

Revised

**The Alabama Model for Identifying
Highly Qualified Teachers—*Revised 2006***

REVISED 2010 for Teachers of Reading
(Effective August 1, 2010)

Developed and revised to comply with:

*No Child Left Behind Act of 2001 (NCLB) and
Individuals with Disabilities Education Act of 2004 (IDEA 2004)*

Alabama Department of Education

**Joseph B. Morton
State Superintendent of Education**

January 2006
(Effective March 31, 2006)

Alabama Model for Identifying Highly Qualified Teachers

Background Information

1. Alabama issues teacher certificates at three levels to individuals who have completed a state-approved teacher education program (through a traditional or alternative approach) and earned a degree from a regionally accredited institution of higher education: (1) Class B at the baccalaureate level; (2) Class A at the master's level; and (3) Class AA at the sixth-year or education specialist level. Certificates issued at the Class A and Class AA levels are considered to be advanced certificates.
2. Alabama issues an Emergency Certificate that does not meet the NCLB criteria for full state certification. (Justification for continued use of this certificate has been provided to the U. S. Department of Education.) A teacher who holds an Emergency Certificate is not highly qualified.
3. Alabama issues three alternative route certificates that meet the NCLB criteria for full state certification: (1) the Alternative Baccalaureate-Level Certificate; (2) the Special Alternative Certificate; (3) and the Preliminary Certificate. Each alternative certificate requires at least a baccalaureate from a regionally accredited institution of higher education. The Alternative Baccalaureate-Level Certificate is issued at the elementary level only in the arts, foreign languages, and physical education. A local superintendent of education may request an alternative route certificate.
4. In accordance with NCLB and beginning with academic year 2003-2004, a first-year alternative route certificate will not be issued to a person who has been employed for three years while holding an alternative route certificate(s).
5. With regard to teacher testing:
 - a. In December 2002, functioning under strict court monitoring, Alabama began to administer a statewide test of basic skills for all new teachers seeking initial certification through traditional or alternative approaches. The test measures competence in the basic skills (reading, writing, and mathematics) needed by all teachers to protect the interests of the public school children of Alabama. This test does not measure subject-specific knowledge and may not be used for NCLB "highly qualified teacher" purposes.
 - b. In January 2004, Alabama began to administer voluntary subject-specific tests for teachers to document that they are highly qualified. Alabama will accept only Praxis II assessments that have been selected and validated for use in Alabama. Alabama does not accept subject-specific (content knowledge) test scores used to meet certification requirements in another state unless that state also required the Alabama-approved subject-specific test. Until further notice and for purposes of complying with NCLB, Alabama will accept content knowledge test scores from the Alabama Initial Teacher Certification Test administered during the 1980s.
6. Alabama does not have charter schools.
7. In this document, "teacher" refers to elementary school teachers and to middle and secondary school teachers of "core academic subjects" as defined in NCLB to include "English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography." The NCLB definition is not applicable to teachers of driver education, health education, physical education, ROTC, or career technical education unless the latter are teaching embedded credit or substitute credit mathematics or science courses.
8. There is no common definition of an "academic major" in Alabama. Among Alabama's 29 bachelor degree-granting institutions, as verified in April 2003, the average minimum number of semester hours required in an academic major is 32, and the average number of required upper division hours (junior level or above) is 19. For purposes of demonstrating subject/content area competency, "coursework equivalent to an academic major" is a minimum of 32 semester hours in the content area, with 19 of those hours at the junior level or above. The Alabama State Board of

Education revised teacher education program approval standards on September 11, 2003, to require a greater emphasis on content knowledge.

