

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, DECEMBER 8, 2022, 11 A.M. OR IMMEDIATELY FOLLOWING
THE ALABAMA STATE BOARD OF EDUCATION MEETING
PLAZA 103 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101**

AGENDA

1. Superintendent Updates
 - a. Higher Education Report Cards
2. Board Questions
3. Resolution to Approve Recommendations of the State Textbook Committee for Adoption of Textbooks for Career and Technical Education Clusters: Architecture and Construction, Information Technology, and Transportation, Distribution, and Logistics
4. Resolution for Adoption-Guidelines for Exemplary Alabama School Libraries
5. Resolution in Recognition of January 2023 as “Gifted Education Month” in Alabama Schools
6. Announce Intent to Adopt a New *Alabama Administrative Code* Rule 290-3-3-.60, Pertaining to Alternative Teacher Preparation Organizations
7. Announce Intent to Adopt New 290-3-1-.04, Pertaining to First Grade Readiness
8. Resolution to Authorize Review of an Educator Preparation Program, Troy University
9. Resolution in Recognition of Mrs. Sadi Bess Shannon, Austin Middle School, Decatur City School System, as a 2022 Science Presidential Award Finalist, State School Board District Seven
10. Resolution in Recognition of Mrs. Nicole Danielle Bolton, Barton Academy for Advanced World Studies, Mobile County School System, as a 2022 Science Presidential Award Finalist, State School Board District Five
11. Resolution in Recognition of Mrs. April Smith, Cahaba Elementary School, Trussville City School System, as a 2022 Science Presidential Award Finalist, State School Board District Seven
12. Resolution in Recognition of Mrs. Kimberly Denise Gulledge, Riverton Elementary School, Madison County School System, as a 2022 Mathematics Presidential Award Finalist, State School Board District Eight
13. Resolution in Recognition of Mr. Cory Wilks, Bankhead Middle School, Walker County School System, as a 2022 Mathematics Presidential Award Finalist, State School Board District Seven
14. Resolution in Recognition of Mrs. Amy Garcia De La Torre, Oak Mountain Intermediate School, Shelby County School System, as a 2022 Mathematics Presidential Award Finalist, State School Board District Three

The Alabama State Board of Education meeting and work session will be available for LIVE viewing at <https://www.youtube.com/user/aldeptofed/live>.
After the meeting, the archived video is available at <https://www.alabamaachieves.org/state-board-of-education/meeting-videos/>.
If you have comments or questions, please call Communications at 334-694-4686 or send email at comm@alsde.edu.

HIGHER EDUCATION REPORT CARDS

BOARD QUESTIONS

**RESOLUTION TO APPROVE
RECOMMENDATIONS OF THE STATE TEXTBOOK COMMITTEE
FOR ADOPTION OF TEXTBOOKS FOR CAREER AND TECHNICAL
EDUCATION CLUSTERS: ARCHITECTURE AND CONSTRUCTION,
INFORMATION TECHNOLOGY, AND TRANSPORTATION,
DISTRIBUTION, AND LOGISTICS**

WHEREAS, the Alabama State Textbook Law provides for the adoption of textbooks by the Alabama State Board of Education, the same to be adopted from recommendations made by the State Textbook Committee; and

WHEREAS, the State Textbook Committee has made its recommendations in keeping with said law; and

WHEREAS, the State Textbook Committee has worked long and hard hours in making such recommendations; and

WHEREAS, in accordance with said law, the Alabama State Board of Education received the recommendations at its December 8, 2022, meeting and 30 days prior notice of the date of consideration by the Alabama State Board of Education was given to news media:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education extends thanks to the State Textbook Committee and to all those who have worked to prepare the attached recommendations; and

BE IT FURTHER RESOLVED, That the attached recommendations for the adoption of textbooks for Career and Technical Education are approved.

Done this 12th day of January 2023



Alabama State Textbook Adoption Process

for

Career and Technical Education

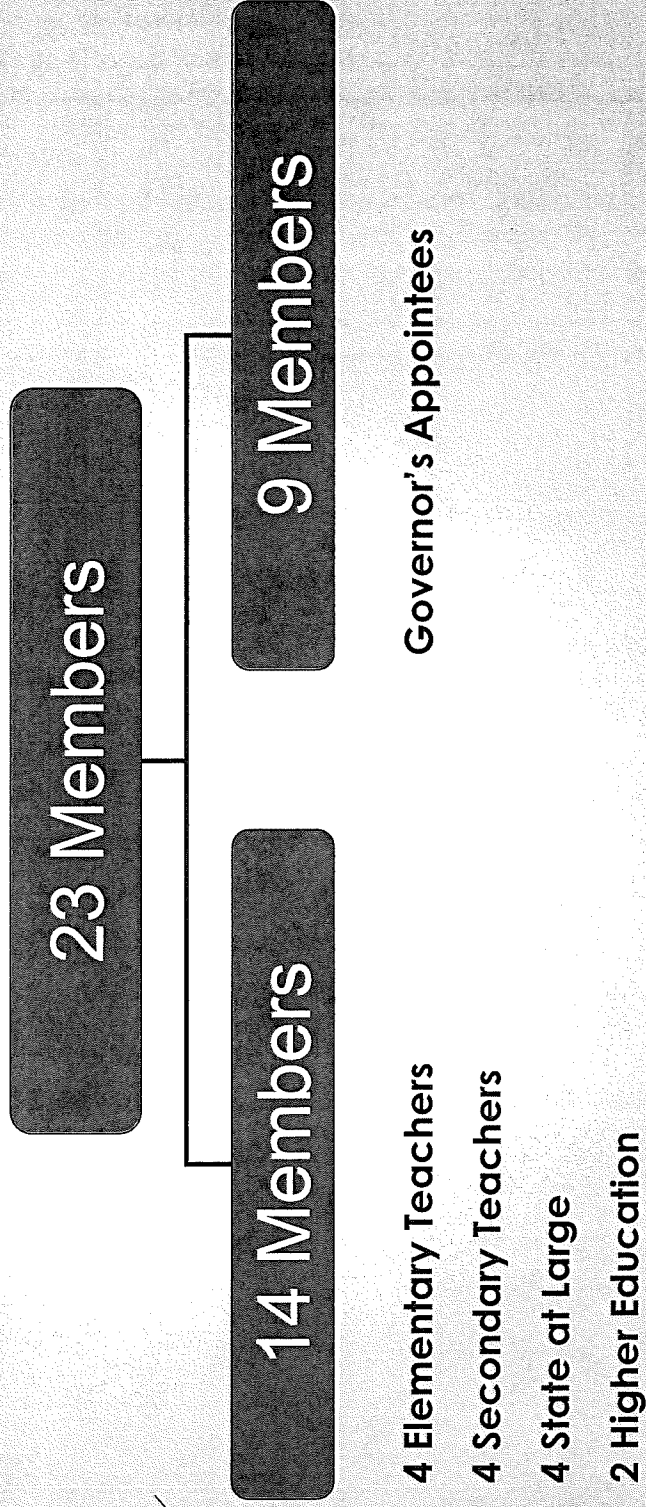
(Architecture and Construction, Information Technology, Transportation, Distribution, and Logistics)

