c)3.(ii)	<u>Knowledge of</u> a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem solving.	EDU 335	0
1.2	(2)(c)3.(iii)	<u>Ability to</u> use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	EDU 335	0
	(2)(c)4.	Active engagement in learning. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. Prior to program completion, candidates shall demonstrate:		
	(2)(c)4.(i)	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.		
1.1	(2)(c)4.(ii)	<u>Knowledge of</u> techniques for using manipulative materials, technology, and student interaction as instruments for enhancing development and learning.	EDU 335	0
	(2)(c)4.(iii)	<u>Ability to:</u>		
1.1	(2)(c)4.(iii)(I)	Use manipulative materials, technology, and student interaction as instruments for enhancing development and learning.	EDU 335	0
1.3	(2)(c)4.(iii)(II)	Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.	EDU 302	0
	(2)(c)5.	Communication to foster collaboration. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Prior to program completion, candidates shall demonstrate:		
	(2)(c)5.(i)	Meeting the Alabama Quality Teaching Standard 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications.		
1.2	(2)(c)5.(ii)	<u>Knowledge of</u> effective verbal and nonverbal techniques.	EDU 362	0

1.3	(2)(c)5.(iii)	<u>Ability to use verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction of elementary students.</u>	EDU 430	0
	(2)(d)	<u>Assessment for instruction.</u> Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. Prior to program completion, candidates shall demonstrate:		0.00
	(2)(d)1.	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.		
1.5	(2)(d)2.	<u>Ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical growth of each student.</u>	EDU 345	0
	(2)(e)	<u>Professionalism.</u>		
	(2)(e)1.	Professional, growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally. Prior to program completion, candidates shall demonstrate knowledge and abilities in Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including continuous, lifelong professional learning.		
	(2)(e)2.	Collaboration with families, colleagues, and community. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. Prior to program completion, candidates shall demonstrate knowledge and abilities in the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.02(5), including collaboration.		