

APA-1

TRANSMITTAL SHEET FOR NOTICE OF INTENDED ACTION

Control: 290
Department or Agency: State Board of Education State Department of Education
Rule No.: 290-4-3-.04
Rule Title: Alabama Standards for School Leadership
Intended Action: New

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety? Yes

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? No

To what degree?: N/A

Is the increase in cost more harmful to the public than the harm that might result from the absence of the proposed rule? NA

Are all facets of the rule-making process designed solely for the purpose of, and so they have, as their primary effect, the protection of the public? Yes

Does the proposed action relate to or affect in any manner any litigation which the agency is a party to concerning the subject matter of the proposed rule? 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

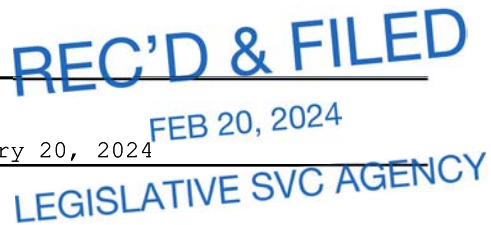
I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the Legislative Services Agency.

Signature of certifying officer

Eric G. Mackey
Eric Mackey

Date

Tuesday, February 20, 2024



STATE BOARD OF EDUCATION
STATE DEPARTMENT OF EDUCATION

NOTICE OF INTENDED ACTION

AGENCY NAME: Alabama State Board of Education

RULE NO. & TITLE: 290-4-3-.04 Alabama Standards for School Leadership

INTENDED ACTION: New

SUBSTANCE OF PROPOSED ACTION:

The State Board of Education proposes to add Rule 290-3-4-.04, "Alabama Standard for School Leadership," to the existing Chapter.

TIME, PLACE AND MANNER OF PRESENTING VIEWS:

A public hearing will be held on April 15, 2024, beginning at 10:00 a.m. at the Auditorium, Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons who wish to express their views should contact the State Superintendent of Education (334-694-4827) no later than April 1, 2024, in order to be scheduled on the agenda. All persons who wish to express their views in writing shall address written comments to the State Superintendent of Education, Gordon Persons Building, Post Office Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE:

Monday, April 15, 2024

CONTACT PERSON AT AGENCY:

Ms. Telena Madison
Office of Professional Learning
Alabama State Department of
Education
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Montgomery, AL 36130-2101
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(Signature of officer authorized
to promulgate and adopt
rules or his or her deputy)

Pursuant to the mission of having effective school leaders in every school, the Alabama Standards for School Leadership define the nature, quality of work, and expectations that current research and best practices indicate are critical to student learning and other positive school outcomes. The Standards are organized around the 5 Domains of Principal Effectiveness with a series of indicators which elaborate the practices that are necessary to meet the Standard.

(1) Visionary Leadership. Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student. An effective school leader:

- a. Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.
- b. Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.
- c. Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

(2) Instructional Leadership. Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students. An effective school leader:

- a. Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.
- b. Maintains high expectations for both staff and students, with a laser-like focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning.
- c. Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.
- d. Works with teachers to analyze student performance data from formative and summative assessments and other measures to

support student learning and provide helpful feedback to students.

- e. Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.
- f. Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

(3) Managerial and Operational Leadership. Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community. An effective school leader:

- a. Provides and oversees a functional, safe, and clean facility and campus.
- b. Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.
- c. Recruits, hires, inducts, develops, and retains a diverse and effective staff.
- d. Models and communicates high expectations, clear guidelines, and systematic procedures.
- e. Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.
- f. Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- g. Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

(4) Relational Leadership. Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community. An effective school leader:

- a. Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.

- b. Advocates for the welfare of all students.
- c. Establishes positive and supportive relationships with all students.
- d. Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.
- e. Ensures a collaborative culture of professionalism and respect among staff.
- f. Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.
- g. Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.
- h. Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

(5) Innovative Leadership. Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change. An effective school leader:

- a. Collects knowledge, skills, and evidence-based practices for improving teaching and learning.
- b. Engages in a professional network as a means for growth.
- c. Demonstrates a commitment to reflective practices and ongoing growth and development.
- d. Seeks and utilizes feedback to improve performance.
- e. Maintains a focus on high priorities related to academic achievement and school climate.
- f. Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.

Author: Dr. Eric G. Mackey.

Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-7, 16-23-12 through 13, and 16-23-16.

History: New Rule: Published _____; effective _____.