Robert (Tripp) Marshall, Career and Technical Education Chairperson

Carolyn Jones, Alabama State Textbook Administrator

State Textbook Committee Composition

§ 16-36-60 (b)



State Textbook Committee Members Career and Technical Education

▪ Andrew Large	Secondary	Mobile County	District I
▪ Seth Stehouwer	Elementary	Chambers County	District II
▪ Spencer Stone	Secondary	Alabaster City	District III
▪ Nyssa Haley	Elementary	Pickens County	District IV
▪ Scott Graham	Secondary	Montgomery County	District V
▪ Michelle Funderburg	Secondary	Gadsden City	District VI
▪ April Terrell	Elementary	Marion County	District VII
▪ Robert Slack III	Elementary	Huntsville City	District VIII
▪ Linda Thomas	Teacher	Chambers County	State-at-large
▪ Amy Dyer	Administrator	Dekalb County	State-at-large
▪ James Morse	Administrator	Huntsville City	State-at-large
▪ Shawn McDaniel	Administrator	Pickens County	State-at-large
▪ Lee Anne Pessoney	Lecturer	University AL Huntsville	Post Secondary
▪ Vacant	Professor	University	Post Secondary

Additional State Textbook Committee Members for Career and Technical Education

▪ Thomas Archer	Secondary	Huntsville City	District VIII
▪ Steven Icenogle	Secondary	Enterprise City	District II
▪ Robert Marshall	Secondary	Tuscaloosa County	District IV
▪ Monroe McCullough	Secondary	Houston County	District II
▪ Pamela Paquette	Secondary	Madison City	District VIII
▪ Richard Richardson	Secondary	Montgomery Co.	District V
▪ Joshua Richter	Secondary	Enterprise City	District II
▪ Kevin Burnside	Workforce	Huntsville City	District VIII


State Textbook Committee Members Career and Technical Education Governor's Appointees

▪ Harolyn Benjamin	District I
▪ Shane Cobb	District II
▪ Sherry DeLoach	District VII
▪ Nancy Dickson	District VI
▪ Eric Fulmer	District VIII
▪ Lance Hunter	District III
▪ Cathy Madison	District V
▪ Paul Morin	District IV
▪ Brian Naugher	At-Large Local School Board Member

-

Publishing Companies Completing the Bid Process for Career and Technical Education Textbooks and Supplemental Resources

- Cengage Learning, Inc.
- CompuScholar
- eDynamic Learning
- Goodheart-Wilcox Company



Official Bid Categories for Publishers Defined

For Career and Technical Education (CTE), a **comprehensive textbook/program** is defined as one that meets the standards outlined in the 2022 Alabama Courses of Study for Architecture and Construction, Information Technology, and Transportation, Distribution, & Logistics.

For CTE, a **supplemental textbook/program** is used to support and extend the critical elements of a comprehensive textbook/program. A supplementary textbook/program is not sufficient to be used as the primary resource for a particular grade or course.

Career and Technical Education Overall Textbooks/ Supplemental Materials Rating Score

Tier I, Exemplifies Quality	90% - 100%	Recommended for Board Approval
Tier II, Approaching Quality	80% - 89%	Recommended for Board Approval
Tier III, Not Representing Quality	79% and Below	Recommended for Board Rejection

Guidelines for Review



Review and document all evidence before deciding on ratings.



Consider quantity as well as quality of evidence for each indicator.



Consider evidence of high quality as well as evidence of low quality.



Do not feel compelled to weight each indicator and criterion equally.



Do not consider provided examples to be exhaustive or restrictive.



If evidence is lacking for an indicator, flag it for further data collection.

Sources of Evidence

- The product itself: unit and lesson plans, teacher guides, student resources, associated software, and other components.
- Other credible and comprehensive reviews of materials, such as those by EdReports and the Louisiana Department of Education.
- Perceptual data, such as survey responses and focus group findings, from educators with experience using the product in schools.
- Information—such as product specifications and videos of teachers using the product—provided by its developers or publishers.
- Research findings that demonstrate that the materials have a positive impact on student learning.

Definitions of Ratings

4--Exceeds Expectations:

All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations:

Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations:

Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations:

Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence:

More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Review Form Cover Sheet for CTE

Alabama State Department of Education
High-Quality Instructional Materials Review Form
Career and Technical Education

Title:

Publisher:

Grade-Level(s)/Course:

Copyright:

Overall Rating (Choose one):

- Tier I, Exemplifies Quality 90% - 100%
- Tier II, Approaching Quality 80% - 89%
- Tier III, Not representing Quality 79% and below

Reviewed by: _____

Date: _____

Textbook Committee Members

Review Criteria

Guidelines for Review

- Review and document all evidence before deciding on ratings.
- Consider quantity as well as quality of evidence for each indicator.
- Consider evidence of high quality as well as evidence of low quality.
- Do not feel compelled to weight each indicator and criterion equally.
- Do not consider provided examples to be exhaustive or restrictive.
- If evidence is lacking for an indicator, flag it for further data collection.

Sources of Evidence

- The product itself: unit and lesson plans, teacher guides, student-facing resources, associated software, and other components
- Other credible and comprehensive reviews of materials, such as those by EdReports and the Louisiana Department of Education
- Perceptual data, such as survey responses and focus group findings, from educators with experience using the product in schools
- Information—such as product specifications and videos of teachers using the product—provided by its developers or publishers
- Research findings that demonstrate that the materials have a positive impact on student learning

Definitions of Ratings

4--Exceeds Expectations:

All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations:

Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations:

Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

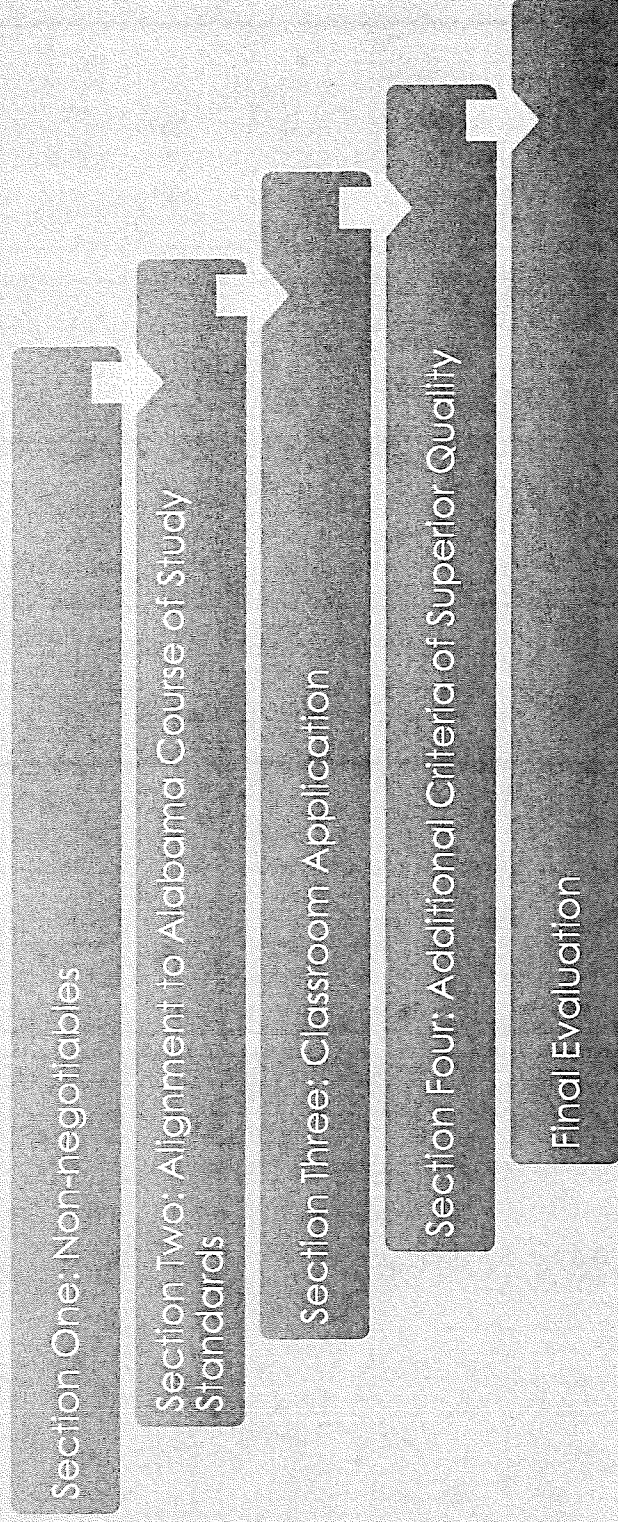
1--Does Not Meet Expectations:

Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence:

More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Components of the Textbook Review Form



Career and Technical Education Review Form Components

SECTION 1:

NON-NEGOTIABLES

Publishers must comply with all indicators below for participation in the review process.

YES	NO	Instructional Material(s) are aligned to <i>Alabama Course of Study</i> :
YES	NO	Instructional Material(s) are available for review online or in a digital format, when applicable.
YES	NO	Username(s) and password(s) are created and active for online access by reviewers and public throughout the entire state and local review process.

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____	Number of Standards	_____	Number of Standards Met	_____	Percentage of Standards Met
-------	---------------------	-------	-------------------------	-------	-----------------------------

Note: The scoring rubric for specific subject area Courses of Study Standards will be an addendum for scoring purposes. Reviewers will use the results from the rubric to complete the information above. The percentage of standards met will be determined by dividing the number of standards met by the number of standards for the subject area.

Career and Technical Education Review Form Components (Continued)

SECTION 3: CLASSROOM APPLICATION

220 Possible Points Points Obtained Percentage of Points Obtained

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 220 possible points.

4—Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3—Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2—Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1—Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE—Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Content

Alignment with Curriculum

1. The content aligns with the standards for grade level and expected learning outcomes.	1	2	3	4	IE
2. The content is written to the correct skill level of the standards in the course.	1	2	3	4	IE
3. The materials are adaptable and useful for classroom instruction.	1	2	3	4	IE

Level of Treatment

4. The level of complexity is appropriate for instruction of the standard.	1	2	3	4	IE
5. The content is developmentally appropriate for the age of the students, student ability and level of language acquisition.	1	2	3	4	IE

Career and Technical Education Review

Form Components (Continued)

SECTION 4: ADDITIONAL CRITERIA OF SUPERIOR QUALITY (may not apply for all subject areas)

108 Possible Points Points Obtained Percentage of Points Obtained

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 108 possible points.

4-Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3-Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2-Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1-Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE-Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Career and Technical Education / Workforce Development Content

1. The text and/or material fosters an integrated approach where concepts and skills are taught in tandem.	1	2	3	4	IE
2. The content incorporates and supports current performance and research-based practices.	1	2	3	4	IE
3. The text and/or material effectively integrates a wide variety of CTE/WFD techniques and genres.	1	2	3	4	IE
4. Activities include guiding questions which encourage the development of higher-level thinking and performance skills.	1	2	3	4	IE
5. Activities include project-based learning opportunities relevant to the content standards.	1	2	3	4	IE

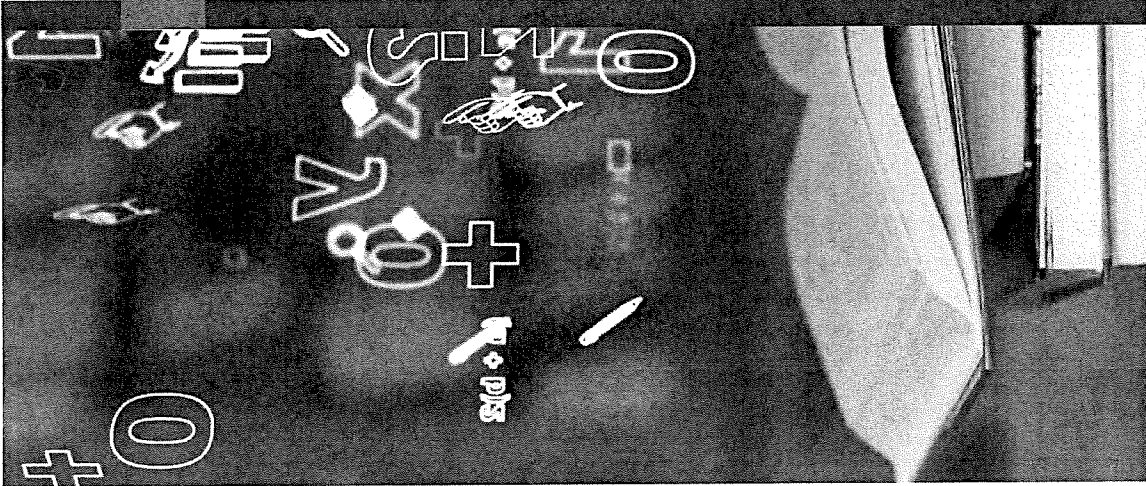
Career and Technical Education Review Form Components (Continued)

FINAL EVALUATION

Compile the results for Sections 2-4 to make a final recommendation for the instructional material(s) under review. To determine the total for the material scored, the reviewer will add the results of the sections and divide by 3. If there are no scores for Section 4, then the reviewer will divide the results by 2.

SECTION	YES	NO	SCORE
SECTION 1: NON-NEGOTIABLES			
SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS			
SECTION 3: CLASSROOM APPLICATION			
SECTION 4: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
TOTAL			
FINAL RECOMMENDATION FOR THE INSTRUCTIONAL MATERIAL(S): Choose one: Tier I, Exemplifies Quality 90% - 100% Tier II, Approaching Quality 80% - 89% Tier III, Not representing Quality 79% and below			

Comments:



The Textbook Adoption Review Process

- Textbook Committee Organizational Meeting (**June 22, 2022**)
 - Oath of Office
 - State Textbook Law Overview
 - Duties of State Textbook Committee
 - Career and Technical Education Courses of Study Overview
 - Textbook Committee Organization
 - Chairperson
 - Secretary
 - Sub-Committee Assignments
- Publishers Presentations for CTE (**July 5, 2022**)

The Textbook Adoption Review Process

continued.....

- Official Committee Review Sessions (**July 19-21, 2022**)
- Official Committee Review Sessions (**August 3-4, 2022**)
- Official Committee Review Sessions (**August 23-25, 2022**)
- Official Final Committee Review Session (**September 13-15, 2022**)
- 30 – Day Public Input Period for Committee Begins (**August 12, 2022**)
 - Public Notice Press Release Advertised & Also Shared with Alabama PTA
- Public Input Period for Committee Ends (**September 12, 2022**)
- State Board Receives Textbook Recommendations (**December 8, 2022**)
- Career and Technical Education Chairperson Present Textbook Adoption Process Overview (**December 8, 2022**)
- Public Examination Period Begins for Career and Technical Education Textbooks and Materials (**December 8, 2022**)
 - Press Release
- Public Input and Official Textbook Adoption (**January 12, 2023**)

Sample Textbook Materials Review Results

CAREER AND TECHNICAL EDUCATION TEXTBOOKS AND SUPPLEMENTAL MATERIALS REVIEW

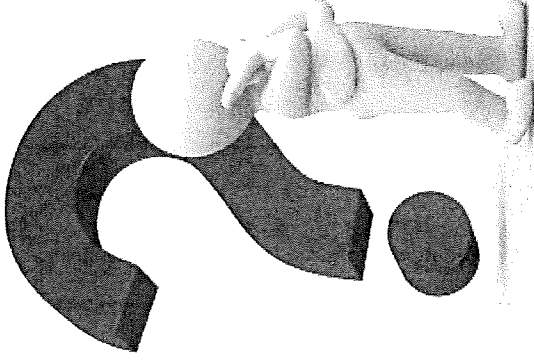
2022-2023

(ARCHITECTURE AND CONSTRUCTION; INFORMATION TECHNOLOGY; TRANSPORTATION, DISTRIBUTION AND LOGISTICS)

Tier I, Exemplifies Quality	90% - 100%	Approved by AL State Board of Education
Tier II, Approaching Quality	80% - 89%	Approved by AL State Board of Education
Tier III, Not Representing Quality	79% and below	Rejected by AL State Board of Education

Grade Level/Subject Area	Textbook Title/Series	Publisher	Average Reviewer Score	Supplemental or Comprehensive	Textbook Committee Comments
Architecture and Construction 9 th -12 th	Construction Academy Basic Principles	Jones Learning, LLC	93%	Comprehensive	No Comments.
	Welding Basics	Stevens Publishing	75%	Comprehensive	No Comments.
9 th -12 th					

Questions or Comments!



RESOLUTION FOR ADOPTION
GUIDELINES FOR EXEMPLARY ALABAMA SCHOOL LIBRARIES

WHEREAS, the Alabama State Board of Education and the Alabama State Department of Education encourages exemplary school librarians and school library programs in the state's public school systems; and

WHEREAS, school library programs are constantly changing and evolving to enhance the learning environment and contribute to student achievement; and

WHEREAS, research indicates a high correlation between quality library media programs and increased student achievement; and

WHEREAS, library media professionals, district and school administrators, and educators throughout the state provided input into the development of *Guidelines for Exemplary Alabama School Libraries*, a revision of *Alabama's School Library Media Handbook for the 21st Century Learner* (2008); and

WHEREAS, *Guidelines for Exemplary Alabama School Libraries* focuses on the role of the school library program as an integral component in the teaching and learning process and is designed to be used collaboratively by the learning community to improve student achievement in academics through integration of school library services; and

WHEREAS, the State Superintendent of Education has reviewed the Alabama Library Media Task Force's report on Alabama school libraries and recommends its adoption:

NOW, THEREFORE, BE IT RESOLVED, That the attached report by the Alabama Library Media Task Force is approved by the Alabama State Board of Education on January 12, 2023.

Done this 12th day of January 2023

RESOLUTION IN RECOGNITION OF JANUARY 2023 AS “GIFTED EDUCATION MONTH” IN ALABAMA SCHOOLS

WHEREAS, the Alabama State Board of Education and the Alabama State Department of Education recognize and support the special needs of students in gifted education; and

WHEREAS, the Alabama Association for Gifted Children has designated January as “Gifted Education Month”; and

WHEREAS, gifted children can be found in all ethnic, socioeconomic, and cultural groups and provide our state with a vast resource for potential leadership and innovation in all areas of society; and

WHEREAS, gifted students have special needs in the following areas: intellectual, academic and creativity; and

WHEREAS, providing rigor, challenge, and acceleration in the classroom for Alabama’s gifted students is vital to ensuring their intellectual, social-emotional, and academic development for college and career readiness; and

NOW, THEREFORE, BE IT RESOLVED, That gifted programs are an essential component of K-12 public education in Alabama; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education does hereby express its appreciation to gifted coordinators, gifted specialists, classroom teachers, and administrators for their efforts to support gifted education programs in Alabama public schools; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education does hereby designate January 2023 as “Gifted Education Month”, declares this year’s theme as Soaring to New Heights in Gifted, in the public schools of Alabama.

Done this 12th day of January 2023

**ANNOUNCE INTENT TO ADOPT AMENDED ALABAMA
ADMINISTRATIVE CODE RULE
290-3-3-.60, PERTAINING TO**

ALTERNATIVE TEACHER PREPARATION ORGANIZATIONS

**STATE BOARD OF EDUCATION
STATE DEPARTMENT OF EDUCATION
ADMINISTRATIVE CODE**

**RULE 290-3-3-.60
EDUCATOR PREPARATION**

290-3-3-.60 Alternative Teacher Preparation Organizations.

(1) **Rationale.** In accordance with Act 2022-239, the State Board of Education modifies its policies relative to the certification of teachers to permit the issuance of a professional educator certificate to those qualified individuals who successfully complete an approved alternative teacher preparation ~~program~~ pathway through a Board approved alternative teacher preparation organization. In addition to any provisional certificates and professional certificates issued to individuals graduating from approved teacher preparation programs at regionally accredited senior institutions of higher learning, the Board authorizes the issuance of a Professional Educator Certificate by the State Superintendent of Education to a qualified individual who completes an approved alternative teacher preparation ~~program~~ pathway through a Board approved alternative teacher preparation organization. Alabama colleges and universities may also participate in this alternative preparation pathway.

(2) **Database of Approved Organizations.** The State Superintendent of Education shall maintain a database of Board approved alternative teacher preparation organizations as a means for screening, recruiting, and recommending for certification qualified individuals to teach in the public K-12 schools.

(3) **Proposals.** (a) A proposal justifying the request for review and approval of any Alternative Teacher Preparation ~~program~~ pathway shall be required. This proposal shall define the need for the ~~program~~ pathway, purposes it is to serve, and assumptions upon which it is based.

(b) Each proposal shall be built upon a statement of the objectives of the specific ~~program~~ pathway or area of certification for which the organization seeks approval, the proposed curriculum, and a description of any internship to be required. The objectives shall be based on current research-based practices and trends and comply with all Alabama State Department of Education requirements.

(4) **Organization Minimum Requirements.** (a) To request approval, the alternative teacher preparation organization, at a minimum, shall provide all the following for review:

- (i) ~~Provide~~ Documentation of successful program operation.
- (ii) ~~Provide~~ Documentation of successful operation in a minimum of five other states.
- (iii) Meet ~~one~~ both of the following:

a. The organization is accredited through the Council of Accreditation of Educator Preparation (CAEP). ~~This option may be used for all available teaching fields and grade levels but is required for organizations seeking to prepare teachers at the early childhood P-3, elementary education K-6, or collaborative special education teacher K-6 program levels.~~

b. The organization must successfully complete the ALSDE's ~~Continuous Improvement in Educator Preparation (CIEP) program~~ pathway review process.

~~(iv) Provide documentation outlining compliance with any general Class B (bachelor's level) program standards appropriate to the proposed teaching field.~~

(iv) Submit a timetable which establishes the starting and ending dates of the ~~program~~ pathway, as well as the sequence of activities as they are to occur.

(v) Submit documentation of comprehensive program outlining all required courses and modules.

~~(vi) For organizations that are not CAEP accredited, additional course, assessment, and evaluation information will be requested as a part of the ALSDE's pathway review CIEP process.~~

(vi) Provide documentation outlining how compliance with teacher preparation requirements of the Alabama Literacy Act and Alabama Numeracy Act will be attained, measured, and continuously updated.

a. Alabama Literacy Act: This requirement is applicable only for programs preparing teachers for early childhood P-3, elementary education K-6, or collaborative special education teacher K-6 programs. Chapter 6G of Title 16 Code of Ala. 1975.

(1) Arrange for candidate to complete 9 semester hours of coursework in the Science of Reading.

(2) Coursework must be completed at a regionally accredited senior institution.

(3) The regionally accredited senior institution must be CAEP accredited.

(4) A grade of B or better in each course is required.

b. Alabama Numeracy Act: As provided in Act 2022-249.

(vii) Provide details outlining a comprehensive mentoring program for participants.

(viii) Provide details outlining supports provided to struggling candidates for up to two years after ~~program~~ pathway completion for struggling candidates, at the request of the employing superintendent.

(ix) Provide a statement agreeing to submit to evaluation checkpoints, ~~program~~ pathway reports, or any other additional information as requested by the ALSDE.

(5) **Applicant Requirements.** (a) It is the Alternative Teacher Preparation Organization's responsibility to ensure all candidates meet the Applicant Requirements. Applicants for educator certification through an alternative teacher preparation ~~program~~ pathway at a ~~Board approved alternative teacher preparation organization~~ shall:

(i) Successfully complete a criminal history background check through the ALSDE

(ii) Verify US citizenship or lawful presence in the United States.

(iii) Hold a bachelor's or higher degree from a senior institution that was regionally accredited at the time the degree was earned.

a. If a bachelor's degree is used, the individual must have at least a 2.50 overall GPA.

b. If a master's degree is used, the individual must have at least a 3.0 overall GPA.

(iv) Attain the current required passing score on a subject area assessment(s) ~~examination~~, Foundations of Reading assessment, and ~~or professional teaching pedagogy examination~~, or both as provided in the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.

(v) Successfully complete modules/coursework developed by the organization.

(vi) Successfully teach in an Alabama public K-12 school for a minimum of one full scholastic year while completing ~~program~~ the pathway and holding the alternative certificate.

(vii) Receive a successful recommendation from a Board approved alternative teacher preparation organization and Alabama local education agency to be issued the Class B Professional Educator Certificate.

(6) **Approval.** Alternative Teacher Preparation Organization proposals shall be approved by the Board prior to implementation and only for the duration of approval of existing ~~programs~~ pathways. However, continuation of the ~~program~~ pathway for more than two years is contingent upon the organization's submission of a progress report at the end of the second year and the approval of the report by the State Department.

(7) **Requirements for Program Continuing Evaluation.** The ~~program~~ pathway shall include provisions for continuing evaluation based on performance criteria to be met by candidates completing the ~~program~~ pathway. The evaluation plan shall include the definition and specification of kinds of evidence that will be gathered and reported. The evaluation shall provide information to identify areas of the ~~program~~ pathway that need strengthening and the support needed for further ~~program~~ development. An annual report shall be provided to the ALSDE ~~State Department~~, Educator Preparation Section.

(8) **Progress Report.** The approved organization shall submit a progress report at the end of two years. Receipt of the report will be acknowledged by the ALSDE. If a review of the report indicates areas of concern, the ALSDE reserves the right to enforce measures of improvement.

(9) **Summative Report.** The approved organization shall continue until the performance of its first ~~program~~ pathway completers have been evaluated during their first three years of employment in Alabama public schools in the roles for which they were prepared.

(10) **Requirements for Review of Proposed ~~Programs~~ Pathways or Significant Change.** The chief administrative officer of the approved organization shall submit a written request to the State Superintendent of Education for a review, indicating any new specific ~~program~~-pathway(s) to be developed for review and/or the ~~program~~-pathway(s) affected by significant changes in program approval rules.

(11) **Termination and Reviews.** (a) If ~~program~~ pathway enrollment is low and a minimum number of teachers have been prepared within a three (3) year period, State Department of Education staff will prepare a resolution to terminate pathway ~~program~~ approval and submit the resolution to the Board.

(b) The State Superintendent of Education reserves the right to require special reviews in response to the adoption of new standards, significant changes to existing standards, or evidence of contributing factors.

(c) The Board reserves the right to rescind its approval of an approved organization at any time for a stated purpose.

(12) **Certificate Renewal.** An individual who holds a Professional Educator Certificate pursuant to this section may apply for certificate ~~a professional~~ renewal ~~license~~ and shall in all other respects be treated in the same manner as an individual who holds a Professional Educator Certificate granted upon successful completion of traditional, in-state teaching certification programs.

Author: Dr. Eric G. Mackey

Statutory Authority: Code of Ala. 1975, §§ 16-3-16, 16-23-14, Act 2022-239.

History: New Filed _____; effective _____.

FIRST GRADE READINESS

ADMINISTRATIVE CODE

290-3-1-.04 First Grade Readiness.

- (1) Each local education board, consistent with Section 16-28-4, shall adopt and implement policies that ensure students being enrolled in or promoted to the first grade can demonstrate first grade readiness.
- (2) Each policy, at a minimum, shall:
 - (a) Provide first grade readiness may be demonstrated by successful completion of kindergarten or otherwise demonstrating first grade entry readiness on an assessment of essential developmental and physical skills.
 - (b) Provide for immediate interventions for students who are unable to demonstrate first grade readiness, but otherwise required to be enrolled in the first grade.
 - (c) Provide for the wide dissemination and advertisement of local educational programs to inform parents and guardians of first grade readiness strategies and resources to help prepare students.

Author: Eric G. Mackey

Statutory Authority: Code of Ala. 1975, §16-28-4; §16-3-12

History: Adopted New: _____; effective _____;

**RESOLUTION TO AUTHORIZE REVIEW
OF AN EDUCATOR PREPARATION PROGRAM
Troy University**

WHEREAS, *Alabama Administrative Code*, Rule No. 290-3-3-.59(4)(b)2., requires that approval by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed by the Office of Teaching and Leading of the Alabama State Department of Education; and

WHEREAS, the State Superintendent of Education has received from the President at Troy University a written request to develop a Class A STEM (K-6) program; and

WHEREAS, Troy University personnel wish to train teachers to deliver engineering design-based instruction; and

WHEREAS, Troy University personnel have been advised that the proposed program may not be implemented prior to Alabama State Board of Education approval, based on documentation of compliance with all applicable standards; and

WHEREAS, the State Superintendent of Education recommends that the programs be reviewed by the Office of Teaching and Leading of the Alabama State Department of Education:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education hereby authorizes a review of the following program:

Class A STEM (K-6)

Done this 12th day of January 2023

Troy University
Authorize Review of Class A STEM (K-6)
December 8, 2022

Troy University is seeking to develop a Class A STEM (K-6) program. The focus of the degree would be to train teachers to deliver engineering design-based instruction. Through real-world, open-ended design challenges, content from the STEM areas will be taught organically. The program will target Early Childhood (P-3), Elementary (K-6), and Collaborative Special Education (K-6).

**RESOLUTION IN RECOGNITION OF SADI BESS SHANNON,
AUSTIN MIDDLE SCHOOL, DECATUR CITY SCHOOL SYSTEM, AS A
2022 SCIENCE PRESIDENTIAL AWARD FINALIST**

WHEREAS, now that we have entered the 21st century, proficiency in mathematics and science is more important than ever; and

WHEREAS, the Presidential Awards for Excellence in Mathematics and Science Teaching, established by Congress in 1983, are the nation's highest honor bestowed upon K-12 mathematics and science teachers; and

WHEREAS, fewer than 200 teachers throughout the nation, including Washington, D. C., Puerto Rico, schools of the Department of Defense Education Activity, and the United States territories, are selected each year as state finalists; and

WHEREAS, through the state selection committee, three 2022 state science finalists were chosen from a number of applications in Alabama; and

WHEREAS, Mrs. Sadi Bess Shannon of Austin Middle School, Decatur City School System, has demonstrated excellence in the Alabama science classroom for 17 years; and

WHEREAS, Mrs. Sadi Bess Shannon was chosen as a 2022 finalist in Alabama to receive the award for excellence in science teaching:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mrs. Sadi Bess Shannon upon the honor of being selected as one of Alabama's outstanding teachers of science.

Done this 12th day of January 2023

**RESOLUTION IN RECOGNITION OF
MRS. NICOLE DANIELLE BOLTON
BARTON ACADEMY FOR ADVANCED WORLD STUDIES
MOBILE COUNTY SCHOOL SYSTEM, AS A
2022 SCIENCE PRESIDENTIAL AWARD FINALIST**

WHEREAS, now that we have entered the 21st century, proficiency in mathematics and science is more important than ever; and

WHEREAS, the Presidential Awards for Excellence in Mathematics and Science Teaching, established by Congress in 1983, are the nation's highest honor bestowed upon K-12 mathematics and science teachers; and

WHEREAS, fewer than 200 teachers throughout the nation, including Washington, D. C., Puerto Rico, schools of the Department of Defense Education Activity, and the United States territories, are selected each year as state finalists; and

WHEREAS, through the state selection committee, three 2022 state science finalists were chosen from a number of applications in Alabama; and

WHEREAS, Mrs. Nicole Danielle Bolton of Barton Academy for Advanced World Studies, Mobile County School System, has demonstrated excellence in the Alabama science classroom for 20 years; and

WHEREAS, Mrs. Nicole Danielle Bolton was chosen as a 2022 finalist in Alabama to receive the award for excellence in science teaching:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mrs. Nicole Danielle Bolton upon the honor of being selected as one of Alabama's outstanding teachers of science.

Done this 12th day of January 2023

**RESOLUTION IN RECOGNITION OF MRS. APRIL SMITH
CAHABA ELEMENTARY SCHOOL
TRUSSVILLE CITY SCHOOL SYSTEM, AS A
2022 SCIENCE PRESIDENTIAL AWARD FINALIST**

WHEREAS, now that we have entered the 21st century, proficiency in mathematics and science is more important than ever; and

WHEREAS, the Presidential Awards for Excellence in Mathematics and Science Teaching, established by Congress in 1983, are the nation's highest honor bestowed upon K-12 mathematics and science teachers; and

WHEREAS, fewer than 200 teachers throughout the nation, including Washington, D. C., Puerto Rico, schools of the Department of Defense Education Activity, and the United States territories, are selected each year as state finalists; and

WHEREAS, through the state selection committee, three 2022 state science finalists were chosen from a number of applications in Alabama; and

WHEREAS, Mrs. April Smith of Cahaba Elementary School, Trussville City School System, has demonstrated excellence in the Alabama science classroom for 12 years; and

WHEREAS, Mrs. April Smith was chosen as a 2022 finalist in Alabama to receive the award for excellence in science teaching:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mrs. April Smith upon the honor of being selected as one of Alabama's outstanding teachers of science.

Done this 12th day of January 2023

**RESOLUTION IN RECOGNITION OF
MRS. KIMBERLY DENISE GULLEDGE
RIVERTON ELEMENTARY SCHOOL
MADISON COUNTY SCHOOL SYSTEM, AS A
2022 MATHEMATICS PRESIDENTIAL AWARD FINALIST**

WHEREAS, now that we have entered the 21st century, proficiency in mathematics and science is more important than ever; and

WHEREAS, the Presidential Awards for Excellence in Mathematics and Science Teaching, established by Congress in 1983, are the nation's highest honor bestowed upon K-12 mathematics and science teachers; and

WHEREAS, fewer than 200 teachers throughout the nation, including Washington, D. C., Puerto Rico, schools of the Department of Defense Education Activity, and the United States territories, are selected each year as state finalists; and

WHEREAS, through the state selection committee, three 2022 state mathematics finalists were chosen from a number of applications in Alabama; and

WHEREAS, Mrs. Kimberly Denise Gulledge of Riverton Elementary School, Madison County School System, has demonstrated excellence in the Alabama mathematics classroom for 19 years; and

WHEREAS, Mrs. Kimberly Denise Gulledge was chosen as a 2022 finalist in Alabama to receive the award for excellence in mathematics teaching:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mrs. Kimberly Denise Gulledge upon the honor of being selected as one of Alabama's outstanding teachers of mathematics.

Done this 12th day of January 2023

**RESOLUTION IN RECOGNITION OF MR. CORY WILKS
BANKHEAD MIDDLE SCHOOL
WALKER COUNTY SCHOOL SYSTEM, AS A
2022 MATHEMATICS PRESIDENTIAL AWARD FINALIST**

WHEREAS, now that we have entered the 21st century, proficiency in mathematics and science is more important than ever; and

WHEREAS, the Presidential Awards for Excellence in Mathematics and Science Teaching, established by Congress in 1983, are the nation's highest honor bestowed upon K-12 mathematics and science teachers; and

WHEREAS, fewer than 200 teachers throughout the nation, including Washington, D. C., Puerto Rico, schools of the Department of Defense Education Activity, and the United States territories, are selected each year as state finalists; and

WHEREAS, through the state selection committee, three 2022 state mathematics finalists were chosen from a number of applications in Alabama; and

WHEREAS, Mr. Cory Wilks of Bankhead Middle School, Walker County School System, has demonstrated excellence in the Alabama mathematics classroom for 9 years; and

WHEREAS, Mr. Cory Wilks was chosen as a 2022 finalist in Alabama to receive the award for excellence in mathematics teaching:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mr. Cory Wilks upon the honor of being selected as one of Alabama's outstanding teachers of mathematics.

Done this 12th day of January 2023

**RESOLUTION IN RECOGNITION OF MRS. AMY GARCIA DE LA TORRE
OAK MOUNTAIN INTERMEDIATE SCHOOL
SHELBY COUNTY SCHOOL SYSTEM, AS A
2022 MATHEMATICS PRESIDENTIAL AWARD FINALIST**

WHEREAS, now that we have entered the 21st century, proficiency in mathematics and science is more important than ever; and

WHEREAS, the Presidential Awards for Excellence in Mathematics and Science Teaching, established by Congress in 1983, are the nation's highest honor bestowed upon K-12 mathematics and science teachers; and

WHEREAS, fewer than 200 teachers throughout the nation, including Washington, D. C., Puerto Rico, schools of the Department of Defense Education Activity, and the United States territories, are selected each year as state finalists; and

WHEREAS, through the state selection committee, three 2022 state mathematics finalists were chosen from a number of applications in Alabama; and

WHEREAS, Mrs. Amy Garcia de la Torre of Oak Mountain Intermediate School, Shelby County School System, has demonstrated excellence in the Alabama mathematics classroom for 11 years; and

WHEREAS, Mrs. Amy Garcia de la Torre was chosen as a 2022 finalist in Alabama to receive the award for excellence in mathematics teaching:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mrs. Amy Garcia de la Torre upon the honor of being selected as one of Alabama's outstanding teachers of mathematics.

Done this 12th day of January 2023