

STATE BOARD OF EDUCATION
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ADMINISTRATIVE CODE

CHAPTER 290-4-3
EDUCATOR DEVELOPMENT

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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 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.

Author: Dr. Eric G. Mackey

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290-4-3-.02 Office of Leadership Development.

(1) The Office of Leadership Development shall establish the Alabama Council for Leadership Development. The Alabama Council for Leadership Development will, with entities both inside and outside of the State Department of Education (SDE), provide advisement for a seamless system of professional development for Alabama instructional leaders.

(a) Members of the Alabama Council for Leadership Development will be appointed by the State Superintendent of Education, using nominations received from State Board of Education members, education organizations, and other entities, and will serve a three-year staggered term.

(b) Members of the Alabama Council for Leadership Development will include, but not be limited to, the following active practitioners: local superintendents, local education agency director of instruction or equivalent position, elementary principal, middle school principal, high school principal, assistant principal, teacher leader, and aspiring principal who have distinguished themselves by leading sustained student achievement in their schools or local education agencies (LEAs). Membership of the Alabama Council for Leadership Development shall not exceed 15 members.

(2) Responsibilities of the Office of Leadership Development and the Alabama Council for Leadership Development.

(a) The Office of Leadership Development and the Alabama Council for Leadership Development shall define the criteria for the approval of all professional development activities and programs used to meet requirements of instructional leader certification renewal which shall be called Professional Learning Units (PLUs). Criteria will align with the Alabama Standards for Instructional Leaders and the Alabama Code of Ala. Standards for Professional Development. (Refer to 1975, §§16-23-7, 16-23-8, and 16-23-12 through 13.1, and AAC Rule 290-3-3-.48).

(b) Unless otherwise specifically provided by law, the rules referenced above shall be the sole authority by which the criteria for effective professional development is determined for the activities and programs used to meet any of the requirements referenced above. The State Superintendent of Education shall be the only authority who can make exceptions to these rules. A request for an exception, accepted only from a local superintendent, must reflect possible improvements in student achievement in the public school(s) of Alabama. (Refer to AAC Rule 290-010-010-.10.1)

(c) The Office of Leadership Development and the Alabama Council for Leadership Development shall also provide assistance to local city and county school systems in designing and evaluating professional development activities and programs that meet the needs of local educators and are aligned with the Alabama Standards for Instructional Leaders and the Alabama Standards for Professional Development.

(d) The Office of Leadership Development and the Alabama Council for Leadership Development shall also facilitate the development of professional development activities and programs for needs identified by practitioners or LEAs.

(3) Approved Professional Development Activities and Programs for Instructional Leaders.

(a) Instructional Leader shall be defined as:

1. Superintendent
2. Local Education Agency Central Office Instructional Administrators
3. Principal
4. Assistant Principal
5. Aspiring Principal
6. Teacher Leader

(b) Approved professional development shall be defined as educational experiences meeting the requirements of the Alabama Professional Development Standards and aligning the practice of instructional leaders with the Alabama Standards for Instructional Leaders.

(c) Only the proposed activities and/or programs which meet the criteria prescribed in subsequent sections of this document shall be approved for meeting the:

1. Renewal requirements for instructional leader certification which relate to professional development. (Refer to AAC Rule 290-3-2-.04)
2. Professional development requirements which are a result of the administrative component of the Professional Education Personnel Evaluation Program of Alabama.

(4) Approval Process for Professional Development Used for Instructional Leaders Certification Renewal.

(a) The Office of Leadership Development and the Alabama Council for Leadership Development with assistance from appropriate sections of the State Department of Education will design the Alabama Continuum of Leadership Development in support of the Alabama Standards for Instructional Leaders. The Alabama Continuum of Leadership Development will reflect the needs of each leader constituent group at all career phases and shall have improved student achievement through improved leadership as its primary goal.

(b) The Office of Leadership Development and the Alabama Council for Leadership Development shall design, and modify as needed, an evaluation matrix for assigning the value of professional development activities and programs that would meet approval for Professional Learning Units (PLUs) required for LEADERSHIP DEVELOPMENT certification renewal.

(c) The professional development content sanctioned by the Alabama Council for Leadership Development will constitute the Professional Learning Units required for LEADERSHIP DEVELOPMENT certification renewal.

(d) Approval for up to one-half of the PLUs required for certification renewal shall be granted by the employing superintendent or headmaster. All PLUs must meet the Alabama Professional Development Standards and the Alabama Standards for Instructional Leaders.

