

Instructional Leadership Programs in Alabama: Results of a Survey of Alabama Association of Professors of Educational Leadership

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Abstract

During a collegial conversation between faculty members who attended the annual fall conference of the Alabama Association of Professors of Educational Leadership, faculty members posed many questions about how the Instructional Leadership programs for which they worked compared across the state. In the winter of 2015, researchers surveyed faculty members from each of the 13 universities in Alabama that offer certification programs (Class A, Class AA) in Instructional Leadership. Survey results provide an overview of program structures across institutions and served to compile the answers to many of the questions posed during the faculty discussion. Faculty respondents provided feedback regarding program structure and expectations as well as perception data relative to program strengths and challenges. While many features of Instructional Leadership programs are similar, notably, structure and expectations of the residency required for the Class A certificate vary widely across institutions. Faculty perception data point to various program strengths, especially whichever delivery model (online v. face-to-face) their particular program has adopted. Implications for repeated survey administration are presented, as well as potential topics for future inquiry.

Key words: educational leadership programming, preparation of educational leaders, leadership program comparison, leadership program survey, university-school partnerships

During the 2007-2008 academic year, all 13 university-based educational leadership programs in Alabama redesigned their degree programs in compliance with a directive from the Alabama State Department of Education (ALSDE) in order to align programming to the eight, newly adopted *Alabama Standards for Instructional Leaders* (ALSDE, 2016). This mandate to redesign all principal preparation programs across the state, issued by the ALSDE, was consistent with many states across the United States during the time (Browne-Ferrigno, 2011). Such mandated program redesigns frequently required institutions of higher education to establish and engage in active partnerships with school districts in their service areas in terms of program design, development of field-based experiences for candidates, and other critical program components, in the interest of making principal preparation programs more relevant and responsive to actual conditions in the field (Gurley, Anast-May, & Lee, 2015; Kamler, Szpara, Dornisch, Goubeaud, Levine, & Brechtel, 2009; Martin, Ford, Murphy, & Muth, 1998; Martin & Papa, 2008; Smith, 2003; Whitaker, King, & Vogel, 2004).

Prior to the mandated redesign, many universities in Alabama offered an option for educational leadership students to gain building-level instructional leadership (Class A) certification in Alabama either through completing a traditional master's degree program, or by completing a reduced-hour (typically 18 credits) certification-only program, often referred to colloquially as the administrative "add-on" program. These add-on programs were open to educators who already held a master's degree in an educational area, but who wanted to add the instructional leadership credential to their certification.

With the redesign directive, however, add-on certification programs in instructional leadership across Alabama were discontinued. All Alabama students who sought Class A certification in instructional leadership were required to earn a master's degree. For many students, this resulted in earning a second master's degree in education.

On July 1, 2014, ALSDE notified universities that they again had the option of developing and offering reduced-hour programs (18-credit minimum), which would result in building-level certification (Class A) in instructional leadership. Like the redesigned master's programs, however, these new, reduced-hour option (RHO) programs, were still required to address all eight of the *Alabama Standards for Instructional Leaders* (ALSDE, 2016) in terms of course content and assessment of candidate proficiency. While a few universities developed such reduced-hour certification options nearly over night, others worked over the 2014-2015 timeframe to redesign and rearrange courses and program assessments in order to address this new option and to gain ALSDE approval.

Naturally, many changes have come about in educational leadership programming throughout the state in response to this new, reduced-hour option for certification. Alabama Association of Professors of Educational Leadership (AAPEL) faculty members and their colleagues in their respective universities have performed program-wide redesign in an effort to offer this new reduced-hour certification option to potential students. Courses were realigned and rearranged, syllabi rewritten, assessments reworked; educational leadership programs throughout the state changed substantially for virtually all member institutions.

Purpose of the Study

During the Fall 2015 Conference of AAPEL, faculty from nearly all 13 educational leadership programs was present in a leadership/planning meeting. Naturally, conversation ensued wherein members began asking one another about the features and aspects of their new and existing

programs. At first, the group discussed and compared various features of the new reduced-hour program options being developed and offered, but soon the focus broadened to include degree programs, as well. Consequently, questions such as, “What programs are you offering?” and “How many credits does your program require to complete the various degrees?” emerged. It was out of a desire to gather the answers to these questions, and to compile them in one place, that the authors of this report developed and distributed a survey in the months following this meeting. This survey was administered to educational leadership a faculty member representative(s) from each of the 13 universities in Alabama that offer educational leadership programs. To our knowledge, no information regarding the status of educational leadership programs in Alabama has been compiled since the June 2010 report *School Leadership Change Emerging in Alabama: Results of the Governor's Congress on School Leadership* conducted by the Southern Regional Education Board.

