

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.48 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: Instructional Leadership
 New X Amend Repeal Adopt by Reference

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety? No

Is there a reasonable relationship between the state's police power and the protection of the public health, safety, or welfare? Yes

Is there another, less restrictive method of regulation available that could adequately protect the public? No

Does the proposed rule have the effect of directly or indirectly increasing the costs of any goods or services involved and, if so, to what degree? No

Is the increase in cost, if any, more harmful to the public than the harm that might result from the absence of the proposed rule? No

Are all facets of the rulemaking process designed solely for the purpose of, and so they have, as their primary effect, the protection of the public? No

Does the proposed rule have an economic impact? No

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the Legislative Reference Service.

Signature of certifying officer 

Date 3/29/12

(DATE FILED)
(STAMP)

APA-2
07/04

**Alabama State Department of Education
Office of Teaching and Leading**

NOTICE OF INTENDED ACTION

AGENCY NAME: State Department of Education

RULE NO. & TITLE:

290-3-3 is the Teacher Education Chapter of the Alabama Administrative Code.
290-3-3-.01 Definitions
290-3-3-.02 College and University Requirements
290-3-3-.04 Class B (Bachelor's Degree Level) Programs for Teaching Fields
290-3-3-.42 Class A (Master's Degree Level) Programs for Teaching Fields
290-3-3-.44 Alternative Class A Programs for Teaching Fields
290-3-3-.45 English for Speakers of Others Languages (ESOL) (Grades P-12)
290-3-3-.45.01 Reading Specialist (Grades P-12)
290-3-3-.46 Speech and Language Impaired (Grades P-12)
290-3-3-.47 Class A (Master's Degree Level) Programs for Areas of Instructional Support
Personnel
290-3-3-.48 Instructional Leadership
290-3-3-.49 Library Media
290-3-3-.50 School Counseling
290-3-3-.51 School Psychometry
290-3-3-.51.01 Sport Management
290-3-3-.52 Class AA (Sixth-Year Level) Programs for Teaching Fields
290-3-3-.52.01 Teacher Leader
290-3-3-.53 Class AA (Sixth-Year Level) Programs for Areas of Instructional Support
290-3-3-.53.01 Instructional Leadership
290-3-3-.54 School Psychology

INTENDED ACTION: Amend

SUBSTANCE OF PROPOSED ACTION: Amend

Amend Rule 290-3-3-.01 to add definitions for instructional support area, levels of Alabama Professional Certificates, and program overlap; revise definitions on levels of educator preparation programs, professional studies, and teaching field; and delete language about converting a "pass" grade.

Amend Rule 290-3-3-.02 to allow for program overlap in accordance with written institutional policies and provide language to allow an individual who completed an educator preparation program at an Alabama institution and wishes to return to complete a program on the same degree level to use coursework from the first program without violating the rule limiting the number of courses that may be taken prior to unconditional admission.

Amend Rule 290-3-3-.04 to use consistent language about State requirements for unconditional admission.

Amend Rule 290-3-3-.42 to require unconditional admission before a person has taken more than five courses in an approved program; to stipulate courses from a prior-level of certification may not be used to meet requirements of a higher-level program; and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.44 to clarify language about State requirements for unconditional admission to an Alternative Class A program.

Amend Rule 290-3-3-.45 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.45.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.46 to require unconditional admission before a person has taken more than five courses in the approved program.

Amend Rule 290-3-3-.47 to require unconditional admission before a person has taken more than five courses in an approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.48 to emphasize a person must be unconditionally admitted before enrolling in courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.49 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.50 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53.01 to emphasize a person must be unconditionally admitted before enrolling in courses in the program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.54 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 9:30 a.m., April 12, 2012, Auditorium Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons wishing to express their views should contact the State Superintendent of Education at (334) 242-9700 no later than April 2, 2012, in order to ensure being scheduled on the agenda. All persons wishing to express their views in writing to the State Superintendent of Education should address all written comments to the State Superintendent of Education, Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE: June 5, 2012

CONTACT PERSON AT AGENCY:

Dr. Jayne Meyer
Alabama State Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101
(334) 242-9560



(Signature of officer authorized to promulgate and adopt rules or his or her deputy)

290-3-3-.48 Instructional Leadership.

(1) **Unconditional Admission to an Instructional Leadership Program.** In addition to a valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or instructional support area, the applicant shall:

(a) Have a minimum of three full years of full-time, satisfactory professional educational experience in a P-12 setting, which must include P-12 teaching experience if admitted prior to August 2010 or have a minimum of three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience if admitted on or after August 1, 2010.

(b) Submit an admission portfolio before an interview. The portfolio will contain the following:

1. Three letters of recommendation to include the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.

2. Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available.

3. Evidence of ability to improve student achievement.

4. Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership.

5. Summary of candidate's reasons for pursuing instructional leadership certification.

6. Summary of what the candidate expects from the preparation program.

(c) Pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty.

(d) Individuals must be unconditionally admitted to the Class A instructional leadership program before enrolling in any courses in the program.

(2) **Curriculum of an Instructional Leadership Program.**

(a) With regard to **planning for continuous improvement**: This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning. Effective instructional leaders engage the school community in developing and maintaining a shared vision; plan effectively; use critical thinking and problem-solving techniques; collect, analyze, and interpret data; allocate resources; and evaluate

results for the purpose of continuous school improvement. Prior to program completion prospective instructional leaders shall demonstrate:

1. Knowledge to:
 - (i) Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center.
 - (ii) Align instructional objectives and curricular goals with the shared vision.
 - (iii) Allocate and guard instruction time for the achievement of goals.
 - (iv) Create a school leadership team that is skillful in using data.
 - (v) Use approved methods and principles of program evaluation in the school improvement process.
2. Ability to:
 - (i) Lead and motivate staff, students, and families to achieve the school's vision.
 - (ii) Work with faculty to identify instructional and curricular needs that align with vision and resources.
 - (iii) Interact with the community concerning the school's vision, mission, and priorities.
 - (iv) Work with staff and others to establish and accomplish goals.
 - (v) Relate the vision, mission, and goals to the instructional needs of students.
 - (vi) Use goals to manage activities.
 - (vii) Use a variety of problem-solving techniques and decision-making skills to resolve problems.
 - (viii) Delegate tasks clearly and appropriately to accomplish organizational goals.
 - (ix) Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.
 - (x) Use a process for gathering information to use when making decisions.
 - (xi) Use multiple sources of data to manage the accountability process.
 - (xii) Assess student progress using a variety of techniques and information.
 - (xiii) Monitor and assess instructional programs, activities, and materials.
 - (xiv) Use diagnostic tools to assess, identify, and apply instructional improvement.
 - (xv) Use external resources as sources for ideas for improving student achievement.

(b) With regard to **teaching and learning**: This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that instructional leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Effective instructional leaders promote and monitor the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability. Prior to program completion prospective instructional leaders shall demonstrate:

1. Knowledge to:

(i) Plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision.

(ii) Collaborate with community, staff, district, state, and university personnel to develop the instructional program.

(iii) Align curriculum, instructional practices, and assessments to district, state, and national standards including standards unique to career and technical education and to special education.

2. Ability to:

(i) Use multiple sources of data to plan and assess instructional improvement.

(ii) Engage staff in ongoing study and implementation of research-based practices.

(iii) Use the latest research, applied theory, and best practices to make curricular and instructional decisions.

(iv) Communicate high expectations and standards for the academic and social development of students.

(v) Ensure that content and instruction are aligned with high standards resulting in improved student achievement.

(vi) Coach staff and teachers on the evaluation of student performance.

(vii) Identify differentiated instructional strategies to meet the needs of a variety of student populations.

(viii) Develop curriculum aligned to state standards, including standards unique to career and technical education and to special education.

- (ix) Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.
- (x) Use multiple sources of data to manage the accountability process.
- (xi) Assess student progress using a variety of formal and informal assessments.
- (xii) Monitor and assess instructional programs, activities, and materials.
- (xiii) Use the methods and principles of program evaluation in the school improvement process.

(c) With regard to **human resources development**: This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish school goals and continuously improve the school's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles. Effective instructional leaders: recruit, select, organize, evaluate, and mentor faculty and staff to accomplish school and system goals; work collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning; and initiate and nurture interpersonal relationships to facilitate teamwork and enhance student achievement. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Set high expectations and standards for the performance of all teachers and staff.
 - (ii) Use the accepted methods and principles of personnel evaluation.
 - (iii) Operate within the provisions of each contract as well as established enforcement and grievance procedures.
 - (iv) Hire and retain high-quality teachers and staff.
2. Ability to:
 - (i) Coach staff and teachers on the evaluation of student performances.

- (ii) Work collaboratively with teachers to plan for individual professional development.
- (iii) Use a variety of supervisory models to improve teaching and learning.
- (iv) Apply adult learning strategies to professional development.
- (v) Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.
- (vi) Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.
- (vii) Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.
- (viii) Provide opportunities for teachers to reflect, plan, and work collaboratively.
- (ix) Create a community of learners among faculty and staff.
- (x) Create a personal professional development plan for his/her own continuous improvement.
- (xi) Foster development of aspiring leaders, including teacher leaders.

(d) With regard to **diversity**: This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve opportunities for all students. Effective instructional leaders respond to and influence the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students. Prior to program completion the prospective instructional leader shall demonstrate:

- 1. Knowledge to:
 - (i) Involve a school community in appropriate diversity policy implementations, program planning, and assessment efforts.
 - (ii) Handle crisis communications in both oral and written form.
 - (iii) Recruit, hire, develop, and retain a diverse staff.
 - (iv) Represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community.
 - (v) Recognize and respond effectively to multicultural and ethnic needs in the organization and the community.

2. Ability to:
 - (i) Conform to legal and ethical standards related to diversity.
 - (ii) Perceive the needs and concerns of others and deal tactfully with them.
 - (iii) Arrange for students and families whose home language is not English to engage in school activities and communications through oral and written translations.
 - (iv) Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
 - (v) Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.

(e) With regard to **community and stakeholder relationships**: This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their children and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community. Effective instructional leaders identify the unique characteristics of the community to create and sustain mutually supportive family-school-community relations. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Serve as primary school spokesperson in the community.
 - (ii) Make parents partners in their student's education.

2. Ability to:
 - (i) Address student and family conditions affecting learning.
 - (ii) Identify community leaders and their relationships to school goals and programs.
 - (iii) Communicate the school's vision, mission, and priorities to the community.
 - (iv) Share leadership and decision-making with others by gathering input.
 - (v) Seek resources of families, business, and community members in support of the school's goals.
 - (vi) Develop partnerships, coalitions, and networks to impact student achievement.
 - (vii) Actively engage the community to share responsibility for student and school success.
 - (viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

(f) With regard to **technology**: This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should be competent users of information and technology tools common to information-age professionals. The effective educational leader should be a hands-on user of technology. While technology empowers instructional leaders by the information it can readily produce and communicates, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs. Effective instructional leaders plan, implement, and evaluate the effective integration of current technologies and electronic tools in teaching, management, research, and communication. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:
 - (i) Discover practical approaches for developing and implementing successful technology planning.
 - (ii) Increase access to educational technologies for the school.
2. Ability to:
 - (i) Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment.
 - (ii) Develop a plan for technology integration for the school community.
 - (iii) Model the use of technology for personal and professional productivity.
 - (iv) Develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.

(v) Promote the effective integration of technology throughout the teaching and learning environment.

(vi) Provide support for teachers to increase the use of technology already in the school/classrooms.

(vii) Use technology to support the analysis and use of student assessment data.

(g) With regard to **management of the learning organization**: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure the management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication. Effective instructional leaders manage the organization, facilities, and financial resources; implement operational plans; and promote collaboration to create a safe and effective learning environment. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge to:

(i) Develop and administer policies that provide a safe school environment.

(ii) Identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources.

(iii) Build and ability to support a culture of learning at the school.

(iv) Manage financial and material assets and capital goods and services in order to allocate resources according to school priorities while complying with regulations unique to the expenditure of funds available for career and technical education, and numerous other sources of state and federal funds.

(v) Use an efficient budget planning process that involves staff and community.

(vi) Create and ability to empower a school leadership team that shares responsibility for the management of the learning organization.

2. Ability to:
 - (i) Apply operational plans and processes to accomplish strategic goals.
 - (ii) Attend to student learning goals in the daily operation of the school.
 - (iii) Identify and organize resources to achieve curricular and instructional goals.
 - (iv) Develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.
 - (v) Plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.
 - (vi) Use goals to manage activities.

(h) With regard to **ethics**: This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect the *Alabama Educator Code of Ethics*. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Effective instructional leaders demonstrate honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators. Prior to program completion the prospective instructional leader shall demonstrate:

1. Knowledge and ability to:
 - (i) Adhere to the *Alabama Educator Code of Ethics*.
 - (ii) Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.
 - (iii) Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.
 - (iv) Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.
2. Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.
3. Ability to make decisions within an ethical context.

(3) Requirements for Certification in Instructional Leadership. Readiness to serve as an instructional leader shall include:

- (a) An official transcript from a regionally accredited institution documenting an earned master's degree.

(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program in instructional leadership.

(c) A passing score on a comprehensive assessment documenting mastery of the curriculum of the instructional leadership program, which may include, but may not be limited to, an oral examination.

(d) A valid Class B Professional Educator Certificate in a teaching field or a valid Class A Professional Educator Certificate in a teaching field or instructional support area.

(e) An internship that allows candidates to benefit from purposeful hands-on experiences that would prepare them to lead the essential work of school improvement and higher student achievement prior to being placed at the helm of a school. Leadership is learned through studying the key concepts and skills used by effective leaders, observing good models, and by experiencing one's own trial and error in the workplace.

1. Components: Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:

(i) Collaboration between the university and LEA that anchors internship activities in real-world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.

(ii) An explicit set of school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in state standards and research and incorporated in the preparation programs' design.

(iii) A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders, with analysis, synthesis, and evaluation of real-life problems at each level.

(iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.

(v) Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing instructional leaders (principals), and LEA personnel.

(vi) Ongoing supervision provided by program faculty who have the expertise and time to provide frequent formative feedback on interns' performance that lets them know how they need to improve.

(vii) Directing instructional leaders (principals) model the desired leadership behaviors and know how to guide interns through required activities that bring their performance to established standards.

(viii) Rigorous evaluations of interns' performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures.

2. Design. Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating school during critical times of instructional planning. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active school with students present. A residency shall be no less than ten consecutive full days in the school setting with students present. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended by the university for instructional leadership certification.

(4) Testing for Certification in Instructional Leadership. Applicants for initial certification in instructional leadership through the completion of a Class A program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.47(4).

(5) Faculty. An institution shall meet the following criteria.

(a) At least two faculty members who are full-time to the instructional leadership program shall hold earned doctorates in instructional leadership (educational administration) or related fields.

(b) A minimum of two full-time faculty members in instructional leadership (educational administration) shall each have a minimum of three years of experience as a practicing assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or any three years combination thereof.

(c) Instructional leadership faculty with recent experience in instructional leadership shall supervise interns. The institution shall have and follow a written policy pertaining to teaching load credit for supervising candidates in field experiences and residencies.

Author: ~~Dr. Joseph B. Morton.~~ Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 09-08-05, effective 10-13-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended ; effective _____.