

REPEALED

Alabama Administrative Code

State Board of Education

Chapter 290-4-3. Educator Development

Ala. Admin. Code r. 290-4-3-.01

290-4-3-.01. Inservice Education And Educator Development.

(1) Alabama Definition of Professional Learning. Professional learning activities are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused to provide educators with the knowledge and skills necessary to enable students to succeed and meet the challenging state academic standards. The professional learning include activities that:

(a) Improve and increase teachers';

1. Knowledge of the academic subjects the teachers teach;

2. Understanding of how students learn; and

3. Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(b) Are an integral part of broad schoolwide and districtwide educational improvement plans;

(c) Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

(d) Improve classroom management skills;

(e) Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through state and local alternative routes to certification;

(f) Advance teacher understanding of;

1. Effective instructional strategies that are evidence-based; and
2. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(g) Are aligned with and directly related to, academic goals of the school or local educational agency;

(h) Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

(i) Are designed to give teachers of English learners, other teachers, and instructional staff the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(j) To the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

(k) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional learning;

(l) Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(m) Provide instruction in the use of data and assessments to inform and instruct classroom practice;

(n) Provide instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(o) Involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in Section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(p) Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(q) Provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(r) Where practicable, provide jointly for school staff and other early childhood education program providers to address the transition to elementary school, including issues related to school readiness.

~~(2) Alabama Standards for Professional Learning. Approved professional learning increases educator effectiveness and results for all students that:~~

- ~~a) Occurs within learning communities committed to continuous improvement, collective efficacy, and goal alignment.~~
- ~~b) Requires skillful leaders who enhance capacity, advocacy, and support systems for professional learning.~~
- ~~c) Requires prioritizing, monitoring, and coordinating resources for educator learning.~~

- ~~d) Employs a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.~~
- ~~e) Integrates theories, research, and learning strategies to achieve its intended outcomes.~~
- ~~f) Applies research on change and sustains support for implementation of professional learning for success.~~
- ~~g) Aligns intended outcomes with educator and student standards.~~
- ~~h) Provides educators with knowledge and skills to engage families and other stakeholders.~~

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

**History:** **New Rule:** June 14, 1978. **Amended:** April 5, 1979, July 14, 1981. **Repealed:** December 13, 1994. **New Rule:** Filed: December 13, 1994; effective January 27, 1995. **Amended:** Filed August 12, 2004; effective September 16, 2004. **Repealed and New Rule:** Filed September 14, 2006; effective October 19, 2006. **Repealed and New Rule:** Filed April 10, 2009; effective May 15, 2009. **Repealed and New Rule:** Filed April 11, 2019; effective May 26, 2019.

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(r) Where practicable, provide jointly for school staff and other early childhood education program providers to address the transition to elementary school, including issues related to school readiness.

(2) Alabama Standards for Professional Learning. Approved professional learning increases educator effectiveness and results for all students when educators:

- a) actively pursue continuous improvement, enhance their collaboration skills and capacity, and collectively share the responsibility for enhancing learning outcomes for all students.
- b) articulate a compelling vision for professional learning, provide consistent and coherent support to develop educators' skills and expertise, and advocate for professional learning initiatives.
- c) effectively allocate resources for professional learning and actively monitor the utilization and impact of these resource investments.

- d) utilize and leverage evidence, data, and research from a range of sources to design educator learning experiences and systematically measure and report the impact of professional development.
- e) incorporate standards and research into their work, cultivate the expertise necessary for their roles, and give priority to fostering coherence and alignment in their own professional learning endeavors.
- f) establish meaningful and context-specific learning objectives, base their practices on research and theories of learning, and implement learning designs that are grounded in evidence-based approaches.
- g) establish systems and structures that promote access to learning opportunities for every child, and foster a supportive culture that benefits all staff members.
- h) prioritize the use of high-quality curriculum and instructional materials to support student learning, regularly assess student progress, and possess a deep understanding of the curriculum in order to effectively implement it through instruction.
- i) have a comprehensive understanding of their students' historical, cultural, and societal contexts, effectively incorporate student assets into their instructional practices, and actively build strong relationships with students, families, and communities.

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