Surveys were distributed during the fall 2015 term, and were completed by January 2016. The results from this survey are reported in this document and offer a sort of “State of the State” report regarding what is happening in instructional leadership programs across Alabama. In this report, survey results are presented in sections per program (e.g., master’s, RHO certification, educational specialist). Themes resulting from the analysis of open-ended question responses from faculty respondents are included in a later section of the report. We begin by presenting the names of all participating institutions.

Participating Institutions

During the fall of 2015, Alabama had 13 university-based, graduate programs offering masters and educational specialist degree programs, as well as the reduced-hour certification-only program. (Six of these 13 institutions also offer advanced, doctoral degree programs, but the focus of the survey, and of this report, is on educational leadership certification programs only.) Faculty from the 13 institutions are all represented in AAPEL and at least one faculty representative from each of the institutions participated by completing the survey. Institution names are listed in Table 1.

Table 1.

Alabama Association of Professors of Educational Leadership Member Institutions

Alabama Agricultural & Mechanical University^a

Alabama State University^{ac}

Auburn University^c

Auburn University of Montgomery

Jacksonville State University

Samford University^{bc}

Troy University (Dothan and Phenix City campuses)

University of Alabama^c

University of Alabama at Birmingham^c

University of Montevallo

University of North Alabama

University of South Alabama^c

University of West Alabama

Note. ^aInstitution also member of Historically Black Colleges and Universities. ^bPrivate institution. ^cDoctoral degree granting institution.

Methodology

The authors developed the survey to include 71 questions. Survey questions consisted of a mixture of formats including short-answer, multiple choice, and matrix type questions inquiring about program such features as number and type of faculty, credit hour requirements, length of time to completion, structure of the program residency. The final six survey items were open-ended questions designed to explore respondent perceptions of strengths and challenges of their specific educational leadership programs. Survey questions were entered into Qualtrics® survey software website (see www.qualtrics.com) which provided a link to a dedicated survey website.

Approximately 10 days prior to survey distribution, the authors sent an email to all individual AAPEL faculty members, announcing the upcoming distribution of the survey and requesting their participation. The email explained that only a single response was required from each participating institution, and that the survey might be completed either by a single designated faculty member representative, or by a group of faculty members in collaboration.

The survey link was distributed in mid-November, 2015. After three weeks, authors sent reminder emails to institutions that had not completed. This reminder email was repeated during the first week of January to the remaining few institutions who had not yet responded. All institutions (100%) completed the survey by mid-January, 2016. Of the 13 responding institutions, nine surveys were completed by a program chair or coordinator, three were completed by an individual faculty member, and one survey was completed collaboratively. The Institutional Review Board at both authors' institutions approved the survey, as well as the process of survey distribution.

Results

Results of the survey are summarized below. The survey results are reported by degree/program type (i.e., master's, reduced-hour option, and educational specialist). Faculty perceptions regarding the strengths and weaknesses of the identified programs follow. It is important to note that, in some cases, the total number of programs appears to be reported as 14, rather than 13. This is due to the fact that one institution hosts programs on two separate campuses. In general, we tried to report this as a single program. In some cases, however, it will be reported as a 14th program.

Faculty Number and Type

Programs and institutions vary in size, and thus, retain various numbers and types of educational leadership faculty. Table 2 presents information across institutions regarding the number and types of educational leadership faculty employed.

Master's Degree Programs

There are 13 institutions that host educational leadership programs that award a master's degree upon program completion. Of these 13, seven programs are delivered face-to-face, five programs are offered in a blended format where some classes are face-to-face, and some meet online. Three educational leadership master's programs in

Table 2.

Institutions Reporting Number and Type of Faculty Members

Type of Faculty Member	Number of Faculty Members per Institution							
	0	1	2	3	4	5	6	>6
Full-Time Tenure Track			2	5	3		1	2
Full-Time Non-Tenure Track		5	1	1				
Part-Time/Adjunct Faculty ^a	3	4	3	1	0	1	1	1

Note. ^aTotal of 14 institutions reported as one university hosts educational leadership programs on two separate campuses.

Alabama are offered 100% online. In the fall of 2015, approximately 500 students in Alabama were enrolled in master's degree programs in educational leadership, with programs ranging in size from 8 to 85. Students in master's degree programs are required to complete an average of 33 credit hours, and are admitted on a rolling basis (i.e., each semester) at nine of the 13 universities, with the remaining four admitting annually, following the cohort model. In order to demonstrate competency in the eight *Alabama Standards for Instructional Leaders* (ALSDE, 2016), 11 universities require a comprehensive exam upon program completion, with the remaining two requiring a capstone project. Students typically complete the master's degree programs in four to five semesters, though at two universities, six semesters are required.

The greatest discrepancies in the data emerged when we examined what faculty members reported regarding their master's students completing the required 10-day residency. According to the Alabama Administrative Code (Alabama State Board of Education, 2015), the completion of a 10-day residency in educational leadership is required by the ALSDE for any student who

applies for Class A (building-level) certification in instructional leadership. When first written, the administrative code required that all certification candidates complete these 10 days consecutively. Over the years, however, this requirement has been relaxed somewhat through the ASLDE, and specifically through the state superintendent’s office. In 2010, then State Superintendent of Education Joseph B. Morton distributed a memo relaxing the consecutive aspects of the 10-day residency, stating specifically that universities and students’ school districts may work cooperatively to create residency experiences which are non-consecutive, and in fact, may be completed during the summer months when the costs of such a residency experience would be much less (J. Morton, personal communication, September 17, 2010). The residency requirements were further relaxed in September of 2015 with changes to the Alabama Administrative Code that allows for "uninterrupted service in an active school with students present for the equivalent of ten full days" (p. 3-3-202).

Results of the AAPEL survey indicated that the 10-day residency in instructional leadership across 13 institutions represents, today, several approaches. Three institutions have retained the 10-consecutive-days model within either the fall or spring semester. Similarly, three institutions require the residency be completed during either the fall or spring semester, but do not require the days be consecutive. Three institutions require that the 10 days be completed at some time during the summer term. And three institutions allow the 10 days to be completed in any combination, during any school term, so that all 10 days are completed by the end of the program. One institution reported that their model was different or “other” than those models described above. Due to constraints in survey structure and administration, however, a fuller explanation of this “other” model was not provided. Figure 1 illustrates how the various

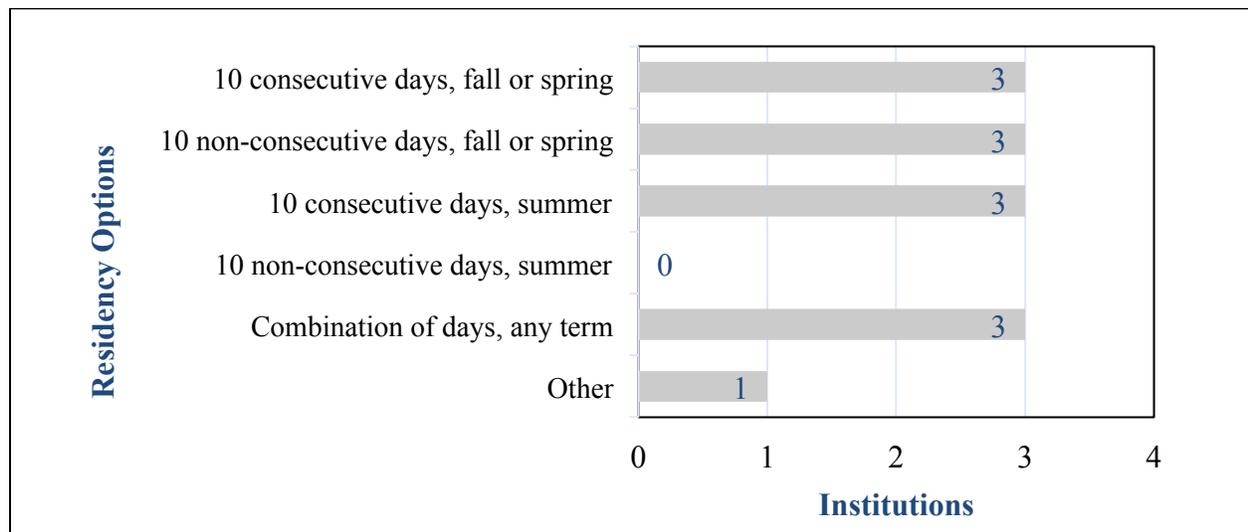


Figure 1. Ten-day residency requirements for master’s students are represented by a minimum of five different models.

university programs reported their 10-day residency requirements for master’s degree programs in instructional leadership.

Reduced-Hour Option (RHO) Programs

The AAPEL survey also asked respondents to respond to questions about the RHO (minimum 18 credit hours), certification-only programs leading to Class A certification in instructional leadership offered at their institutions. As mentioned above, the option for institutions to provide a RHO certification program was reauthorized as of July 1, 2014. At the discretion of the individual institutions, but only with the approval of ALSDE personnel, the RHO was to be offered to students who already held a master's degree in an instructional or instructional support area, who already held a Class A certificate in that instructional or support area, and who had a minimum of three years' professional teaching experience.

Results from the survey regarding the RHO programs indicated that, by fall 2015, all 13 institutions have exercised this option and provide the certification program. Five institutions deliver an RHO program in a face-to-face format, four deliver instruction in a blended fashion, and four in an entirely online format. There were 243 students enrolled in RHO programs across the state during the fall of 2015. RHO program size ranged up to 44 students, with a mean across institutions of 22 students per program. With the minimum required course credits for the RHO set by the ALSDE at 18 credits, RHO programs across the state range from 18-24 hours of required coursework. Ten institutions admit students on a rolling basis, while three institutions retain a cohort model, admitting only one time per year. Ten universities require either a written or oral (or both) comprehensive examination of their students at the end of the RHO program. Seven require a capstone project to demonstrate proficiency in the *Alabama Standards for Instructional Leaders* (ALSDE, 2016). Students at seven schools typically complete the RHO program in three semesters. Four schools reported that their RHO programs took four semesters to complete, while a single institution reported that their RHO program typically took five semesters to complete.

Information reported regarding the 10-day residency requirements present in the RHO programs was even more discrepant than in the master's degree programs. Three universities require 10 consecutive days during the fall or spring term, two require 10 non-consecutive days during the fall or spring. Two institutions require that 10 consecutive days be completed during the summer term, while three others allow any combination of 10 days of residency be completed across any term. Similar to the master's degree programs, other models that were not described by the survey are in operation in three of the institutions. Figure 2 provides a visual representation of these data.

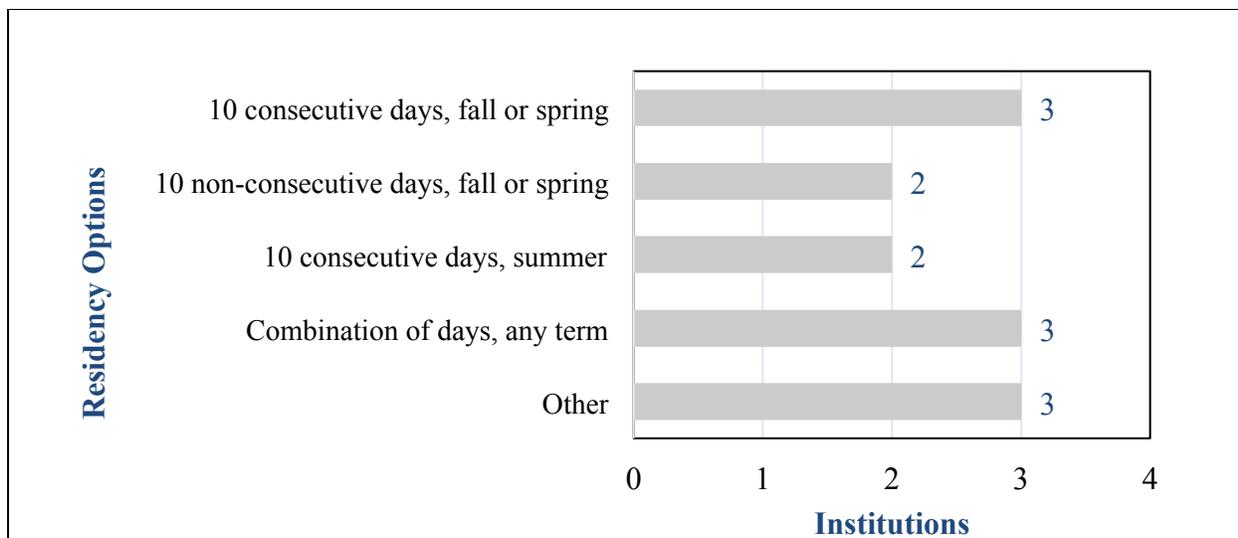


Figure 2. Ten-day residency requirements for Reduced Hour Option students are represented by a minimum of five different models.

