

Conceptual Framework References	Alabama Standard/Rule 290-3-3-.34	Institution:		Assessment			
				When/Where to be Assessed	Score		
		290-3-3-.34 General Rules for All Special Education Teaching Fields					
	(1)	<b>Rationale.</b> 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)	<b>Program Curriculum.</b>					
	(2)(a)	<b>Foundations.</b> Prior to program completion, candidates shall demonstrate:				<b>0.00</b>	
	(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.					
	(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.		EDU 313	0		
1.3	(2)(a)2.(ii)	Resource agencies that provide personnel and services for improving and strengthening educational programs for students with exceptionalities.		EDU 313	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.		EDU 313	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.		EDU 313	0		

	<b>(2)(a)3.</b>	<u>Ability to:</u>		
1.4	<b>(2)(a)3.(i)</b>	Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.	EDU 495	0
1.2	<b>(2)(a)3.(ii)</b>	Plan and facilitate transition programs within and outside the school setting.	EDU 312	0
	<b>(2)(b)</b>	<b><u>Development and characteristics of learners.</u></b> Prior to program completion, candidates shall demonstrate:		<b>0.00</b>
	<b>(2)(b)1.</b>	Meeting the Alabama Quality Teaching Standard 4, Diversity, in Rule 290-3-3-.03(4).		
	<b>(2)(b)2.</b>	<u>Knowledge of:</u>		
1.2	<b>(2)(b)2.(i)</b>	Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning.	EPY 351	0
1.3	<b>(2)(b)2.(ii)</b>	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 312	0
1.2	<b>(2)(b)2.(iii)</b>	Medications, administration of medications and school healthcare protocols that have been determined educationally relevant.	EDU 312	0
	<b>(2)(c)</b>	<b><u>Individual learning differences.</u></b> Prior to program completion, candidates shall demonstrate:		<b>0.00</b>
	<b>(2)(c)1.</b>	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
	<b>(2)(c)1.(i)</b>	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including learning environment and instructional strategies.		
	<b>(2)(c)1.(ii)</b>	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	<b>(2)(c)2.</b>	<u>Knowledge of</u> student learning styles and instructional strategies, including collaborative, co-teaching and direct instruction.	EDU 311	0
	<b>(2)(d)</b>	<b><u>Instructional strategies.</u></b> Prior to program completion, candidates shall demonstrate:		<b>0.00</b>
	<b>(2)(d)1.</b>	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		

	(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.		
	(2)(d)1.(ii)	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including reading.		
	(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 495	0
1.5	(2)(d)2.(ii)	Continuously analyze the effectiveness of the standards-based individualized education program and make appropriate modifications.	EDU 345	0
1.2	(2)(d)2.(iii)	Utilize effective teaching strategies designed to promote learning and improve student achievement.	EDU 303	0
1.1	(2)(d)2.(iv)	Modify methods, materials, and equipment to meet student needs.	EDU 311	0
	(2)(e)	<b><u>Learning environments and social interactions.</u></b> Prior to program completion, candidates shall demonstrate:		<b>0.00</b>
	(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 of</u> research-based discipline interventions, which include school-wide, classroom, and individual proactive positive behavior supports.	EDU 362	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 495	0
	(2)(f)	<b><u>Language and communication.</u></b> Prior to program completion, candidates shall demonstrate meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
	(2)(f)1.	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications.		
	(2)(f)2.	AQTS 4, Diversity, in Rule 290-3-3-.03(4), including language diversity.		
	(2)(g)	<b><u>Instructional planning.</u></b> Prior to program completion, candidates shall demonstrate:		<b>0.00</b>