9. Primarily to meet the needs of small schools, Alabama provides middle/secondary certification in three cross-discipline areas: English Language Arts, General Science, and General Social Science. A teacher who holds certification in one of those broad areas, has an academic major in one of the categorical subjects or the equivalent of an academic major across categorical subjects in the broad area, and has earned credit in another categorical subject(s) included in the broad area will be deemed highly qualified to teach the other subject(s). For example, a teacher certified in General Social Science who holds an academic major or the equivalent in history and has earned credit in civics and government (political science) will be deemed highly qualified in both history and political science.
10. During the 2002-2003 academic year, Alabama public schools were organized into 64 different grade spans.
11. Alabama's *Administrative Code* does not define the term "middle school." Elementary schools are defined as including Grades K-6, and secondary schools are defined as including Grades 7-12. In this document, when the NCLB term "middle/secondary schools" is used, the Alabama definition of Grades 7-12 is applied.
12. In December 2003, Alabama implemented a portfolio assessment option to meet the specifications of a high objective uniform state standard of evaluation (HOUSSE), in accordance with NCLB. An elementary checklist assessment option was added to the HOUSSE, effective February 1, 2006. This assessment is an option for "not new" teachers to use, on a voluntary basis, to demonstrate subject matter competence. See Item j on page 7 for additional information pertaining to new middle/secondary special education teachers of multiple subjects.
13. The NCLB highly qualified teacher requirement is not applicable to special education pre-kindergarten teachers.
14. A pre-kindergarten teacher who holds an Early Childhood Education (P-Grade 3) certificate and is assigned to teach a general education academic class may be determined to meet the highly qualified teacher requirement based on the elementary criteria in this document. (Since pre-kindergarten is not required in Alabama and is not considered to be part of the elementary grades, pre-kindergarten teachers are not required to meet the highly qualified teacher requirement.)
15. A special education teacher who provides only consultative/support services to a highly qualified general education teacher shall be considered a highly qualified special education teacher if s/he meets the state's special education certification requirements for the grade level that s/he is assigned to teach.
16. With regard to a special education teacher who teaches LANGUAGE!:
 - a. A special education teacher who teaches LANGUAGE! as a substitution for state-approved elementary language arts in Grades K-6 must:
 - 1) Hold proper special education certification to teach in elementary grades,
 - 2) Have completed LANGUAGE! training, and
 - 3) Meet one of the state's options from the Alabama Model – Revised 2006 for a new or not new to the profession elementary teacher or for a new or not new to the profession middle/secondary teacher. [Note: The employing local education agency must retain documentation of teaching assignments, highly qualified status, and the LANGUAGE! program training.]
 - b. A special education teacher who teaches LANGUAGE! as a substitution for state-approved English in Grades 7-12 must:
 - 1) Hold proper special education certification in middle/secondary grades,
 - 2) Have completed LANGUAGE! training, and
 - 3) Meet one of the state's options from the Alabama Model – Revised 2006 for a new or not new to the

profession middle/secondary teacher. [Note: The employing local education agency must retain documentation of teaching assignments, highly qualified status, and the LANGUAGE! program training.]

17. The NCLB highly qualified teacher requirement is not applicable to reading specialists and reading coaches who are not responsible for providing core academic reading instruction to students. In this case, the reading specialist or coach may occasionally:
 - a. *Provide supplemental reading instruction* to a student or small group of students who receive their core academic reading instruction from a teacher or teachers who are highly qualified to teach reading at their grade level; and/or
 - b. *Model reading instruction* with a student or small group of students while conducting or facilitating a professional learning activity for core academic subject teachers.
18. NCLB applies the highly qualified teacher requirement to core academic subject teachers in public schools. Alabama's review of highly qualified teachers will extend to any teacher who holds a valid Alabama teaching certificate, including those who are currently seeking employment and those who are currently employed in a private school or a state-supported school that does not operate under the governance of a local public school system.
19. Teachers who believe that courses they have taken or degrees/certificates they have earned have not been recognized for purposes of documenting compliance with NCLB and LEAs that have questions about accepting specific courses and teachers and/or LEAs that need assistance when considering activities for use in the state's HOUSSE may request assistance by e-mail (jmeyer@alsde.edu).
20. Teachers employed on the basis of holding an alternative approach certificate are not deemed highly qualified until they document compliance with the academic major, Praxis II, or HOUSSE criteria described elsewhere in the Model.

Criteria and Options for Teachers Who are NEW to the Profession

Definition: A “new” teacher is one who has taught in a public school for less than two full academic years.

New Elementary Teacher

A new elementary teacher, including a teacher of students with disabilities, holds at least a valid Class B Professional Educator Certificate, Special Alternative Certificate, or Preliminary Certificate in Early Childhood Education, Elementary Education, or an area of Special Education¹ that includes elementary grades and is assigned to a grade or grades covered by that certificate;

AND

Has passed an Alabama-approved state subject-specific test in elementary education (See #5.b under Background Information). A basic skills test may not be used to satisfy this option. A test of special education knowledge and skills may not be used to satisfy this option.

NOTES:

1. IDEA 2004 altered Alabama’s NCLB requirements pertaining to special education.
2. A teacher of Grades 4-6 in a departmentalized school may meet the highly qualified teacher criteria applicable to:
 - a. Elementary teachers if the teacher is certified in Elementary Education for Grades K-6 or 1-6 or 1-9; or Middle Level Generalist for Grades 4-8; OR
 - b. Middle/secondary teachers if the teacher is certified in a middle level content area(s) or Middle Level Generalist for Grades 4-8; OR
 - c. Middle/secondary teachers if the teacher is certified in Grades 6-12 and is teaching Grade 6.
2. A teacher with Middle Level Generalist certification who is teaching a self-contained class in Grades 4-6 may meet highly qualified teacher criteria applicable to an elementary teacher or to a middle/secondary teacher in English language arts, mathematics, science, and social science.
4. ~~A teacher who holds certification in early childhood education, elementary education, or reading and has been deemed highly qualified for early childhood education, elementary education, or reading is highly qualified to serve as a teacher of reading beginning from the lowest grade on the teacher’s certificate and continuing through Grade 12 for any part of a day or all day.~~
5. A special education teacher who teaches reading for all or part of a day must:
 - a. Be deemed highly qualified in her/his teaching assignment, and
 - b. Have received training in the scientifically research based core academic reading program. The employing local education agency (LEA) must retain documentation of teaching assignments, highly qualified status, and reading program training.
The employing LEA must ensure that students who are taught reading by this teacher receive their core academic English or language arts instruction from a highly qualified teacher.
6. A teacher who is employed full time at the elementary level to teach art, dance, foreign language(s), music, or theatre must hold a certificate in that discipline that includes elementary grades and meet the criteria for a highly qualified middle/secondary teacher.
7. Refer to Background Information, pages 2-4, for additional pertinent information.

New Middle/Secondary Teacher

1. A new middle/secondary teacher, including a teacher of students with disabilities whose special education certificate spans one or more grades above Grade 6, who teaches a “core academic subject” – English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography – holds at least a valid Class B Professional Educator Certificate, Alternative Baccalaureate-Level Certificate, Special Alternative Certificate, or Preliminary Certificate **for every core academic subject the teacher teaches.** AND
 - a. Has passed an Alabama-approved subject-specific test in each of the academic subjects s/he teaches (See #5.b under Background Information. A basic skills test may not be used to satisfy this option. A test of special education knowledge and skills may not be used to satisfy this option.) OR
 - b. Has completed, in each of the subjects taught, an undergraduate academic major as verified on a regionally accredited college/university transcript. (The academic major must be in mathematics, for example, rather than in mathematics education.) OR
 - c. Has earned a graduate degree in each of the subjects taught; (again, not a degree in education). OR
 - d. Has completed coursework equivalent to an undergraduate academic major – 32 semester hours in the academic area with at least 19 upper division hours – in each subject she/he teaches. OR
 - e. Holds a Class A or Class AA Professional Educator Certificate endorsed in each subject taught. OR
 - f. Holds English language arts certification, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in the broad area of English language arts or in an area included in English language arts and is teaching courses in another area of English language arts for which the teacher has earned credit. OR
 - g. Holds certification in General Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in the broad area of General Science or in an area of science and is teaching courses in another area of science for which the teacher has earned credit. OR
 - h. Holds certification in General Social Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in the broad area of General Social Science or in an area of social science and is teaching courses in another area of social science for which the teacher has earned credit. OR
 - i. IDEA 2004 added another option for properly certified middle/secondary special education teachers who are (1) new to the profession, (2) teach exclusively students with disabilities, and (3) teach multiple subjects. A “new to the profession” middle/secondary special education teacher who teaches multiple subjects and who is highly qualified in language arts, mathematics, or science, at the time of being hired for the first time in a public school may meet the highly qualified teacher requirement in other core academic subjects taught through the state’s HOUSSE option, not later than two (2) years after the date of initial employment. (The two-year period may extend beyond the end of the 2005-2006 school year.) [NOTE: Highly qualified status in general social science at the time of initial hiring