Educational Specialist Programs

All 13 institutions in Alabama that offer Class A (building-level) certification programs (i.e., master’s degree and RHO programs) also offer Class AA (district-level) certification programs. Typically, these programs are advanced degree programs that culminate in the conferring of an Educational Specialist (Ed.S.) degree upon completion. Despite the fact that guidelines for Ed.S. programs in Alabama have not changed recently, nor has a reduced-hour program option been presented from the ALSDE for Class AA certification, questions about Ed.S. programs were included in the AAPEL survey in an effort to collect and compile program information about all instructional leadership certification programs currently available.

Ed.S. programs across the state enroll a total of approximately 192 students. Course delivery is most commonly provided in an online format, with six institutions reporting 100% online instruction. Two programs provide a face-to-face format, while one institution delivers instruction in a blend between face-to-face and online. (Only nine of 13 institutions responded to this survey question.)

Ed.S. Programs are small, ranging in size from 2 to 33 students, with 15 students on average. These programs, culminating in Class AA certification, typically require 30 hours of course work, though Ed.S. programs in five of the institutions require 33-36 hours to complete. Eleven institutions admit students either two or three times per year, or on a rolling basis, while two institutions retain the annual cohort admission process. Nine institutions require completion of a comprehensive examination at program exit, and nine require a capstone project. Four schools offer a typical completion timeline of four semesters, five offer completion in a minimum of five semesters, and four institutions require six semesters to achieve the degree. No residency experience is required for the Class AA certification programs.

Next, before we turn to reporting faculty perceptions about program strengths and challenges, it is noted in the survey data that educational leadership faculty members and programs utilize local school district personnel/leaders in a multitude of ways in program delivery. One survey question specifically asked, “How do your programs utilize Local

Educational Association (LEA) representatives?" Nearly all programs (10 to 13 per possible response) reported using LEA representatives as supervisors of course-embedded field experiences, residency mentors, residency supervisors/evaluators, advisory council members, adjunct course instructors, and as guest speakers for select courses.

AAPEL Faculty Perceptions

Educational leadership faculty were surveyed regarding their perceptions of the strengths and challenges of their Master's degree (Class A) program in Instructional Leadership, Reduced-Hour Certification Only (Class A) program in Instructional Leadership, and Educational Specialist degree (Class AA) program in Instructional Leadership. Nine of the 13 respondents provided comments regarding the Instructional Leadership programs.

Master's degree and RHO Program Strengths

When asked about the strengths and challenges of the Master's degree (Class A) program in Instructional Leadership, four themes emerged as strengths: *course delivery*, *field experiences*, *LEA involvement*, and *curriculum*.

Course delivery. Respondents mentioned the strengths of various course delivery models ranging from online, to blended, and face-to-face. Convenience, diverse cohorts, consistency of content from one professor to another, and quality of resources and materials were noted as strengths of online programs. One respondent stated, "Our program services 23 school districts so not having to drive two hours to take a class can be very beneficial for hard working teachers or school leaders." In relation to the benefits of the online environment, another respondent wrote, "Students in the program really build strong professional relationships because they have to communicate with each other more in the online environment." The benefit of a one-night-a-week course allowing students to focus on one class at a time was also noted as a strength. Another faculty member wrote, "Cohort-based, face-to-face instruction - students love!"

Field experiences. The value of various forms of field experiences emerged as a second area of program strength. Course-embedded field experiences, internship activities, and the semester residency were all listed as favored methods for students to gain field-based experiences. One faculty respondent wrote, "These experiences are designed to assess a significant number of the ability statements included in the ASIL [*Alabama Standards for Instructional Leaders*]." A third area of identified strength highlighted "strong LEA partnerships" and practitioner involvement in the programs. Specifically notable was the help from practitioners in designing relevant field experiences and course assignments.

Noted curriculum strengths included: (a) the focus on instructional leadership, (b) relevance of assignments, and (c) faculty sharing "on the ground, real life stories about schools". To insure relevancy, one program offers projects based on each student's current employment location and circumstance. Another wrote, "We want our students to know how to do the work of the school leader when they leave us so the OJT [On the Job Training] will be minimal."

Many of the same strengths were noted for the RHO with program expediency emerging as a theme. A participant stated, "Students participate in the same courses as the candidates receiving a Master's degree, except [for] two courses." The reduced amount of time required for program completion was also noted as helping "with recruitment efforts."

Master's Degree and RHO Program Challenges

In response to perceived challenges in relation to the master's program, three themes emerged: *enrollment issues*, *faculty hiring*, and issues related to the *internship* including mentors. These themes are described and illustrated here.

Enrollment issues. The majority of the challenges are centered on enrollment issues, some in relation to the effects of the newly re-authorized RHO. One person shared, "The greatest challenge is getting students to take the master's program now that the RHO is an option. Our numbers [in the Master's program] have decreased significantly." Others mentioned such issues as: (a) rising tuition costs, (b) location of campus for face-to-face students, (c) competition between face-to-face and online programs, (d) competition with National Board Certification initiatives, and (e) the time required for faculty members to recruit, conduct admission interviews, and meet portfolio requirements. An added challenge is that some programs require more courses than others, particularly with the RHO.

Faculty hiring. An additional challenge identified was "hiring high quality faculty members with both K-12 leadership experience and a strong research record." Filling openings is time-consuming for faculty members. One wrote of the challenge of "having a current IL [instructional leadership position] open and others [faculty members] having to cover while seeking the new faculty member."

Internship. A third theme centered on two notable issues related to the internship, namely, mentoring and residency requirements. One faculty responded, "It is sometimes difficult to identify, monitor, and track mentors due to [frequent] changes in K-12 personnel." Further, there is "limited mentor training," and a "lack of stipends" or any remuneration available to offer to mentors who are willing to work with instructional leadership candidates. Respondents also mentioned that instructional leadership candidates express the desire the opportunity to complete more than the required 10 residency days, but that residency days are difficult for candidates to schedule, and that there are varied levels of support from school districts in providing for residency days for candidates.

In addition to many of the challenges associated with the master's degree, the brevity of the RHO (i.e., minimum 18 course credits required) added to faculty concerns regarding the residency. One responded, "The biggest challenge that we have is the residency. The program [RHO] is only three semesters long so there is hardly enough time with the student [instructional leadership candidate] to teach them what they need to know and have time for them to complete a valuable residency program." This challenge, and others, emerged often from faculty members surveyed who expressed concern for maintaining high standards in the RHO program with so few course credits required. AAPEL faculty members expressed further concern that some RHO candidates "are just getting a certificate in case they need it," rather than gaining the requisite skill and knowledge base to effectively lead schools. Another worry anticipated was that candidates who have taken only the few required courses will have difficulty passing the qualifying exam, or the Praxis, having taken only the few courses required by RHO programs.

Ed.S. Programs Strengths and Challenges

Respondents had less to say about the strengths and challenges of their Ed.S. programs. Comments regarding strengths were focused on course delivery and curriculum emphases. Program delivery strengths included the blended format and online instruction. Small classes,

allowing for discussion and sharing among candidates, along with active administrators serving as adjuncts and guest speakers, enhance the delivery methods. The curriculum strengths of the Ed.S. included capstone projects, emphasis on data-based decision making and strategic planning, and programs focused around guiding candidates toward more deeply understanding effective and best practices of superintendents. One faculty respondent remarked that the question guiding their program is, "How can we increase the capacity of the teachers to be more effective...?"

The challenges faced by Ed.S. programs were similar to those named relative to other programs. Noted challenges included: (a) course delivery issues, including competition with online programs; (b) determining the appropriate mix of online and face-to-face offerings; and (c) sequencing the courses so that the curriculum builds itself in a beneficial way, while still offering a rolling admissions structure. The conflicts inherent in course delivery method is evident in the following statement made by one respondent, "Strength includes online instruction, which also is a weakness in that student networking and collaboration are mainly online." Such a comment illustrates the challenge that AAPEL faculty members face in meeting the needs of working professionals.

