

**INSTITUTION:** University of North Alabama

**ALL STANDARDS MET, November 2013**
**ANALYSIS FORM FOR: 290-3-3-.53.01 Instructional Leadership**  
 (Adopted on 5-13-10)

	IHE Evidence	TEAM ✓	Comments
<b>290-3-3-.53.01 Instructional Leadership.</b>	XXX	XXX	XXX
<b>(1) Rationale.</b> 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
<b>(2) Admission.</b> 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).	<ul style="list-style-type: none"> <li>Graduate Catalog p. 79-80</li> <li>Class AA EDS Handbook p. 11</li> </ul>		Met
(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].	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 12</li> </ul>		Met

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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>	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 12</li> </ul>		Met
<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>	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 12</li> </ul>		Met
<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>	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 12</li> </ul>		Met
<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>	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 12</li> </ul>		Met
<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>	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 13</li> </ul>		Met
<p>1. Three letters of recommendation.</p>	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 13</li> </ul>		Met
<p>2. Most recent performance appraisals.</p>	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS</li> </ul>		Met

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	Handbook p. 13		
3. Evidence of ability to lead student achievement.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 13</li> </ul>		Met
4. Evidence of leadership and management potential.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 13</li> </ul>		Met
5. Reasons for pursuing the Class AA certificate in Instructional Leadership.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 13</li> </ul>		Met
(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.)	<ul style="list-style-type: none"> <li>Graduate Catalog p. 80</li> <li>Class AA EDS Handbook p. 13</li> </ul>		Met
<b>(3) Program Requirements.</b> 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:	<ul style="list-style-type: none"> <li>Graduate Catalog p. 74</li> <li>List of Approved Educator Preparation Programs</li> </ul>		Met
(a) <b>Curriculum.</b> 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.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 79-80</li> <li>Program Checklist</li> </ul>		Met
2. If the program is administered on a cohort basis, place candidates in cohorts of no more than 25 students.	N/A		
3. Include periodic cohort or group focus sessions for member candidates to share problem-based concerns and successes and	<ul style="list-style-type: none"> <li>IL 711</li> </ul>		Met

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to collaborate on issues and solutions.			
4. Include meaningful P-12 school-based field experiences in any course used to meet an instructional leadership standard.	<ul style="list-style-type: none"> <li>IL 705</li> <li>IL 706</li> <li>IL 707</li> <li>IL 709</li> <li>IL 710</li> <li>IL 711</li> </ul>		Met
5. Set aside three to nine semester hours for problem-based experiences.	<ul style="list-style-type: none"> <li>EDS 702</li> <li>IL 709</li> </ul>		Met
(b) <b>Collaboration.</b> 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).]	<ul style="list-style-type: none"> <li>Instructional Leadership Advisory Council</li> </ul>		Met
2. Joint curriculum design.	<ul style="list-style-type: none"> <li>Instructional Leadership Advisory Council</li> </ul>		Met
3. Joint mentoring decisions.	<ul style="list-style-type: none"> <li>Instructional Leadership Advisory Council</li> </ul>		Met
4. Joint planning for field experiences.	<ul style="list-style-type: none"> <li>Instructional Leadership Advisory Council</li> </ul>		Met
5. Joint planning for problem-based activities.	<ul style="list-style-type: none"> <li>Instructional Leadership Advisory Council</li> </ul>		Met
(c) <b>Content.</b> 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.	<ul style="list-style-type: none"> <li>IL 705</li> <li>IL 706</li> <li>IL 707</li> <li>IL 709</li> <li>IL 711</li> </ul>		Met
The content shall be an extension rather than a repetition of instructional approaches	<ul style="list-style-type: none"> <li>IL 705</li> <li>IL 706</li> </ul>		Met

