

INSTITUTION: University of South Alabama

ANALYSIS FORM FOR: 290-3-3-.53.01 Instructional Leadership
(Adopted on 5-13-10)

| | IHE Evidence | TEAM ✓ | Comments |
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| 290-3-3-.53.01 Instructional Leadership. | XXX | XXX | XXX |
| (1) Rationale. Grounded in the Alabama Standards for Instructional Leaders, and building on the knowledge and abilities developed at the Class A (master's degree) level, candidates in the Class AA Instructional Leadership programs will use their skills to create and practice successful instructional leadership. Class AA Instructional Leadership programs will rely on leadership experiences in school and school district settings to translate candidates' leadership knowledge into sound leadership practices. A core principle of Class AA Instructional Leadership programs will be the development of shared leadership practices with all who have a stake in improving student achievement, especially parents and teachers. | XXX | XXX | XXX |
| (2) Admission. Advanced certification for an Instructional Leader shall be at the Class AA level and shall minimally ensure the following: | XXX | XXX | XXX |
| (a) All candidates must undergo a criminal history background check. Additional information is provided in Rule 290-3-3-.02(5). | See Program See Advising Sheets | | |
| (b) All candidates must hold a Class A Professional Educator Certificate in Instructional Leadership or one of the other Class A leadership certificate designations [Instructional Leader, Principal, Superintendent, Superintendent-Principal, Educational Administrator, Supervisor (any subject and/or grade level), Administrator of Career and Technical Education]. | See Bulletin for Admission requirements | | |

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| <p>(c) Candidates must meet <u>one</u> of the following criteria: <i>(Institutions must identify which options they will implement as admissions criteria.)</i></p> <p>1. Hold a Class A Instructional Leadership certificate earned after completing a redesigned program at an Alabama university.</p> | <p>See Program Requirements or Advising Sheets</p> | | |
| <p>2. Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.</p> | <p>See Program Requirements or Advising Sheets</p> | | |
| <p>3. Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.53.01(2)(b) is proper certification according to the current edition of the <i>Subject and Personnel Codes</i> of the Alabama State Department of Education.</p> | <p>See Program Requirements or Advising Sheets</p> | | |
| <p>4. Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program. <i>[Institutions that plan to implement this option should provide a copy of the instrument(s) that will be used to assess the abilities.]</i></p> | <p>See Program Requirements or Advising Sheets</p> | | |
| <p>(d) Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must submit a portfolio which includes:</p> | <p>See Program Requirements or Advising Sheets</p> | | |
| <p>1. Three letters of recommendation.</p> | <p>See Program Requirements or Advising Sheets</p> | | |
| <p>2. Most recent performance appraisals.</p> | <p>See Program Requirements or Advising Sheets</p> | | |

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| 3. Evidence of ability to lead student achievement. | See Program Requirements or Advising Sheets | | |
| 4. Evidence of leadership and management potential. | See Program Requirements or Advising Sheets | | |
| 5. Reasons for pursuing the Class AA certificate in Instructional Leadership. | See Program Requirements or Advising Sheets | | |
| (e) Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and instructional leadership faculty. (Questions in the interview should reflect a higher level of knowledge and ability than those used as part of the admission process for the Class A Instructional Leader program.) | See Admission Requirements See Program Requirements or Advising Sheets | | |
| (3) Program Requirements. To provide a Class AA Instructional Leadership program, an institution must provide a Class A Instructional Leadership program. Each State-approved program must meet the following specifications: | See Approved Program List | | |
| (a) Curriculum. All Class AA programs in Instructional Leadership must: | XXX | XXX | XXX |
| 1. Include no fewer than 30 semester hours of course work at the sixth-year level or above. | See Check Sheets | | |
| 2. If the program is administered on a cohort basis, place candidates in cohorts of no more than 25 students. | Currently Program not Administered as a Cohort | | |
| 3. Include periodic cohort or group focus sessions for member candidates to share problem-based concerns and successes and to collaborate on issues and solutions. | See Syllabus EDL 695 | | |
| 4. Include meaningful P-12 school-based field experiences in any course used to meet an instructional leadership standard. | See Syllabus EDL 603 | | |

INSTITUTION: University of South Alabama

ANALYSIS FORM FOR: 290-3-3-.53.01 Instructional Leadership
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| 5. Set aside three to nine semester hours for problem-based experiences. | See Check Sheets See Program Requirements | | |
| (b) Collaboration. All programs shall continue the University/LEA partnerships created for the Class A Instructional Leadership program that include: | XXX | XXX | XXX |
| 1. Joint selection and admissions process. [See Rule 290-3-3-.53.01(2).] | Collaboration Document | | |
| 2. Joint curriculum design. | Collaboration Document | | |
| 3. Joint mentoring decisions. | Collaboration Document | | |
| 4. Joint planning for field experiences. | Collaboration Document | | |
| 5. Joint planning for problem-based activities. | Collaboration Document | | |
| (c) Content. Program content shall ensure the following: | XXX | XXX | XXX |
| 1. The core of the instructional content portion of the Class AA program shall be the Alabama Standards for Instructional Leaders. | See Syllabi EDL 603, 611, 621, 631, 695 | | |
| The content shall be an extension rather than a repetition of instructional approaches used in the Class A Instructional Leadership programs. | See Syllabi EDL 603, 611, 621, 631, 695 | | |
| Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation. | See Syllabi EDL 603, 611, 621, 631, 695 | | |
| 2. The core of instructional content shall be anchored in practical experiences. | See Syllabi EDL 603, 611, 621, 631, 695 | | |
| 3. Practical experiences shall be carefully planned and linked to at least one central instructional problem which will serve to focus the candidate's research and problem-solving efforts. | See Syllabi EDL 603, 611, 621, 631, 695 | | |

INSTITUTION: University of South Alabama

ANALYSIS FORM FOR: 290-3-3-.53.01 Instructional Leadership
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| 4. Program content shall incorporate experiences that encourage candidates to engage in alternative ways of thinking about educational settings, planning, scheduling, and approaches to teaching to accomplish learning goals for student populations with ever-changing needs. | See syllabi EDL 603, 611, 621, 631, 695 | | |
| 5. The program shall include a significant content focus on adult learning theory. All candidates should develop a clear understanding of how adults learn and that schools are places where adults and students learn together. | See syllabi EDL 603, 611, 621, 631, 695 | | |
| 6. Mentor training shall include, at a minimum: | XXX | XXX | XXX |
| (i) Understanding the mentor's role. | See Syllabus EDL 695 | | |
| (ii) Providing high-quality learning experiences, coaching, and feedback to new and experienced professional educators and other staff. | See Syllabus EDL 695 | | |
| (iii) Improving teacher performance using EDUCATEAlabama. | See Syllabus EDL 695 | | |
| 7. The program shall include significant content and practice in shared leadership. It should include opportunities for each candidate to understand and be able to implement leadership that is shared with all stakeholders in meaningful ways to support improved student learning. | See Syllabus EDL 621 | | |
| 8. The program shall include a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and adolescent literacy. | See Syllabus EDL 621 | | |
| 9. The program shall include study of content appropriate to the National Board Core Propositions for Accomplished Educational Leaders from the National Board for Professional Teaching Standards: | XXX | XXX | XXX |

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| (i) Skills. | XXX | XXX | XXX |
| (I) Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance. | See Syllabus EDL 603 | | |
| (II) Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission. | See Syllabus EDL 611 | | |
| (III) Accomplished educational leaders manage and leverage systems and processes to achieve desired results. | See Syllabus EDL 631 | | |
| (ii) Applications. | XXX | XXX | XXX |
| (I) Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning. | See Syllabus EDL 631 | | |
| (II) Accomplished educational leaders are committed to student and adult learners and to their development. | See Syllabus EDL 611 | | |
| (III) Accomplished educational leaders drive, facilitate and monitor the teaching and learning process. | See Syllabus EDL 621 | | |
| (iii) Dispositions. | XXX | XXX | XXX |
| (I) Accomplished educational leaders model professional, ethical behavior and expect it from others. | See Syllabus EDL 603 | | |
| (II) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all. | See Syllabus EDL 631 | | |
| (III) Accomplished educational leaders advocate on behalf of their schools, communities and profession. | See Syllabus EDL 631 | | |
| 10. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change. | See Syllabus EDL 603 | | |

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| (4) Requirements for Certification. Readiness to serve as a Class AA Instructional Leader shall include: | XXX | XXX | XXX |
| (a) An official transcript from a regionally accredited institution documenting a minimum of 30 semester hours of post-master's degree work at the sixth-year level or above. | See Advising Sheets See transcripts | | |
| (b) 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 Class AA Instructional Leadership program. | See Check Sheets and Transcripts See Advising Sheets | | |
| (c) Competence to serve as a Class AA Instructional Leader as partially demonstrated through completion of mentor training. | See transcripts See Advising Sheets See Check Sheets | | |
| (d) Competence to serve as a Class AA Instructional Leader as partially demonstrated through completion of a problem analysis project. | See transcripts See Advising Sheets See Check Sheets | | |
| (e) A passing score on a comprehensive assessment documenting mastery of the Class AA Instructional Leader program curriculum. The assessment may include but may not be limited to an oral examination. | See Bulletin See Advising Sheets | | |

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| <p>(5) Testing for Class AA Certification for Instructional Leadership. Applicants for Class AA certification who are meeting requirements for a certificate which covers a grade span different from the grade span covered by the certificate used as the basis for admission to the Class AA Instructional Leadership program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP). Some individuals hold an Alabama certificate for principal 1-6 or 7-12 rather than P-12. A person holding one of those certificates and completing the Class AA Instructional Leadership P-12 program must meet the Praxis II requirements as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).</p> | <p>USA requires the Appropriate Praxis II test for all certification programs See Bulletin</p> | | |
| <p>(6) Faculty. In order to offer both Class A and Class AA programs in Instructional Leadership, the institution must employ at least three faculty members who are full-time to the institution, hold an earned doctorate in instructional leadership (educational administration) or a related field, and have a minimum of three years of experience as an assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or administrator of career and technical education, or any three years combination thereof.</p> | <p>Dr. Harold Dodge Dr. Agnes Smith Dr. David Gray See SDE Approved Faculty List.</p> | | |

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| (7) Phase-out of Class AA Educational Administration Programs. | XXX | XXX | XXX |
| (a) An institution may not admit candidates to the Class AA educational administration program after Fall semester 2010 or after the institution is approved by the State Board of Education to provide the Class AA instructional leadership program, whichever occurs first. | USA Suspended enrollment in previous program Aug 15, 2009 | | |
| (b) Applications for certification in Class AA educational administration must be received prior to September 1, 2012. | USA Notified Students in program. | | |

Comments: