Use Numerical Rating: 4-
Exceptional 3-Proficient 2-Basic 1-Unacceptable
(Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)

Intern Name:

Elementary Education

	Alabama Standard/Rule 290-3-3-.06(2)	Rating
	(a) Development, Learning, and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	
	(b) Curriculum.	
	1. Reading, writing, and oral language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. Candidates know how to facilitate evidence-based specialized instruction that is multisensory in nature.	
	2. Science. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. 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.	
	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 problem solving, reasoning and proof, communication, connections, and representation.	
	4. Social studies. Candidates know, understand, and use the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	
	5. The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.	
	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.	

	7. Physical education. Candidates know, understand, and use -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	
	(c) Instruction. Candidates demonstrate the ability to teach according to the Alabama College and Career Ready Standards for K-6.	
	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.	
	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.	
	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.	
	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.	
	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.	
	(d) Assessment for Instruction. 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.	
	(e) Professionalism.	
	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.	
	2. Collaboration with families, colleagues, and community agencies. 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.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Special Education (K-6)		
	Alabama Standard/Rule 290-3-3-.34	**Rating**
	General Rules for All Social Studies Teachers:	
	(a) Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.	
	(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	
	(b) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:	
	1. All candidates will:	
	(i) Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	
	(ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	
	(iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.	
	3. In addition to meeting Rule 290-3-3.-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (K-6) will also:	

	(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.	
	(ii) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.	
	(c) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. ["General curricula" means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. "Specialized curricula" means the content of specialized interventions or sets ofinterventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]	
	(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	
	(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.	
	(d) Assessment. Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:	
	1. All candidates will:	
	(i) Select and use technically sound formal and informal assessments that minimize bias.	
	(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	
	(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.	

	(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	
	(e) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)	
	(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	
	(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	
	(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.	
	(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	
	(vi) Teach to mastery and promote generalization of learning.	
	(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	
	(f) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:	
	1. All candidates will:	
	(i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.	

	(ii) Understand how foundational knowledge and current issues influence professional practice.	
	(iii) Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
	(iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.	
	(v) Advance the profession by engaging in activities such as advocacy and mentoring.	
	(vi) Provide guidance and direction to paraeducators, tutors, and volunteers.	
	(g) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:	
	1. All candidates will:	
	(i) Use theory and elements of effective collaboration.	
	(ii) Serve as a collaborative resource to colleagues.	
	(iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Special Education (6-12)		
	Alabama Standard/Rule 290-3-3-.34	**Rating**
	General Rules for All Social Studies Teachers:	
	(a) Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.	
	(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	
	(b) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:	
	1. All candidates will:	
	(i) Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	
	(ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	
	(iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.	
	4. In addition to meeting Rule 290-3-3.-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (6-12) will also:	

	(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.	
	(ii) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.	
	(c) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. ["General curricula" means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. "Specialized curricula" means the content of specialized interventions or sets of	
	interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]	
	(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	
	(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.	
	3. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in collaborative special education teacher (6-12) will also provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.	
	(d) Assessment. Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:	
	1. All candidates will:	
	(i) Select and use technically sound formal and informal assessments that minimize bias.	

	(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	
	(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.	
	(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	
	2. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in collaborative special education (6-12) will also select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.	
	(e) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)	
	(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	
	(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	
	(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.	
	(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	
	(vi) Teach to mastery and promote generalization of learning.	
	(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	

	2. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in collaborative special education (6-12) will also:	
	(i) Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.	
	(ii) Teach and promote self-determination and self-advocacy skills.	
	(f) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:	
	1. All candidates will:	
	(i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.	
	(ii) Understand how foundational knowledge and current issues influence professional practice.	
	(iii) Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
	(iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.	
	(v) Advance the profession by engaging in activities such as advocacy and mentoring.	
	(vi) Provide guidance and direction to paraeducators, tutors, and volunteers.	
	(g) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:	
	1. All candidates will:	
	(i) Use theory and elements of effective collaboration.	
	(ii) Serve as a collaborative resource to colleagues.	
	(iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	

	2. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in collaborative special education (6-12) will also cooperate with other agencies to address post-school outcomes.	

Use Numerical Rating (in gray boxes only):
4-Exceptional 3-Proficient 2-Basic 1-Unacceptable
(Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)

Intern Name:

Secondary English Language Arts

	Alabama Standard/Rule 290-3-3-.10	Rating
	(a) Content Knowledge.	
	1. Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.	
	(i) Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.	( )
	(ii) Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.	( )
	2. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.	
	(i) Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.	

	(ii) Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society.	( )
	(iii) Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.	( )
	(b) Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.	
	1. Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	( )
	2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	( )
	3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies, including those advocated by the Alabama Reading Initiative.	( )

	4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	( )
	5. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.	( )
	6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	( )
	(c) Content Pedagogy: Planning Composition Instruction in English Language Arts. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.	
	1. Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	( )
	2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	( )
	3. Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.	( )
	4. Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	( )

	(d) Learners and Learning: Implementing English Language Arts Instruction. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.	
	1. Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.	( )
	2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.	( )
	3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.	( )
	4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts.	( )
	(e) Professional Knowledge and Skills.	
	1. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.	
	(i) Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.	( )

	(ii) Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.	( )
	2. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.	
	(i) Candidates model literate and ethical practices in English language arts teaching, and engage in/reflect on a variety of experiences related to English language arts.	( )
	(ii) Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	( )

	Provide a numerical rating for each of the yellow boxes. Light gray boxes will populate on their own, and dark gray boxes will be left empty. **Use the Numerical Rating:** 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable	
Intern Name:		
Mathematics		
	Alabama Standard/Rule 290-3-3-.13(2)	**Rating**
	(a) Content Knowledge. Candidates demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains.	
	1. Number and Quantity. Candidates know the following topics related to number and quantity with the content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:	
	(i) Structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers.	
	(ii) Fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic).	
	(iii) Quantitative reasoning and relationships that include ratio, rate, and proportion and use of units in problem situations.	
	(iv) Vector and matrix operations, modeling, and applications.	
	(v) Historical development perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures.	
	2. Algebra. Candidates know the following topics related to algebra:	
	(i) Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations.	
	(ii) Function classes including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.	

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	(iii) Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and	
	notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.	
	(iv) Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model.	
	(v) Linear algebra including vectors, matrices, and transformations.	
	(vi) Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations.	
	(vii) Historical development and perspective of algebra including contributions of significant figures and diverse cultures.	
	3. Geometry and Trigonometry. Candidates know the following topics related to geometry and trigonometry:	
	(i) Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.	
	(ii) Transformations including dilations, translations, rotations, reflections; guide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.	
	(iii) Congruence, similarity and scaling, and their development and expression in terms of transformations.	
	(iv) Right triangles and trigonometry.	
	(v) Application of periodic phenomena and trigonometric identities.	
	(vi) Identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres).	

	(vii) Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.	
	(viii) Geometric constructions, axiomatic reasoning, and proof.	
	(ix) Analytic and coordinate geometry including algebraic proofs, (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.	
	(x) Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.	
	4. Statistics and Probability. Candidates know the following topics related to statistics and probability:	
	(i) Statistical variability and its sources and role of randomness in statistical inference.	
	(ii) Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.	
	(iii) Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and comparisons of distributions.	
	(iv) Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.	
	(v) Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.	
	(vi) Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.	
	5. Calculus. Candidates know the following topics related to calculus:	

(i) Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.	
(ii) Parametric, polar, and vector functions.	
(iii) Sequences and series.	
(iv) Multivariate functions.	
(v) Applications of function, geometry, and trigonometry concepts to solve problems involving calculus.	
(vi) Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.	
6. Discrete Mathematics. Candidates know the following topics related to discrete mathematics:	
(i) Discrete structures including sets, relations, functions, graphs, trees, and networks.	
(ii) Enumeration including permutations, combinations, iteration, recursion, and finite differences.	
(iii) Propositional and predicate logic.	
(iv) Applications of discrete structures such as modeling and solving linear programming problems and designing data structures.	
(v) Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.	
(b) Mathematics Practices. Candidates solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. Candidates:	
1. Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.	

2. Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.	
3. Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.	
4. Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.	
5. Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.	
6. Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communication, connecting, and representing.	
(c) Content Pedagogy. Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. Candidates:	#DIV/0!
1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	

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2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.	
3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	
4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	
5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	
6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	
7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.	
(d) Mathematical Learning Environment. Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. Candidates:	#DIV/0!
1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	

2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.	
3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.	
4. Demonstrate equitable and ethical treatment of and high expectations for all students.	
5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	
(e) Impact on Student Learning. Candidates provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. They support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. Candidates:	#DIV/0!
1. Verify that secondary students demonstrate conceptual understanding;procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.	

2. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.	
3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	
(f) Professional Knowledge and Skills. Candidates are lifelong learners and recognize that learning is often collaborative. They participate in professional developmentexperiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. Candidates:	#DIV/0!
1. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.	
2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.	
3. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	
Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Secondary Sciences		
	Alabama Standard/Rule 290-3-3-.14	**Rating**
	(a) Content Knowledge. Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of certification. Candidates:	
	1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of certification and supporting fields as recommended by the National Science Teachers Association.	
	2. Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.	
	3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 6-12 students.	
	(b) Content Pedagogy. Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students. Candidates:	
	1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.	
	2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.	
	3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.	

	(c) Learning Environments. Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate whether the learning goals are met. Candidates:	
	1. Use a variety of strategies that demonstrate the candidate's knowledge and understanding of how to select the appropriate teaching and learning activities -- including laboratory or field settings and applicable instruments and/or technology -- to allow access so that all students learn. These strategies are inclusive and motivating for all students.	
	2. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.	
	3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	
	4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their certification area.	
	(d) Safety. Effective teachers of science can, in a 6-12 classroom, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms to be used in the 6-12 science classroom as appropriate to their area of certification. Candidates:	

	1. Design and conduct activities in a 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	
	2. Design and demonstrate activities in a 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms.	
	(e) Impact on Student Learning. Effective teachers of science provide evidence to show that 6-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach. Candidates:	
	1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.	
	2. Provide data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.	
	3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	
	(f) Professional Knowledge and Skills. Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community. Candidates:	
	1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.	

	2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.	
	(a) Competency Requirements for All Science Teachers. Candidates in all science areas (general science, biology, chemistry, physics) demonstrate knowledge of:	
	1. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science.	
	2. Nature of scientific evidence and the use of models for explanation.	
	3. Measurement as a way of knowing and organizing observations of constancy and change.	
	4. Development of natural systems and factors that result in change over time or equilibrium.	
	5. Interrelationships of form, function, and behaviors in living and nonliving systems.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Secondary Sciences		
	Alabama Standard/Rule 290-3-3-.14	**Rating**
	(a) Content Knowledge. Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of certification. Candidates:	
	1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of certification and supporting fields as recommended by the National Science Teachers Association.	
	2. Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.	
	3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 6-12 students.	
	(b) Content Pedagogy. Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students. Candidates:	
	1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.	
	2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.	
	3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.	

	(c) Learning Environments. Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate whether the learning goals are met. Candidates:	
	1. Use a variety of strategies that demonstrate the candidate's knowledge and understanding of how to select the appropriate teaching and learning activities -- including laboratory or field settings and applicable instruments and/or technology -- to allow access so that all students learn. These strategies are inclusive and motivating for all students.	
	2. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.	
	3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	
	4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their certification area.	
	(d) Safety. Effective teachers of science can, in a 6-12 classroom, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms to be used in the 6-12 science classroom as appropriate to their area of certification. Candidates:	

	1. Design and conduct activities in a 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	
	2. Design and demonstrate activities in a 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms.	
	(e) Impact on Student Learning. Effective teachers of science provide evidence to show that 6-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach. Candidates:	
	1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.	
	2. Provide data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.	
	3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	
	(f) Professional Knowledge and Skills. Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community. Candidates:	
	1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.	

	2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.	
	(a) Competency Requirements for All Science Teachers. Candidates in all science areas (general science, biology, chemistry, physics) demonstrate knowledge of:	
	1. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science.	
	2. Nature of scientific evidence and the use of models for explanation.	
	3. Measurement as a way of knowing and organizing observations of constancy and change.	
	4. Development of natural systems and factors that result in change over time or equilibrium.	
	5. Interrelationships of form, function, and behaviors in living and nonliving systems.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
All Social Studies/History		
	Alabama Standard/Rule 290-3-3-.22	**Rating**
	General Rules for HISTORY Teachers:	
	(a) Knowledge of:	
	1. How historians study history.	
	2. The history and values of diverse civilizations throughout the world, including those of the West, and in comparisons of patterns of continuity and change in different parts of the world.	
	3. The historical content in United States history as a way to ask large and searching questions that compare patterns of continuity and change in the history and values of the many people who have contributed to the development of the continent of North America.	
	4. Historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.	
	(b) Ability to:	
	1. Utilize chronological thinking to distinguish between past, present, and future time.	
	2. Place historical narratives in the proper chronological framework.	
	3. Interpret data presented in time lines.	
	4. Compare alternative models for periodization.	
	5. Reconstruct the literal meaning of a historical passage.	
	6. Identify the central questions addressed in a historical narrative.	
	7. Draw upon data in historical maps, charts, and graphic organizers.	
	8. Draw upon visual, literary, and/or musical sources.	

	9. Use of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past.	
	10. Use historical research capabilities to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations.	
	11. Identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision.	
	12. Prepare their students to:	
	(i) Construct a personal connection to historical events at home and abroad.	
	(ii) Think critically and chronologically regarding major events occurring in the United States and throughout the world.	
	(iii) Critique a variety of historical documents.	
	(iv) Engage in historical analysis and interpretation.	
	(v) Conduct historical research.	
	(vi) Evaluate intricate connections among the past, present, and future.	
	(vii) Engage in decision making using historical knowledge and analysis.	
	AVERAGE	#DIV/0!

Use Numerical Rating:
4-Exceptional 3-Proficient 2-Basic 1-Unacceptable
(Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)

Intern Name:

Foreign Languages

	Alabama Standard/Rule 290-3-3-.11	Rating
	Language Profiency: Interpersonal, Interpretive, and Presentational: Candidates possess a high level of proficiency in the target language they will teach. They demonstrate the ability to:	
	1. Speak in the interpersonal mode of communication at a minimum level of “Advanced Low” or “Intermediate High” (for Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.	
	2. Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.	
	3. Present oral and written information to audiences of listeners or readers, using language at a minimum level of “Advanced Low” or “Intermediate High” according to the target language being taught.	
	(b) Cultures, Linguistics, Literature, and Concepts from Other Disciplines. Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They:	
	1. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.	
	2. Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.	
	3. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.	
	(c) Language Acquisition Theories and Knowledge of Students and Their Needs. Candidates:	
	1. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	
	2. Demonstrate an understanding of child development to create a supportive learning environment for each student.	
	(d) Integration of Standards in Planning and Instruction. Candidates:	

	1. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and Alabama standards and use them as the basis for instructional planning.	
	2. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and Alabama standards in their classroom practice.	
	3. Use the Standards for Foreign Language Learning in the 21st Century and Alabama standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	
	(e) Assessment of Languages and Cultures – Impact on Student Learning. Candidates:	
	1. Design and use ongoing performance assessments using a variety of assessment models for all learners, including diverse students.	
	2. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	
	3. Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.	
	(f) Professional Development, Advocacy, and Ethics. Candidates:	
	1. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	
	2. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	
	3. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.	
	AVERAGE	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Visual Arts		
	Alabama Standard/Rule 290-3-3-.31(2)	**Rating**
	(2) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).	
	(a) Art Competencies. The following basic competencies are essential to all visual arts teachers:	
	1. Studio Art Competencies. The prospective teacher of visual arts must be:	4
	(i) Familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights that can be developed through studio arts and design experience, including a variety of two- and three- dimensional media and processes.	
	(ii) Familiar with traditional processes as well as newer technological developments in environmental and functional design fields.	
	(iii) Able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.	
	2. Art History and Analysis. The prospective teacher of visual arts must have an understanding of:	
	(i) The major styles and periods of art history, analytical methods, and theories of criticism.	
	(ii) The development of past and contemporary art forms in Western and non-Western cultures.	
	(iii) Contending philosophies of art.	
	(iv) The fundamental and integral relationships of all these components to the making of art.	

	3. Technical Processes. The prospective teacher of visual arts should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.	
	(b) Teaching Competencies. The prospective teacher of visual arts must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education. Prior to program completion, prospective teachers of visual arts shall demonstrate specific competencies including:	
	1. An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.	
	2. An understanding of the philosophical and social foundation underlying visual arts in education and ability to express a rationale for personal attitudes and beliefs.	
	3. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.	
	4. Knowledge of current methods and materials available in all fields and levels of visual arts education, including consideration of safety issues related to the use of art materials and art processes.	
	5. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.	
	6. Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.	
	7. An understanding of evaluation techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.	
	8. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.	
	Average	4

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Music (Choral and Instrumental)		
	Alabama Standard/Rule 290-3-3-.32(2)	**Rating**
	Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Both choral and instrumental music programs must respond to (a) through (e) below. Only choral programs must respond to (e)1. below. Only instrumental programs must respond to (e)2. below.	
	(a) Common Body of Knowledge.	
	1. Performance. Prior to program completion, candidates must acquire:	
	(i) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.	
	(ii) An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.	
	(iii) The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.	
	(iv) Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.	
	(v) Keyboard competency.	
	(vi) Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature and continuous throughout the program.	
	2. Musicianship Skills and Analysis. Prior to program completion, candidates must acquire:	

	(i) An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.	
	(ii) Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.	
	(iii) The ability to place music in historical, cultural, and stylistic contexts.	
	3. Composition/Improvisation. Prior to program completion, candidates must acquire a rudimentary capacity to create original or derivative music.	
	4. History and Repertory. Prior to program completion, candidates must acquire basic knowledge of music history and repertories through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.	
	5. Synthesis. Prior to program completion, candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.	
	(b) Music Competencies for all Music Teachers.	
	1. Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.	
	2. Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.	
	3. Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the candidate's teaching specialization are also essential.	

	4. Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.	
	(c) Knowledge, Skills and Experiences for all Music Teachers. Prior to program completion, prospective music teachers must have:	
	1. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.	
	2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.	
	3. Experiences in solo vocal or instrumental performance.	
	4. Experiences in ensembles that are varied both in size and nature.	
	5. The ability to lead performance-based instruction in a variety of settings.	
	6. Laboratory experiences in teaching beginning students in a variety of specializations.	
	(d) Teaching Competencies for all Music Teachers. Prior to program completion, candidates must acquire:	
	1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.	
	2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.	
	3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.	
	4. Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.	

5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.	
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.	
(e) Teaching Competencies Unique to Choral or Instrumental Music.	
1. Vocal/Choral Music. Prior to program completion, candidates must acquire:	
(i) Vocal and pedagogical skill sufficient to teach effective use of the voice.	
(ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music.	
(iii) Experiences in solo vocal performance and in ensembles that are varied both in size and nature.	
(iv) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.	
2. Instrumental Music. Prior to program completion, candidates must acquire:	
(i) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.	
(ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.	
(iii) Experiences in solo instrumental performance and in ensembles of varied size and nature.	

Music-Choral #DIV/0!

Music-Instrumental #DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Physical Education		
	Alabama Standard/Rule 290-3-3-.13(2)	**Rating**
	General Rules for All Social Studies Teachers:	
	Scientific and Theoretical Knowledge. Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Prior to program completion, prospective physical education teachers:	
	1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	
	2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.	
	3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.	
	4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.	
	5. Analyze and correct critical elements of motor skills and performance concepts.	
	(b) Skill-Based and Fitness-Based Competence. Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the National Association for Sport and Physical Education (NASPE) P – 12 Standards. Prior to program completion, prospective physical education teachers:	
	1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	
	2. Achieve and maintain a health-enhancing level of fitness throughout the program.	

	3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.	
	(c) Planning and Implementation. Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Prior to program completion, prospective physical education teachers:	
	1. Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.	
	2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.	
	3. Design and implement content that is aligned with lesson objectives.	
	4. Plan for and manage resources to provide active, fair, and equitable learning experiences.	
	5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	
	6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	
	7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	
	(d) Instructional Delivery and Management. Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Prior to program completion, prospective physical education teachers:	
	1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	
	2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	
	3. Provide effective instructional feedback for skill acquisition, student learning and motivation.	
	4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	

	5. Use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	
	6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	
	(e) Impact on Student Learning. Physical education teacher candidates utilize assessments and reflection to foster student learning and inform decisions about instruction. Prior to program completion, prospective physical education teachers:	
	1. Select or create appropriate assessments that will measure student achievement of goals and objectives.	
	2. Use appropriate assessments to evaluate student learning before, during, and after instruction.	
	3. Utilize the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.	
	(f) Professionalism. Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. Prior to program completion, prospective physical education teachers:	
	1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	
	2. Participate in activities that enhance collaboration and lead to professional growth and development.	
	3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	
	4. Communicate in ways that convey respect and sensitivity.	
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