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used in the Class A Instructional Leadership programs.	<ul style="list-style-type: none"> <li>• IL 707</li> <li>• IL 709</li> <li>• IL 711</li> </ul>		
Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation.	<ul style="list-style-type: none"> <li>• IL 705</li> <li>• IL 706</li> <li>• IL 707</li> <li>• IL 709</li> <li>• IL 711</li> </ul>		Met
2. The core of instructional content shall be anchored in practical experiences.	<ul style="list-style-type: none"> <li>• IL 705</li> <li>• IL 706</li> <li>• IL 707</li> <li>• IL 709</li> <li>• IL 711</li> </ul>		Met
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.	<ul style="list-style-type: none"> <li>• EDS 702</li> <li>• IL 709</li> </ul>		Met
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.	<ul style="list-style-type: none"> <li>• EDS 704</li> </ul>		Met
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.	<ul style="list-style-type: none"> <li>• IL 705</li> </ul>		Met
6. Mentor training shall include, at a minimum:	XXX	XXX	XXX
(i) Understanding the mentor's role.	<ul style="list-style-type: none"> <li>• IL 705</li> </ul>		Met
(ii) Providing high-quality learning experiences, coaching, and feedback to new and experienced professional educators and other staff.	<ul style="list-style-type: none"> <li>• IL 705</li> </ul>		Met
(iii) Improving teacher performance using EDUCATEAlabama.	<ul style="list-style-type: none"> <li>• IL 705</li> </ul>		Met

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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.	<ul style="list-style-type: none"> <li>EDS 701</li> </ul>		Met
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.	<ul style="list-style-type: none"> <li>EDS 703</li> <li>EDS 704</li> </ul>		Met
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
(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.	<ul style="list-style-type: none"> <li>IL 711</li> </ul>		Met
(II) Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.	<ul style="list-style-type: none"> <li>IL 711</li> </ul>		Met
(III) Accomplished educational leaders manage and leverage systems and processes to achieve desired results.	<ul style="list-style-type: none"> <li>IL 711</li> </ul>		Met
(ii) Applications.	XXX	XXX	XXX
(I) Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.	<ul style="list-style-type: none"> <li>EDS 701</li> </ul>		Met
(II) Accomplished educational leaders are committed to student and adult learners and to their development.	<ul style="list-style-type: none"> <li>EDS 708</li> </ul>		Met, Strong Syllabus
(III) Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.	<ul style="list-style-type: none"> <li>EDS 708</li> </ul>		Met Strong Syllabus
(iii) Dispositions.	XXX	XXX	XXX
(I) Accomplished educational leaders model professional, ethical behavior and expect it from others.	<ul style="list-style-type: none"> <li>EDS 701</li> </ul>		Met

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(II) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.	• EDS 704		Met
(III) Accomplished educational leaders advocate on behalf of their schools, communities and profession.	• IL 711		Met
10. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change.	• EDS 701		Met
<b>(4) Requirements for Certification.</b> 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.	• Class AA EDS Handbook p. 16 • Program Checklist		Met
(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.	• Graduate Catalog p. 34 • Class AA EDS Handbook p. 16		Met
(c) Competence to serve as a Class AA Instructional Leader as partially demonstrated through completion of mentor training.	• IL 705		Met
(d) Competence to serve as a Class AA Instructional Leader as partially demonstrated through completion of a problem analysis project.	• IL 709		Met
(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.	• Graduate Catalog p. 71 • Class AA EDS Handbook p. 16		Met
<b>(5) Testing for Class AA Certification for Instructional Leadership.</b> 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	• Graduate Catalog p. 68 • Class AA EDS Handbook p. 15, 16		Met

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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).			
<b>(6) Faculty.</b> 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.	<ul style="list-style-type: none"> <li>• Faculty Specialist List,</li> <li>• Faculty Vitae</li> </ul>		Met
<b>(7) Phase-out of Class AA Educational Administration Programs.</b>	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.	<ul style="list-style-type: none"> <li>• Candidates were sent a letter from the Ed Admin/IL Coordinator</li> </ul>		Met
(b) Applications for certification in Class AA educational administration must be received prior to September 1, 2012.	<ul style="list-style-type: none"> <li>• Candidates were sent a letter from the Ed Admin/IL Coordinator</li> </ul>		Met

Comments: