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ANALYSIS FORM FOR: 290-3-3-.47 Instructional Leadership (adopted 06-10-2021)

	IHE Evidence	TEAM ✓	Comments
.47 Instructional Leadership	XXX	XXX	XXX
(1) Unconditional Admission to an Instructional Leadership Program. In addition to a <u>valid</u> Class B Professional Educator Certificate in a teaching field or a <u>valid</u> Class A Professional Educator Certificate in a teaching field or instructional support area, the applicant must document a criminal history background check and shall:			
(a) Educational Experience. The prospective Instructional Leadership candidate must meet one of the following criteria:			
1. Have a minimum of three full years of full-time, satisfactory professional educational work 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 (or six full semesters) 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 classroom teaching experience if admitted on or after August 1, 2010.			
2. Effective January 1, 2022, and thereafter, have a valid Alabama Professional Educator Certificate endorsed for library media or school counseling, document a minimum of seven full years of full-time employment, in the same school system, as a library media specialist or school counselor in a P-12 setting if admitted spring semester 2022 or thereafter, and provide a written recommendation from the current employing superintendent.			
(b) Submit an admission portfolio before an interview. The portfolio must contain the following:			

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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 instructional leadership courses in the program.			
(3) Requirements for Certification in Instructional Leadership. Readiness to serve as an instructional leader shall include:	XXX	XXX	XXX
(a) An official transcript from a regionally accredited institution documenting an earned master’s degree.			
(b) A survey of special education course is required unless that course was taken for prior level certification. [See definition (51)]. An individual who completed a survey of special education course prior to meeting requirements for			

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<p>unconditional admission to a Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A diversity course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification. This rule is applicable to the Special Option described in Rule 290-3-3-.47(6).</p>			
<p>(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 in instructional leadership.</p>	XXX	XXX	XXX
<p>Effective for candidates unconditionally admitted to a Class A instructional leadership program July 1, 2017, and thereafter, satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved program.</p>			
<p>(d) A <u>valid</u> Alabama Class B Professional Educator Certificate in a teaching field or a <u>valid</u> Alabama Class A Professional Educator Certificate in a teaching field or instructional support area.</p>			
<p>(e) An <u>internship</u> that allows candidates to benefit from purposeful hands-on experiences designed to prepare them to lead the essential work of school improvement and higher student achievement.</p>			
<p>1. <u>Components</u>: Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:</p>			

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<p>(i) Collaboration between the university and LEAs 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.</p>			
<p>(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 an instructional leader, as identified in Alabama standards and research and incorporated in the preparation programs' design.</p>			
<p>(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.</p>			
<p>(iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.</p>			
<p>(v) Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing P-12 instructional leaders (principals and central office staff), and LEA personnel.</p>			
<p>(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.</p>			
<p>(vii) Directing instructional leaders (principals and central office staff) model the desired leadership behaviors and know how to guide interns through required activities that bring their performance to established standards.</p>			

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<p>(viii) Rigorous evaluations of interns' performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures.</p>			
<p>2. <u>Design</u>. Universities and LEAs collaborate to ensure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program.</p>			
<p>The <u>internship</u> is designed to place candidates in the cooperating schools 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. <u>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.</u></p>			
<p>The residency is uninterrupted service in an active school with students present for the equivalent of ten full days. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible.</p>			
<p>Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences.</p>			
<p>The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended for certification.</p>			
<p>(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</p>			

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<p>requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.46(7).</p>			
<p>(5) Faculty. An institution shall meet the following criteria.</p>	XXX	XXX	XXX
<p>(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.</p>			
<p>(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.</p>			
<p>(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.</p>			
<p>(d) In order to ensure recency of exemplary instructional leadership in a P-12 setting(s), an EPP may request permission from the State Superintendent of Education to meet one of the two required faculty positions by combining the work of no more than two part-time faculty members whose combined workload equals one full-time position. The request to do so must be supported with evidence that each of the two individuals to be employed part-time meets the doctoral degree and experience requirements indicated in Rule 290-3-3-.47(5)(a) and (b).</p>			

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<p>(6) Reduced-Hour Option Effective July 1, 2014. A person who holds a Class A Professional Educator Certificate and meets the program admission requirements in Rule 290-3-3-.47(1)(a) and (b) may be able to complete a reduced-hour program to be recommended for a Class A Instructional Leadership Certificate. Although the number of semester hours of required credit for <u>instructional leadership courses</u> may vary by EPP, depending on the courses needed to document compliance with program approval standards, at least 18 semester hours of credit for <u>instructional leadership courses</u> are required for this option. EPPs may choose to require additional courses or set a higher GPA requirement. Every <u>instructional leadership</u> course required for the reduced-hour option must include either field or clinical experiences.</p>			
<p>Every <u>instructional leadership</u> course required for the reduced-hour option must include either field or clinical experiences.</p>			
<p>(7) Interim Employment Certificate. An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in instructional leadership through a State-approved Class A program at an Alabama institution. Additional Information is provided in the Educator Certification Chapter of the <i>Alabama Administrative Code</i>.</p>			

Comments: