

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.51 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: School Psychometry

_____ New 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-.51 School Psychometry.

(1) **Rationale.** The main goal of these standards is to provide individuals with the necessary knowledge and abilities to become effective school psychometrists.

(2) **Unconditional Admission to a School Psychometry Program.** The study of school psychometry begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level professional educator certificate in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or master's- level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold ~~earn~~ at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class A school psychometry program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) **Program Curriculum.**

(a) **Data-based decision making and accountability.** Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of:

(i) Assessment, including:

(I) Appropriate instruments and methods for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles.

(II) Selection, administration, interpretation, and utilization of assessment instruments and report writing.

(ii) Varied methods of assessment (e.g., norm-referenced, curriculum-based) and data collection to measure response to, progress in, and effective outcome for services.

(iii) Modern technology and its practical application in the field of psychometry.

2. Ability to:

(i) Conduct psychological and psycho-educational assessment, including:

(I) Non-biased assessment of personal-social adjustment, intelligence, adaptive behavior, language and communication skills, academic achievement, environmental-cultural influences, and vocational interests.

(II) Formal instruments, procedures, and techniques.

(III) Interviews, observations, and behavioral evaluations.

(IV) Explicit regard for the context in which assessments take place and will be used.

(ii) Systematically collect data and other information about individuals and utilize this data for decision making.

(iii) Access information and technology resources to enhance data collection and decision-making.

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(b) Consultation and collaboration. Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of strategies for consultation and collaboration that link home, school, and community settings and are effective across diverse situations and contexts.

2. Ability to:

(i) Consult and collaborate in planning, problem solving, and decision-making processes among diverse school personnel, families, community professionals, and others.

(ii) Provide in-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.

(c) Interventions and instructional support to develop cognitive and academic skills. Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of:

(i) Intervention strategies, both direct and indirect, with schools and families which may include counseling and consultative techniques, instructional strategies, and behavior management techniques.

(ii) Instructional and remedial techniques, and organization and operation of schools.

2. Ability to provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (such as parents, families, school personnel, community agencies).

(d) Diversity in development and learning. Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of:

(i) Child and adolescent development and learning in the cognitive, physical, social, and emotional areas.

(ii) Multicultural, socio-economic, and ethnic factors and their effect on the teaching-learning and assessment processes.

2. Ability to apply knowledge of diversity in development and learning while providing professional effective services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

(e) **Research application.** Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice.
2. Ability to evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

(f) **Legal, ethical, and professional practice.** Prior to program completion, prospective school psychometrists shall demonstrate:

1. Knowledge of professional issues, standards, and legal and ethical issues, as determined by regulations, statutes, court decisions, and professional associations.
2. Ability to:
 - (i) Provide services consistent with ethical, legal, and professional standards in school psychology.
 - (ii) Collaborate with local and state education agencies to implement accountability systems.
 - (iii) Advocate for school psychometrists' professional roles to provide effective services.

(4) **Requirements for Certification in School Psychometry.** Readiness to serve as a school psychometrist shall include:

- (a) At least a Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support.
- (b) An official transcript from a regionally accredited institution documenting an earned master's degree.
- (c) 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 for school psychometry.
- (d) Competence to perform as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a school psychometrist or school psychologist with a valid master's level professional educator certificate in school psychometry or school psychology. Additional information is provided in Rule 290-3-3-.02(6)(a) and (d).
- (e) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school psychometry program, which may include, but may not be limited to, an oral examination.
- (f) Two full years of full-time, acceptable educational experience.

(5) Testing for Certification in School Psychometry. Applicants for initial certification in school psychometry through the completion of a Class A program must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.47(4).

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

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

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09 amended _____, effective _____.