APA-1
07/04

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.52.01 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: Teacher Leader
_____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

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-.52.01 Teacher Leader.

(1)   Rationale. To realize the mission of enhancing school leadership among teacher leaders in Alabama resulting in the improvement of academic achievement for all students, prospective teacher leaders will achieve the standards below. It should be assumed that the prospective teacher leader will have opportunities to work collaboratively with school administrators, colleagues, students, parents and families, and the larger community to achieve school-wide goals.

(a)   Program content should be primarily focused on supporting the development and improving the practice of shared leadership.

(b)   All candidates should understand and be able to support leadership that is shared with all stakeholders to increase student learning.

(c)   All candidates must support the concept and the practice of collective learning with faculties and schools.

(2)   Unconditional Admission to a Teacher Leader Program. Initial certification for a teacher leader shall be at the Class AA level.

(a)   Criteria for unconditional admission to teacher leader programs shall include:

1.   A valid master's level professional educator certificate in any teaching field or area of instructional support.

2.   A minimum of three full years of full-time teaching experience in a P-12 setting.

3.   A portfolio containing:

(i)   Three letters of recommendation.

(ii)   Evidence of ability to positively affect student achievement.

(iii)   Evidence of collaborative leadership potential.

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

(c)   Candidates admitted to the institution or graduate school on or after August 1, 2012, may complete no more than five approved courses in the Class AA teacher leader program prior to unconditional admission to the program.

(3) **Program Requirements.** Each State-approved program must:

(a)   Include at least 30 semester hours of course work at the sixth-year level or above.

(b)   Include periodic focus sessions for candidates to share problem-based concerns and successes and to collaborate on issues and solutions.

(c)   Include meaningful P-12 school-based field experiences in any course used to meet a teacher leader standard.

<div align="center">400.36.01</div>

(d)   Include a minimum of six semester hours reserved for a problem-based research project in a school or school system.

(4)   Collaboration. The program should continue aspects of the University/LEA partnerships created for the Class A Instructional Leadership program to include:

(a)   Joint curriculum design.
(b)   Joint mentoring decisions.
(c)   Joint planning for field experiences.
(d)   Joint planning for the problem-based research project.

(5)   Curriculum of a Teacher Leader Program.

(a)   Content knowledge. To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students. Successful teacher leaders are able to identify, explain, and clarify core components of their disciplines for colleagues and communicate the importance of developing multiple teaching and learning strategies for those components. In addition, teacher leaders model and encourage continuous, life-long inquiry into academic disciplines from which teachers derive their content knowledge. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep knowledge of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and LEA curriculum for subjects taught at particular instructional levels. Teacher leadership in the area of content knowledge is of primary importance. Prospective teacher leaders demonstrate the ability to:

1.   Use comprehensive knowledge of subject matter and student development to provide resources and coaching to colleagues designed to enhance their ability to select, organize, and present factual, conceptual, and procedural knowledge in ways that deepen all students' understanding within and across content areas.

2.   Promote instructional teams' understanding of the importance of student preconceptions of new content and facilitate development of questions to surface preconceptions and strategies designed to correct misconceptions.

3.   Structure opportunities for colleagues to inquire into the extent to which they are deepening students' understanding of content knowledge by strategically linking student experiences, knowledge, and interests to content throughout instruction (e.g., through action research or structured reflection).

4.   Collaborate with colleagues to plan, assess, and revise a systematically integrated curriculum, both horizontally and vertically, that engages all students in rigorous, relevant academic challenge across academic disciplines.

5.   Facilitate teams of teachers in the creation of varied and differentiated opportunities for learners to develop, monitor, and extend learning related to State standards.

6.   Provide leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.

(b)   **Teaching and learning.** To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies to motivate, engage, and maximize the learning of all students. An effective teacher leader further advocates for and monitors the success of all students in the learning environment by engaging teams of teachers in alignment of the curriculum, instruction and assessment processes to ensure optimal student achievement. An effective teacher leader also promotes high expectations for all students and supports colleagues in the provision of ongoing formative feedback to students that is connected to learning benchmarks. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Research also shows that a classroom learning culture that is strategically organized and managed is essential to the effective use of these strategies. Teacher leaders create a learning culture with shared norms and strategic structures that cultivate students' ability and motivation to assume increased responsibility for their own learning. Prospective teacher leaders demonstrate the ability to:

1.   Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors.

2.   Lead all stakeholders, including students, parents, educators, and community members to develop learners' capacity to take responsibility for maintaining and monitoring behavior of self and others.

3.   Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities.

4.   Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students.

5.   Engage with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development to set high academic goals for all learners.

6.   Provide leadership to colleagues schoolwide to engage students in setting challenging, standards-based goals that are differentiated to meet individual needs.

7.   Lead colleagues in the analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual and diverse learner needs and ensure success.

8.   Develop and model the use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions.

9.   Engage with colleagues to develop and refine common summative assessment options to demonstrate students' knowledge and skills and to respond to students' needs in relation to learning targets.

10.   Coach and support colleagues in improving practices to collect, record, and share learning performance data.

11.   Use analysis to guide ongoing schoolwide instructional modifications that result in higher student achievement.

(c)   **Literacy.** To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction. Teacher leaders are deeply grounded in knowledge and skills associated with these four types of literacy, and they effectively communicate with colleagues to advocate for integrating reading, mathematics, and technology instruction across the curriculum. Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate skill in the use of spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction. Teacher leaders work with teams of teachers to facilitate their planning for inclusion of these literacies across all curricula. Prospective teacher leaders demonstrate the ability to:

1.   Collaborate with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments.

2.   Support colleagues in the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement.

3.   Model effective questioning skills and facilitate the development of a professional learning community in which adults engage in active inquiry and dialogue.

4.   Collaborate with grade-level and/or content-area teams to develop or seek out innovative techniques that improve learners' literacy skills across content areas.

5. Observe colleagues and provide formative feedback to support improvement in the integration and differentiation of literacy instruction in the content areas.

6. Design model lessons and schedule opportunities for colleagues to observe differentiation of literacy skills across content areas.

7. Lead colleagues in action research focused on the teaching of literacy across the curriculum and facilitate the use of results to improve instruction.

8. Collaborate with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners.

9. Engage with teams of teachers across grade levels and content areas to design and implement instructional activities that integrate mathematical concepts, processes, and symbols consistently and in meaningful ways.

10. Support individual and team efforts to ensure that learners develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.

11. Collaborate with teams of teachers to evaluate, adapt, design, and integrate technological resources routinely into instructional activities to enhance and extend learning opportunities for students and colleagues.

12. Work with colleagues to design and refine individual and collaborative instructional activities that support all stakeholders in locating, selecting, evaluating, and using technological resources effectively.

(d) Diversity. To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance. Successful teacher leaders identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations to colleagues and other stakeholders. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms. Teacher leaders have an academic background that provides them with a framework for seeking and using new research and information to coach colleagues in the areas of best practice instruction with diverse populations. Further, teacher leaders possess the skill and the will to lead colleagues in closing achievement gaps. Prospective teacher leaders demonstrate the ability to:

1.   Model and coach colleagues in expanding culturally responsive curricula and instruction in the school and district.

2.   Work with colleagues to design strategies to engage learners in lessons that are relevant to their lives and that reflect value of their background experiences.

3.   Coach colleagues in building learners' capacity to take responsibility for maintaining a learning environment that fosters safe and equitable participation for all.

4.   Collaborate with colleagues in using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments to help ensure objective instruction and assessment.

5.   Work with colleagues to build English language learners' capacity to actively reference and utilize their linguistic backgrounds to accelerate learning.

6.   Advocate for schoolwide outreach to families/guardians whose first language is not English.

7.   Collaborate with colleagues to analyze student work for both academic and language errors.

8.   Provide modeling and coaching for colleagues on approaches to differentiated instruction that support learners' cognitive and linguistic development.

9.   Lead colleagues in reflecting on how they can encourage students to identify their needs for accommodations and modifications before and during lessons.

10.   Employ and share with colleagues a variety of differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation.

11.   Lead colleagues in collaborative efforts to identify and/or develop effective self-assessment tools and protocols to enhance learners' confidence and self-knowledge.

12.   Collaborate with colleagues to design lessons and units of study that provide opportunities to utilize all learning modalities and allow for choice in meeting the needs of diverse learners.

(e)   **Professionalism.**   To increase the achievement of all students, teachers engage in continuous learning and self improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies. The teacher leader's contact with students, parents, and colleagues reflects concern for others as well as for the school or school system and public education in general. Teacher leaders develop the ability to examine personal and professional values as they interface with established ethical and legal standards. They serve as role models, using their position responsibly, ethically, and constructively, on behalf of the school/district communities and the profession.   Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded

learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession. An underlying premise of professional learning communities is that there is power in ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they pursue their professional pathways. Teacher leaders are models for ethical and professional behavior. They hold themselves and colleagues to high standards regarding behaviors that compromise professional integrity. Prospective teacher leaders demonstrate the ability to:

     1.   Initiate and facilitate parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels.

     2.   Work with administrators to nurture a network of instructional teams who share responsibility for mobilizing all stakeholders for ongoing improvement of opportunities for all students.

     3.   Collaborate with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve teaching and learning at the school and district levels.

     4.   Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.

     5.   Model the use of Alabama Professional Development Standards while leading professional learning for colleagues.

     6.   Facilitate and/or lead standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives.

     7.   Demonstrate a deep understanding of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technology and other resources.

     8.   Model ethical conduct and facilitate dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels and advocate for positive solutions.

     9.   Enlist colleagues in relevant dialogue regarding federal, state, and local regulations, requirements, and legislation, with emphasis on their implications for classroom teaching and learning.

(6)   Requirements for Class AA Certification in Teacher Leader.
Readiness to serve as a teacher leader shall include:

(a)   Satisfactory completion of a State-approved program with a minimum
GPA of 3.25 for all courses in the Alabama State Board of Education approved teacher
leader program as verified on an official transcript.

(b)   Satisfactory completion of a problem-based research project.

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

(d)   A survey of special education course, if not previously completed.

(e)   A valid Class A Professional Educator Certificate in any teaching field or
area of instructional support or a valid Class A Professional Leadership Certificate.

(7)   Testing for Certification in Teacher Leader.   Applicants for initial
certification in teacher leader 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 of certification. Additional information is provided in Rule
290-3-3-.53(4).

(8)   Faculty. An institution shall meet the criteria listed below.

(a)   The program shall include at least two faculty members who hold earned
doctorates and are full-time to the professional education unit. One faculty member shall
hold an earned doctorate in educational administration or instructional leadership and
shall be actively involved in the preparation of instructional leaders at the Class AA level.
One faculty member shall hold an earned doctorate and be actively involved in the
preparation of teachers at least at the Class A level ~~the Class AA level~~ for grades P-3, K-
6, 6-12, or P-12.

(b)   Faculty members shall teach courses required in the teacher leader
preparation program, advise candidates seeking certification through program
completion, and demonstrate a thorough understanding of current State initiatives.

Author: ~~Dr. Joseph B. Morton.~~ Dr. Thomas R. Bice.
Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).
History: New 5-13-2010, effective 06-17-2010; amended _____ , effective _____ .