

Conceptual Framework References	Alabama Standard/Rule	Institution: University of South Alabama	Assessment	
			When/Where to be Assessed	Score
	290-3-3-.34	290-3-3-.34 General Rules for All Special Education Teaching Fields		
		Comments in red indicate a standard is not met.		
The EDU 363, 373, and 400 syllabi use rule numbers and wording from the old standards for this teaching field.				
	(1)	Rationale. Rules 290-3-3-.34 through 290-3-3-.41 are designed to ensure quality teacher education programs that lead to improved outcomes for students with exceptionalities, and have been aligned with the teacher preparation standards of the Council for Exceptional Children (CEC). The standards build upon the Alabama Quality Teaching Standards.		
	(2)	Program Curriculum.		
	(2)(a)	Foundations. 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 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic disciplines.		
	(2)(a)1.(ii)	AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity and special needs.		
	(2)(a)1.(iii)	AQTS 5, Professionalism, in Rule 290-3-3-.03(5), including continuous lifelong professional learning, and local, state, and federal laws and policies.		
290-3-3-.34	(2)(a)2.	<u>Knowledge of:</u>		
1.2	(2)(a)2.(i)	Current federal and state laws and regulations governing and/or impacting on programs for students with exceptionalities. Met although the wrong rule number is in the syllabus.	EDU 400	0
1.3	(2)(a)2.(ii)	Resource agencies that provide personnel and services for improving and strengthening educational programs for students with exceptionalities. Met although the wrong rule number is in the syllabus.	EDU 400	0
1.4	(2)(a)2.(iii)	Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services. Met although the wrong rule number is in the syllabus.	EDU 400	0
1.2	(2)(a)2.(iv)	Skills and services which students need as they make the transition from school to school, and school to the community, including community living, the world of work, and continuing education. Met although the wrong rule number is in the syllabus.	EDU 400	0

290-3-3-.34	(2)(a)3.	<u>Ability to:</u>		
1.4	(2)(a)3.(i)	Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.	EDU 496	0
1.2	(2)(a)3.(ii)	Plan and facilitate transition programs within and outside the school setting.	EDU 496	0
	(2)(b)	Development and characteristics of learners. Prior to program completion, candidates shall demonstrate:		0.00
	(2)(b)1.	Meeting the Alabama Quality Teaching Standard 4, Diversity, in Rule 290-3-3-.03(4).		
290-3-3-.34	(2)(b)2.	<u>Knowledge of:</u>		
1.2	(2)(b)2.(i)	Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning. <i>Met although the wrong rule number is in the syllabus.</i>	EDU 373	0
1.3	(2)(b)2.(ii)	Needs of and management techniques for, students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.	EDU 354	0
1.2	(2)(b)2.(iii)	Medications, administration of medications and school healthcare protocols that have been determined educationally relevant.	EDU 354	0
290-3-3-.34	(2)(c)	Individual learning differences. Prior to program completion, candidates shall demonstrate:		0.00
290-3-3-.34	(2)(c)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
290-3-3-.34	(2)(c)1.(i)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including learning environment and instructional strategies.		
290-3-3-.34	(2)(c)1.(ii)	AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity; language diversity; special needs; and learning styles.		
1.3	(2)(c)2.	<u>Knowledge of</u> student learning styles and instructional strategies, including collaborative, co-teaching and direct instruction. <i>Met although the wrong rule number is in the syllabus.</i>	EDU 363	0
290-3-3-.34	(2)(d)	Instructional strategies. Prior to program completion, candidates shall demonstrate:		0.00
290-3-3-.34	(2)(d)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
290-3-3-.34	(2)(d)1.(i)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2) including instructional strategies, oral and written communication, and mathematics.		
290-3-3-.34	(2)(d)1.(ii)	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including reading.		
290-3-3-.34	(2)(d)2.	<u>Ability to:</u>		

1.1	(2)(d)2.(i)	Implement or collaborate with other teachers in implementing the student's standards-based individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment (including assistive technology devices), technological advances, and support personnel.	EDU 496	0
1.5	(2)(d)2.(ii)	Continuously analyze the effectiveness of the standards-based individualized education program and make appropriate modifications.	EDU 496	0
1.2	(2)(d)2.(iii)	Utilize effective teaching strategies designed to promote learning and improve student achievement.	EDU 496	0
1.3	(2)(d)2.(iv)	Modify methods, materials, and equipment to meet student needs.	EDU 496	0
290-3-3-.34	(2)(e)	Learning environments and social interactions. Prior to program completion, candidates shall demonstrate:		0.00
290-3-3-.34	(2)(e)1.	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including learning environment.		
1.1	(2)(e)2.	<u>Knowledge</u> of research-based discipline interventions, which include school-wide, classroom, and individual proactive positive behavior supports.	EDU 372	0
1.1	(2)(e)3.	<u>Ability to</u> implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports.	EDU 496	0
290-3-3-.34	(2)(f)	Language and communication. Prior to program completion, candidates shall demonstrate meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
290-3-3-.34	(2)(f)1.	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications.		
290-3-3-.34	(2)(f)2.	AQTS 4, Diversity, in Rule 290-3-3-.03(4), including language diversity.		
290-3-3-.34	(2)(g)	Instructional planning. Prior to program completion, candidates shall demonstrate:		0.00
290-3-3-.34	(2)(g)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
290-3-3-.34	(2)(g)1.(i)	AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline(s) and curriculum.		
290-3-3-.34	(2)(g)1.(ii)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.		
290-3-3-.34	(2)(g)1.(iii)	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including technology.		
290-3-3-.34	(2)(g)2.	<u>Knowledge of:</u>		
1.2	(2)(g)2.(i)	The five core components of a research-based reading program: phonological awareness, alphabetic principles or phonics, fluency, vocabulary, and comprehension. <i>Met although the wrong rule number is in the syllabus.</i>	EDU 373	0
1.3	(2)(g)2.(ii)	Standards-based Individualized Education Program (IEP) format, development, and implementation. <i>The standard was not listed in either the objectives or the content of the course.</i>	EDU 363	0

1.1	(2)(g)2.(iii)	Assistive technology, including assessment for and use of assistive technology devices. The standard was not listed in either the objectives or the content of the course.	EDU 354	0
290-3-3-.34	(2)(g)3.	<u>Ability to:</u>		
1.1	(2)(g)3.(i)	Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping.	EDU 496	0
1.1	(2)(g)3.(ii)	Utilize a range of technologies that enhance instruction, support learning, and organize information.	EDU 496	0
290-3-3-.34	(2)(h)	Assessment. Prior to program completion, candidates shall demonstrate:		0.00
290-3-3-.34	(2)(h)1.	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.		
1.5	(2)(h)2.	Knowledge of student assessment instruments and techniques, including functional and vocational knowledge and skills. The standard was not listed in either the objectives or the content of the course.	EDU 363	0
290-3-3-.34	(2)(h)3.	<u>Ability to:</u>		
1.5	(2)(h)3.(i)	Develop, select, administer, and interpret formal and informal assessments. The standard was not listed in either the objectives or the content of the course.	EDU 363	0
3.4	(2)(h)3.(ii)	Translate assessment information into goals and benchmarks.	EDU 496	0
290-3-3-.34	(2)(i)	Professional and ethical practice. Prior to program completion, candidates shall demonstrate meeting Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including continuous, lifelong professional learning and ethics.		
290-3-3-.34	(2)(j)	Collaboration. Prior to program completion, candidates shall demonstrate:		0.00
290-3-3-.34	(2)(j)1.	Meeting the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration.		
290-3-3-.34	(2)(j)2.	<u>Knowledge of:</u>		
2.2	(2)(j)2.(i)	Roles of professionals, students and families as members of a collaborative team. The standard was not listed in either the objectives or the content of the course.	EDU 400	0
1.6	(2)(j)2.(ii)	Strategies for promoting coordination and collaboration between special education services and general education. The standard was not listed in either the objectives or the content of the course.	EDU 400	0
290-3-3-.34	(2)(j)3.	<u>Ability to:</u>		
3.2	(2)(j)3.(i)	Work collaboratively with members of the instructional team and professionals from related fields.	EDU 496	0
3.4	(2)(j)3.(ii)	Effectively communicate the goals of the instructional program to the student, the student's primary caregivers, and appropriate professionals.	EDU 496	0

Conceptual Framework References	Alabama Standard/Rule	Institution: 290-3-3-.36 Collaborative Special Education (Grades 6-12)	Assessment	
			When/Where to be Assessed	Score
	(1)	Program Curriculum.		
	(1)(a)	Individual learning differences. Prior to program completion, candidates shall demonstrate <u>knowledge of</u> physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development.		0.00
290-3-3-.36	(1)(b)	Instructional strategies. Prior to program completion, candidates shall demonstrate:		0.00
1.1	(1)(b)1.	Knowledge of validated, research-based approaches to core content area instruction. The standard was not listed in either the objectives or the content of the course	EDU 363	0
1.2	(1)(b)2.	Ability to utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program.	EDU 496	0
290-3-3-.36	(1)(c)	Instructional planning. Prior to program completion, candidates shall demonstrate:		0.00
290-3-3-.36	(1)(c)1.	<u>Knowledge of:</u>		
1.3	(1)(c)1.(i)	Methods for determining appropriate curricular materials for individual students. The standard was not listed in either the objectives or the content of the course	EDU 363	0
1.5	(1)(c)1.(ii)	Modifications of teaching and assessment methods, materials, techniques, and learning environments in the school and community. Met although the wrong rule number is in the syllabus.	EDU 363	0
3.1	(1)(c)1.(iii)	Content for Grades 6-12 in the <i>Alabama Courses of Study</i> for English language arts, mathematics, science, social studies, and career and technical education. Met although the wrong rule number is in the syllabus.	EDU 363	0
1.2	(1)(c)1.(iv)	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. Met although the wrong rule number is in the syllabus.	EDU 373	0
1.1	(1)(c)1.(v)	Various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills.	EDU 354	0
290-3-3-.36	(1)(c)2.	<u>Ability to:</u>		
3.1	(1)(c)2.(i)	Plan and implement an instructional program in the areas of academics and transition.	EDU 496	0
1.2	(1)(c)2.(ii)	Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals.	EDU 496	0
1.3	(1)(c)2.(iii)	Implement appropriate behavioral interventions based on a functional behavioral analysis.	EDU 496	0
1.1	(1)(c)2.(iv)	Implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students.	EDU 496	0

1.2	(1)(c)2.(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 496	0
290-3-3-.36	(1)(d)	Assessment. Prior to program completion, candidates shall demonstrate <u>ability to assess students' needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan a standards-based IEP.</u>		0.00
290-3-3-.36	(1)(e)	Collaboration. Prior to program completion, candidates shall demonstrate:		0.00
3.2	(1)(e)1.	<u>Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).</u> Met although the wrong rule number is in the syllabus.	EDU 400	0
290-3-3-.36	(1)(e)2.	<u>Ability to:</u>		
3.2	(1)(e)2.(i)	Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members.	EDU 496	0
3.2	(1)(e)2.(ii)	Assist in the implementation of school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.	EDU 496	0
3.2	(1)(e)2.(iii)	Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments.	EDU 496	0
1.3	(1)(e)2.(iv)	Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.	EDU 496	0