does not establish eligibility for a new middle/secondary teacher to use the HOUSSE option.]

- j. A special education teacher (Grades 7-12) who teaches *exclusively* students functioning as though they have a significant cognitive impairment, i.e., IQ equal to or less than 55, and participating in the Alabama Alternate Assessment *may* meet highly qualified teacher requirements based on any applicable option in the Alabama Model-2006 for a general education *elementary* teacher who is new or not new to the profession, *or* for a general education *middle/secondary* teacher who is new or not new to the profession.
 - a. If a middle/secondary option is used, the teacher must adhere to the content-specific requirements, and must indicate the subject area(s) being taught when submitting a “checklist” or HOUSSE portfolio application.
 - b. If an elementary option is used for a middle/secondary special education teacher (Grades 7-12), the LEA must submit a cover memorandum, signed by the local superintendent or authorized designee, and certifying that the teacher teaches core academic subjects exclusively to students functioning as though they have a significant cognitive impairment, i.e., IQ equal to or less than 55, and who will be assessed against alternate achievement standards.**

NOTES:

1. Criteria for middle/secondary teachers are applicable to Career/Technical Education teachers of embedded credit and substitute credit courses.
2. Criteria for middle/secondary teachers are applicable to properly certified special education teachers of students with disabilities in Grades 7-12 except for special education teachers of students who are functioning as though they have a significant cognitive impairment and will participate in the Alabama Alternative Assessment. (See “j,” above.)
- ~~3. A teacher who holds certification in early childhood education, elementary education, or reading and has been deemed highly qualified for early childhood education, elementary education, or reading is highly qualified to serve as a teacher of reading beginning from the lowest grade on the teacher’s certificate and continuing through Grade 12 for any part of a day or all day.~~
4. A teacher who holds certification in English language arts and has been deemed highly qualified for that subject is highly qualified to serve as a teacher of reading for any part of the day or all day in the grades covered by the teacher’s English language arts certificate.
5. A special education teacher who teaches reading for all or part of a day must (a) be deemed highly qualified in her/his teaching assignment and (b) have received training in the scientifically research based core academic reading program. The employing LEA must retain documentation of teaching assignments, highly qualified status, and reading program training. The employing LEA must ensure that students who are taught reading by this teacher receive their core academic English or Language arts instruction from a highly qualified teacher.
6. Refer to Background Information, pages 2-4, for additional pertinent information.

Criteria for Teachers NOT NEW to the Profession

Definition: A “not new” teacher is one who has taught in a public school for two or more full academic years.

Not New Elementary Teacher

A not-new elementary teacher, including a teacher of students with disabilities, holds at least a valid Class B Professional Educator Certificate, Special Alternative Certificate, or Preliminary Certificate in Early Childhood Education, Elementary Education, or an area of Special Education¹ that includes elementary grades and is assigned to the grade(s) covered by that certificate;

AND

- a. Has passed an Alabama-approved subject-specific test (See #5.b under Background Information.) A basic skills test may not be used to satisfy this option. A test of special education knowledge and skills may not be used to satisfy this option.

