

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.54 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: School Psychology
 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-.54 School Psychology.

(1) **Rationale.** These standards are aligned with the standards of the National Association of School Psychologists (NASP) for the preparation of school psychologists.

(2) **Unconditional Admission to a School Psychology Program.** Initial certification for a school psychologist shall be at the Class AA level.

(a) Criteria for unconditional admission to school psychology programs shall include at least a valid master's-level professional educator certificate in school psychometry. An individual who holds a valid ~~an~~ out-of-state professional educator certificate in school psychometry or school psychology at the master's level may be admitted to a Class AA program for school psychology.

(b) If an individual who is unconditionally admitted to an Alabama Class AA program in school psychology based on a valid master's-level professional educator certificate in school psychometry or school psychology from another state, completes the Class AA program in school psychology, and subsequently applies for Alabama certification at the Class AA level, then the individual must hold ~~earn~~ at least a valid Class A Professional Educator Certificate in School Psychology or School Psychometry before applying for Class AA certification.

(c) Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in the Class AA school psychology 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 psychologists 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, direct behavior analysis, ecological) and data collection to measure response to, progress in, and effective outcome for services.

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, sensory and perceptual-motor functioning, environmental-cultural influences, and vocational development, aptitude, and interests.

- (II) Formal instruments, procedures, and techniques.
- (III) Interviews, observations, and behavioral evaluations.
- (IV) Explicit regard for the context and setting in which assessments take place and will be used.

(ii) Systematically collect data and other information about individuals, groups, and environments and utilize these data for decision making.

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

(b) Consultation and collaboration. Prior to program completion, prospective school psychologists 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 provide effective consultation, including:

(i) Consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.

(ii) Design and development of procedures for preventing disorders, promoting mental health and learning, and improving educational systems.

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

(iv) Development of collaborative relationships with clients and involvement of clients in assessment, intervention, and program evaluation procedures.

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

1. Knowledge of strategies and advances to promote curriculum, instruction, and children's academic achievement, including literacy development, student-centered strategies, instruction and interventions for self-regulation, study skills, self-monitoring, planning/organization, and time management.

2. Ability to use empirically supported strategies to develop and implement services at the individual, group, and system levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.

(d) Mental health services to develop socialization, learning, and life skills. Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of strategies and advances in mental health, social-emotional, and behavioral services that promote children's learning, academic, and life skills, including counseling, behavioral intervention, social skills interventions, and instruction for self-regulation and self-monitoring.

2. Ability to use assessment and data collection methods to develop and implement appropriate mental health, social-emotional, and behavioral goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.

(e) **Diversity in development and learning.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of:

(i) Biological bases of behavior; cultural diversity; child and adolescent development (typical and atypical); exceptionalities; learning theory; and social bases of behavior.

(ii) Multicultural, socioeconomic, and ethnic factors and their effect on the teaching-learning process, consultation, assessment, intervention, and other school psychology services.

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.

(f) **School-wide practices to promote safe and effective learning environments.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings.

2. Ability to work with others to design and implement empirically supported practices and policies in areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transition at all levels of schooling, grading, retention, and home-school partnerships.

(g) **Crisis prevention and support.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of:

(i) Psychological and educational principles and research related to resilience and risk factors in learning and mental health.

(ii) Empirically supported strategies for effective crisis preparation, prevention, and response.

2. Ability to contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, and response at the individual, family, and system levels taking into account diverse needs and characteristics.

(h) **Family-school collaboration services.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of psychological and educational principles and research related to family systems and their influences on children's academic, motivational, cultural, mental health, and social characteristics.

2. Ability to design, implement, and evaluate educational, support, and other types of programs that assist parents with enhancing the academic and social/behavioral success of their children.

(i) **Research and program evaluation.** Prior to program completion, prospective school psychologists shall demonstrate:

1. Knowledge of:

(i) Statistics and research design.

(ii) Program evaluation methods at the individual, group, and systems level.

(iii) 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:

(i) Participate in the overall development, implementation, and supervision of school psychological service programs.

(ii) Conduct program planning and evaluation, including services to assist in decision-making activities; and serve on committees responsible for developing and planning educational and educationally-related activities.

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

1. Knowledge of legal, ethical, and professional issues and standards, and multiple roles and functions of the school psychologist.

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 psychologists' professional roles to provide effective services.

(4) Requirements for Certification in School Psychology. Readiness to serve as a school psychologist shall include:

(a) A valid Class A Professional Educator Certificate in school psychometry or school psychology.

(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.25 in all courses in the approved program for school psychology as verified on an official transcript.

(c) Competence to perform as a school psychologist in a supervised P-12 internship of at least 300 clock hours supervised by an individual holding valid Alabama certification in school psychology. Additional information is provided in Rule 290-3-3-.02(6)(a) and (d).

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

(5) **Testing for Certification in School Psychology.** Applicants for initial certification in school psychology through the completion of a Class AA program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.53(6).

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 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 _____.