	<b>(2)(g)1.</b>	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
	<b>(2)(g)1.(i)</b>	AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline(s) and curriculum.		
	<b>(2)(g)1.(ii)</b>	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.		
	<b>(2)(g)1.(iii)</b>	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including technology.		
	<b>(2)(g)2.</b>	<u>Knowledge of:</u>		
1.2	<b>(2)(g)2.(i)</b>	The five core components of a research-based reading program: phonological awareness, alphabetic principles or phonics, fluency, vocabulary, and comprehension.	EDU 330	0
1.3	<b>(2)(g)2.(ii)</b>	Standards-based Individualized Education Program (IEP) format, development, and implementation.	EDU 313	0
1.1	<b>(2)(g)2.(iii)</b>	Assistive technology, including assessment for and use of assistive technology devices.	EDM 310	0
	<b>(2)(g)3.</b>	<u>Ability to:</u>		
	<b>(2)(g)3.(i)</b>	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 345	0
	<b>(2)(g)3.(ii)</b>	Utilize a range of technologies that enhance instruction, support learning, and organize information.	EDU 303	0
	<b>(2)(h)</b>	<b><u>Assessment.</u></b> Prior to program completion, candidates shall demonstrate:		<b>0.00</b>
	<b>(2)(h)1.</b>	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.		
1.5	<b>(2)(h)2.</b>	<u>Knowledge of</u> student assessment instruments and techniques, including functional and vocational knowledge and skills.	EPY 355	0
	<b>(2)(h)3.</b>	<u>Ability to:</u>		
1.5	<b>(2)(h)3.(i)</b>	Develop, select, administer, and interpret formal and informal assessments.	EDU 311	0
3.4	<b>(2)(h)3.(ii)</b>	Translate assessment information into goals and benchmarks.	EDU 312	0

	(2)(i)	<b>Professional and ethical practice.</b> 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.		
	(2)(j)	<b>Collaboration.</b> Prior to program completion, candidates shall demonstrate:	<b>0.00</b>	
	(2)(j)1.	Meeting the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration.		
	(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.	EDU 313	0
1.6	(2)(j)2.(ii)	Strategies for promoting coordination and collaboration between special education services and general education.	EDU 313	0
	(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 495	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 495	0

Conceptual Framework References	Alabama Standard/Rule 290-3-3-.37	Institution:  290-3-3-.37 Early Childhood Special Education (Grades P-3)	Assessment	
			When/Where to be Assessed	Score
	(2)	<b>Program Curriculum.</b>		
	(2)(a)	<b>Foundations.</b> Prior to program completion, candidates shall demonstrate <u>knowledge of</u> :		0.00
1.4	(2)(a)1.	Cultural and socioeconomic influences on young children with disabilities.	EDU 433	0
2.2	(2)(a)2.	The impact of the young child with special needs on the family and aspects of family-focused intervention.	EDU 433	0
	(2)(b)	<b>Development and characteristics of learners.</b> Prior to program completion, candidates shall demonstrate <u>knowledge of</u> :		0.00
1.2	(2)(b)1.	The kinds and nature of exceptionalities and special needs of children from birth through age eight.	EDU 432	0
1.2	(2)(b)2.	Human growth and development and developmental psychology stressing developmental and environmental influences affecting typically developing infants, toddlers, and young children, as well as those with disabilities and developmental delays.	EDU 432	0
	(2)(c)	<b>Instructional strategies.</b> Prior to program completion, candidates shall demonstrate:		0.00
1.5	(2)(c)1.	<u>Knowledge of</u> procedures for adapting strategies and resources to the needs of children with disabilities from birth through age eight.	EDU 432	0
3.1	(2)(c)2.	<u>Ability to</u> adapt research-based strategies and resources to the needs of children with varying exceptionalities from birth through age eight.	EDU 497	0
	(2)(d)	<b>Instructional planning.</b> Prior to program completion, candidates shall demonstrate:		0.00
	(2)(d)1.	<u>Knowledge of</u> :		
3.1	(2)(d)1.(i)	Curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive behavior, and social-emotional development.	EDU 432	0

1.5	(2)(d)1.(ii)	Assistive technology appropriate for children with disabilities from birth through age eight.	EDU 433	0
	(2)(d)2.	<u>Ability to:</u>		0
1.3	(2)(d)2.(i)	Provide developmentally appropriate early childhood programs for infants, toddlers, and young children with disabilities.	EDU 497	0
1.5	(2)(d)2.(ii)	Plan, implement, and evaluate family-centered programs designed to meet the needs of children with disabilities from birth through age eight.	EDU 497	0
	(2)(e)	<b><u>Assessment.</u></b> Prior to program completion, candidates shall demonstrate:		<b>0.00</b>
1.5	(2)(e)1.	<u>Knowledge of</u> family-centered assessment using formal and informal techniques and instruments appropriate for children with disabilities from birth through age eight.	EDU 433	0
1.5	(2)(e)2.	<u>Ability to</u> use family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight.	EDU 497	0
	(2)(f)	<b><u>Collaboration.</u></b> Prior to program completion, candidates shall demonstrate <u>ability to:</u>		<b>0.00</b>
2.2	(2)(f)1.	Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with disabilities.	EDU 497	0
2.3	(2)(f)2.	Work collaboratively with members of an interdisciplinary team, including the family, in assessment and intervention efforts.	EDU 497	0