As with the master's program, maintaining adequate program enrollment was also mentioned as a problem. The Ed.S. competes with other programs within and between universities. Some universities offer doctoral programs that allow Ed.S. courses to count toward the doctoral degree while other universities limit the transferability of Ed.S. hours toward the doctoral degree. Other universities experience internal conflicts due to the fact that they offer programs centered on educational policy and law, which tend to compete for students with programs in educational leadership. An added issue is the reality that many potential students carry debt from previous degrees and they do not want to take on more debt, so will discontinue their formal education and not seek advanced degrees.

Discussion

The data reported here are intended to serve as a type of compilation or clearinghouse of answers to the questions posed during the annual Fall 2015 Conference of the AAPEL. These data were also reported, in person, during a breakout session of the annual Spring AAPEL Conference in February, 2016, held in Montgomery, AL. During the breakout session, audience participants, all of who were AAPEL faculty members, discussed the results, and began to explore the possibility of administering this survey on an annual basis, in an effort to track the evolution of educational leadership programs across the state. The authors of this report are currently considering this possibility.

Reflecting on the data, however, the authors noticed that there are many features in common across the various institutions that offer degree and certification programs in instructional/educational leadership across the state. All 13 universities offer all three program options, including master's degree, RHO certification, and Ed.S. degree programs. Programs are substantially similar in terms of credit hour requirements, though the delivery models, i.e., whether the programs are offered in face-to-face, blended, or online formats, vary. Such variability, especially in offering online program options, may tend to blur the lines across the state regarding traditional territoriality and the location of client bases. In other words, when programs are offered online, as opposed to blended or in face-to-face delivery models, the traditional rules and practices relative to target client bases are challenged. The authors predict

that more discussion and thinking around this issue will ensue among AAPEL faculty as more institutions begin to offer educational leadership preparation and certification programs online in an effort to tap into these potential client bases.

It is interesting to note, however, from the perception data, is that faculty members tended to identify their own delivery models as strengths of their programs. This is true regardless of the particular format. Those offering face-to-face programs touted this delivery model as a strength, just as did those faculty members engaged in online program delivery. In a related observation, it seems that program strength, as perceived by the participants, is not dependent on delivery format but rather on the rigor and relevancy of program content.

One of the primary and largest discrepancies noted, however, is the manner in which the required 10-day residencies are completed across the state. Some institutions retain the 10-consecutive-days model to be completed during a single semester, while others have interpreted the residency much more liberally to include any combination of 10 days, completed across any or all semesters that students are enrolled.

While the authors offer no judgment or opinion as to the advisability or defensibility of such a wide array of residency experience requirements, the presence of such disparity raises important questions that may well be explored further. For example, what does current empirical literature propose as best practice in leadership internships? And, what is the original intent of the residency requirement as adopted by the Alabama State Board of Education, and do all of these multiple responses and interpretations meet this intent? The implications for further research in this area are clear.

A common theme running through the perceptual data was the enrollment concern. With 13 universities pulling from the same pool of potential applicants, recruitment is a major responsibility for each program and one that in some ways works in opposition to the idea of a rigorous selection process. The rebirth of the RHO further compounds the push for recruitment since participants can enter and exit the program in as few as three semesters. It takes almost twice as many RHO participants to generate the same credit hour production as the full master's program due to the reduced course requirements. An examination of the effects of the RHO on master's degree programs further confirms a need for continued study.

This study did not include information about doctoral programs and there has been some indication that participants would be interested in that information in a future study. Other issues not addressed that warrant further study include a comparison of program costs, more clarification on the definitions of program delivery models, and completion rates.

Limitations

The researchers acknowledge that the information provided, particularly the perceptual information, was self-reported and therefore may or may not represent the views of all faculty members at the represented universities since, for the most part, only one AAPEL faculty member from each university responded to the survey. With wider participation, perhaps of all or most of the faculty members from each institution, perceptual data may have been quite different. Further, without clear definitions for program delivery models, the researchers further recognize that program reporting the same delivery models may actually look different between institutions. Since doctoral programs are not included in the study, the number and types of faculty members reported might not clearly reflect the number of faculty members assigned to the targeted programs. Finally, the research team acknowledges, since we did not survey any

instructional leadership candidates (i.e., students in the programs); the perceptual data gathered is clearly one-sided regarding strengths and challenges.

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