OR

- b. Has satisfied the requirements of Alabama’s “high objective uniform state standard of evaluation” (HOUSSE). ~~(In accordance with guidance from the U. S. Department of Education, the HOUSSE option will not be available after August 15, 2006. August 15, 2006, is the last date that new HOUSSE applications and documentation related to previously submitted applications can be accepted.)~~

NOTES:

1. IDEA 2004 altered Alabama’s NCLB requirements pertaining to special education.
2. A teacher of Grades 4-6 in a departmentalized school may meet the highly qualified teacher criteria applicable to:
 - a. Elementary teachers if the teacher is certified in Elementary Education for Grades K-6 or 1-6 or 1-9, or Middle Level Generalist for Grades 4-8; OR
 - b. Middle/secondary teachers if the teacher is certified in a middle level content area(s) or Middle Level Generalist for Grades 4-8; OR
 - c. Middle/secondary teachers if the teacher is certified in Grades 6-12 and is teaching Grade 6.
3. A teacher with Middle Level Generalist certification who is teaching a self-contained class in Grades 4-6 may meet highly qualified teacher criteria applicable to an elementary teacher or to a middle/secondary teacher in English language arts, mathematics, science, and social science.
4. ~~A teacher who holds certification in early childhood education, elementary education, or reading and has been deemed highly qualified for early childhood education, elementary education, or reading is highly qualified to serve as a teacher of reading beginning from the lowest grade on the teacher’s certificate and continuing through Grade 12 for any part of a day or all day.~~
5. A special education teacher who teaches reading for all or part of a day must (a) be deemed highly qualified in her/his teaching assignment and (b) have received training in the scientifically research based core academic reading program. The employing LEA must retain documentation of teaching assignments, highly qualified status, and reading program training. The employing LEA must ensure that students who are taught reading by this teacher receive their core academic English or language arts instruction from a highly qualified teacher.
6. A teacher who is employed full time at the elementary level to teach art, dance, foreign language(s), music, or theatre must hold a certificate in that discipline that includes elementary grades and meet the criteria for a highly qualified middle/secondary teacher.

Not New Middle/Secondary Teacher

1. A not-new middle/secondary teacher, including a teacher of students with disabilities whose special education certificate spans one or more grades above Grade 6, who teaches a “core academic subject” – English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography – holds at least a valid Class B Professional Educator Certificate, Alternative Baccalaureate-Level Certificate, Special Alternative Certificate, or Preliminary Certificate **for every core academic subject the teacher teaches.** AND
 - a. Has passed an Alabama-approved subject-specific test in each of the academic subjects taught. (See #5.b under Background Information.) A basic skills test may not be used to satisfy this option. A test of special education knowledge and skills may not be used to satisfy this option. OR
 - b. Has completed, in each of the subjects taught, an undergraduate academic major as verified on a regionally accredited college/university transcript. (The academic major must be in mathematics, for example, rather than in mathematics education). OR
 - c. Has earned a graduate degree in each of the subjects taught; (again, not a degree in education). OR
 - d. Has completed coursework equivalent to an undergraduate academic major – 32 semester hours in the academic area with at least 19 upper division hours – in each subject taught. OR
 - e. Holds a Class A or Class AA Professional Educator Certificate endorsed in each subject taught. OR
 - f. Holds Class A or Class AA certification in an area closely related to the subject(s) taught as indicated on pages 11-13 of this document and has ten or more years of full-time teaching experience in the teacher’s assignment area. OR
 - g. Has 5 years of full-time teaching experience in the teacher’s assignment area and holds a valid National Board for Professional Teaching Standards Certificate appropriate to the teacher’s assignment area, as indicated on pages 11-13 of this document. (National Board certification in Exceptional Needs may not be used to satisfy this option.). OR
 - h. Holds English language arts certification, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in the broad area of English language arts or in an area included in English language arts and is teaching courses in another area of English language arts for which the teacher has earned credit. OR
 - i. Holds certification in General Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in the broad area of General Science or in an area of science and is teaching courses in another area of science for which the teacher has earned credit. OR
 - j. Holds certification in General Social Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in the broad area of General Social Science or in an area of social science and is teaching courses in another area of social science for which the teacher has earned credit. OR

- k. Has satisfied the requirements of Alabama’s “high objective uniform state standard of evaluation” (HOUSSE). **(In accordance with guidance from the U. S. Department of Education, the HOUSSE option will not be available after August 15, 2006. August 15, 2006, is the last date that new HOUSSE applications and documentation related to previously submitted applications can be accepted.)**

OR

1. A special education teacher (Grades 7-12) who teaches *exclusively* students functioning as though they have a significant cognitive impairment, i.e., IQ equal to or less than 55, and participating in the Alabama Alternate Assessment *may* meet highly qualified teacher requirements based on any applicable option in the Alabama Model-2006 for a general education *elementary* teacher who is new or not new to the profession, *or* for a general education *middle/secondary* teacher who is new or not new to the profession.
 - a. If a middle/secondary option is used, the teacher must adhere to the content-specific requirements, and must indicate the subject area(s) being taught when submitting a “checklist” or HOUSSE application.
 - b. **If an elementary option is used for a middle/secondary special education teacher (Grades 7-12), the LEA must submit a cover memorandum, signed by the local superintendent or authorized designee, and certifying that the teacher teaches core academic subjects exclusively to students functioning as though they have a significant cognitive impairment, i.e., IQ equal to or less than 55, and who will be assessed against alternate achievement standards.**

NOTES:

1. Criteria for middle/secondary teachers are applicable to Career/Technical Education teachers of embedded credit or substitute credit courses.
2. Criteria for middle/secondary teachers are applicable to properly certified special education teachers of students with disabilities in Grades 7-12 except for special education teachers of students who are functioning as though they have a significant cognitive impairment and will participate in the Alabama Alternative Assessment. (See “k” above.)
- ~~3. A teacher who holds certification in early childhood education, elementary education, or reading and has been deemed highly qualified for early childhood education, elementary education, or reading is highly qualified to serve as a teacher of reading beginning from the lowest grade on the teacher’s certificate and continuing through Grade 12 for any part of a day or all day.~~
4. A teacher who holds certification in English language arts and has been deemed highly qualified for that subject is highly qualified to serve as a teacher of reading for any part of the day or all day in the grades covered by the teacher’s English language arts certificate.
5. A special education teacher who teaches reading for all or part of a day must (a) be deemed highly qualified in her/his teaching assignment and (b) have received training in the scientifically research based core academic reading program. The employing LEA must retain documentation of teaching assignments, highly qualified status, and reading program training. The employing LEA must ensure that students who are taught reading by this teacher receive their core academic English or Language arts instruction from a highly qualified teacher.
6. Refer to Background Information, pages 2-3, for additional pertinent information.

Clarification of “CLOSELY RELATED” Advanced¹ or NBPTS² Certificates for Teachers³ With 5 Years of Full-time Experience in the Assignment and NBPTS or “NOT NEW” Teachers with at Least 10 Years of Full-time Experience in the Assignment and Alabama Class A/AA

Teacher’s Assignment	Alabama Certificate	NBPTS Certificate
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THE FOLLOWING MAY BE CONSIDERED IN THE HOUSSE CHECKLIST FOR NOT NEW ELEMENTARY TEACHERS:

Early Childhood	Class A/AA Elementary <u>or</u> Class A/AA Reading <u>or</u> Class A/AA Family & Consumer Sciences Education	Early Childhood Generalist
Early Childhood Special Education	Class A/AA Early Childhood Education Class A/AA Elementary <u>or</u> Class A/AA Reading	Early Childhood Generalist
Elementary Education	Class A/AA Early Childhood Education <u>or</u> Class A/AA Reading	Middle Childhood Generalist or Early Adolescence Generalist
Elementary Special Education (EC, MR, SLD, etc.)	Class A/AA Early Childhood Education <u>or</u> Class A/AA Elementary Education <u>or</u> Class A/AA Reading	Middle Childhood Generalist <u>or</u> Early Adolescence Generalist

THE FOLLOWING MAY BE CONSIDERED IN THE NON-HOUSSE CHECKLIST FOR NOT NEW MIDDLE/SECONDARY TEACHERS:

Middle Level English Language Arts, Mathematics, Science, and Social Science in Grade 7 and/or 8	Class A/AA Reading	Middle Childhood Generalist <u>or</u> Early Adolescence Generalist
Middle Level English Language Arts	Class A/AA Secondary English Language Arts <u>or</u> Class A/AA Reading <u>or</u> IF TEACHER IS CERTIFIED IN ENGLISH LANG. ARTS: Class A/AA English <u>or</u> Class A/AA Drama/Theatre <u>or</u> Class A/AA Journalism <u>or</u> Class A/AA Speech Communication/Theatre <u>or</u> Class A/AA Speech	Early Adolescence English Language Arts <u>or</u> Adolescence and Young Adulthood English Language Arts <u>or</u> Early Adolescence Generalist

Teacher's Assignment	Alabama Certificate	NBPTS Certificate
Middle Level Mathematics	Class A/AA Secondary Mathematics	Early Adolescence Mathematics <u>or</u> Adolescence and Young Adulthood Mathematics <u>or</u> Early Adolescence Generalist
Middle Level Science	Class A/AA Secondary General Science <u>or</u> IF TEACHER IS CERTIFIED IN GENERAL SCIENCE: Class A/AA Biology <u>or</u> Class A/AA Chemistry <u>or</u> Class A/AA Earth and Space Science <u>or</u> Class A/AA Physics	Early Adolescence Science <u>or</u> Adolescence and Young Adulthood Science <u>or</u> Early Adolescence Generalist
Middle Level Social Science	Class A/AA Secondary General Social Science <u>or</u> IF TEACHER IS CERTIFIED IN GENERAL SOCIAL SCIENCE: Class A/AA Anthropology <u>or</u> Class A/AA Economics <u>or</u> Class A/AA Geography <u>or</u> Class A/AA History <u>or</u> Class A/AA Philosophy <u>or</u> Class A/AA Political Science <u>or</u> Class A/AA Psychology <u>or</u> Class A/AA Sociology	Early Adolescence Social Studies <u>or</u> Adolescence and Young Adulthood Social Science <u>or</u> Early Adolescence Generalist
Secondary English Language Arts	Class A/AA Reading <u>or</u> IF TEACHER IS CERTIFIED IN ENGLISH LANG. ARTS: Class A/AA English <u>or</u> Class A/AA Drama/Theatre <u>or</u> Class A/AA Journalism <u>or</u> Class A/AA Speech Communication/Theatre <u>or</u> Class A/AA Speech	Early Adolescence English Language Arts <u>or</u> Adolescence and Young Adulthood English Language Arts
Secondary Mathematics		Early Adolescence Mathematics <u>or</u> Adolescence and Young Adulthood Mathematics

Teacher's Assignment	Alabama Certificate	NBPTS Certificate
Secondary Science	IF TEACHER IS CERTIFIED IN GENERAL SCIENCE: Class A/AA Biology <u>or</u> Class A/AA Chemistry <u>or</u> Class A/AA Earth and Space Science <u>or</u> Class A/AA Physics	Early Adolescence Science <u>or</u> Adolescence and Young Adulthood Science
Secondary Social Science	IF TEACHER IS CERTIFIED IN GENERAL SOCIAL SCIENCE: Class A/AA Anthropology <u>or</u> Class A/AA Economics <u>or</u> Class A/AA Geography <u>or</u> Class A/AA History <u>or</u> Class A/AA Philosophy <u>or</u> Class A/AA Political Science <u>or</u> Class A/AA Psychology <u>or</u> Class A/AA Sociology	Early Adolescence Social Studies <u>or</u> Adolescence and Young Adulthood Social Studies
Art	Class A/AA Art ⁴	Art for any age span
Music	Class A/AA Music ⁴	Music for any age span
French	Class A/AA French ⁴	French for any age span
German	Class A/AA German ⁴	German for any age span
Spanish	Class A/AA Spanish ⁴	Spanish for any age span

¹ In addition to Alabama Class A/AA certificates that exactly match the teacher's assignment

² National Board for Professional Teaching Standards

³ Proper Alabama certification is a requirement for all teachers to be deemed highly qualified

⁴ For art, music, and foreign languages, grade levels of advanced certificate may differ from assignment.