(e) Approval for at least one-half of the PLUs required for certification renewal shall be granted by the Office of Leadership Development. All PLUs must meet the Alabama Professional Development Standards and the Alabama Standards for Instructional Leaders.

(f) The Alabama Council for Leadership Development will meet a minimum of 4 times per year to ensure the approval of professional development content aligned with the Alabama Standards for Professional Development and the Alabama Continuum of Professional Development and that when implemented, create a seamless system of support for instructional leaders.

(g) Professional development content granted Professional Learning Unit status shall have an evaluation component outlined in a request for proposals that indicates how the effectiveness of the professional development will be evaluated. The focus of the evaluation must be the professional development content's impact on leadership that will improve student achievement.

(h) The Alabama Council for Leadership Development will sanction professional development content to support the Alabama Continuum of Leadership Development and to be used for certification renewal. Professional development content sanctioned by the Alabama Council of Leadership Development will reflect the Alabama Professional Development Standards and will support the alignment of instructional leaders' practice with the Alabama Standards for Instructional Leaders.

(i) The Alabama Council for Leadership Development will review the Continuum annually.

(j) The Alabama Council for Leadership Development will seek to minimize the time school leaders are away from their schools or offices, while maximizing the effect of research-based quality professional development to ensure improved student achievement.

(5) Coordination and Communication of Professional Development Opportunities.

(a) The Leadership Development Office shall prepare, and the Alabama Council for Leadership Development approve, a menu of professional development granted Professional Learning Units using a timetable that allows for development and announcement of approved professional development.

(b) A calendar shall be prepared that indicates windows of opportunity for professional development content to be developed and offered, but which also indicates times when certain audiences are not available to attend, i.e. during state testing, traditional dates for state meetings, etc.

(c) The Office of Leadership Development shall work with LEAs to ensure that opportunities for professional development are equally available throughout the state.

(d) The Office of Leadership Development and Alabama Council of Leadership Development shall collaborate with university schools of education to ensure that the Alabama Continuum of Leadership Development begins with content for pre-service education and is comprehensive enough to create the seamless system of professional development for instructional leaders supporting them throughout their career.

(6) Facilitating the development of Professional Development Activities and Programs.

(a) The Office of Leadership Development, with assistance from appropriate sections of the State Department of Education, will develop, issue, and review requests for proposals (RFPs) to solicit professional development content that addresses the needs on the Alabama Continuum of Leadership Development and may be approved for Professional Learning Units (PLUs) required for LEADERSHIP DEVELOPMENT certification renewal.

(7) Technology Professional Development Topics for Teachers and Administrators. Technology training shall be offered to professional personnel in the area of technology integration, use, and technology instructional leadership. The purpose of these professional development experiences will be to improve teaching, learning, leading, and enhancing Alabama's workforce skills.

(a) The Teacher shall learn to effectively:

1. Identify and evaluate technology resources and technical assistance, i.e., those available on-line and on-site within a school and district setting.

2. Assess advantages and limitations of current and emerging technologies, and on-line software content to facilitate teaching and student learning.

3. Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.

4. Model safe, responsible, legal, and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.

5. Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.

6. Use technology tools (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and e-mail) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.

7. Facilitate students' individual and collaborative use of technologies (including, but not limited to spreadsheets, web page development, digital video, the Internet, and e-mail) to locate, collect, create, produce, communicate, and present information.

8. Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (e.g., assistive technologies for students with special needs).

9. Evaluate students' technology proficiency and students' technology-based products within curricular areas.

10. Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

(b) The Administrator shall learn to effectively:

1. Describe mechanisms for creating a shared vision for the comprehensive integration of technology, communicating that vision, and facilitating a process that fosters and nurtures a culture to achieve the vision.

2. Develop a technology plan including resource alignment (e.g., funding, staff and time, hardware/software, total cost of ownership), and demonstrate leadership skills necessary to integrate technology to support effective learning and administration.

3. Facilitate the selection and use of technologies appropriate for curriculum areas, instructional strategies, and student-centered learning environments to maximize learning and teaching to meet the individual needs of all learners.

4. Apply and model technology applications and professional practices that demonstrate knowledge of available technologies; existing Alabama and national technology standards for students, teachers, and administrators; related trends and issues; current research; and professional development resources in order to enhance professional practices of educational leaders, increase job-related technology use, and improve the productivity of self and other school personnel.

5. Use prevalent technology-based managerial, financial, and operational systems used in Alabama schools.

6. Use technology to facilitate effective assessment and evaluation, including the collection, analysis, and interpretation of data and communication of findings to improve instructional practice and student learning; the use of assessment of staff knowledge, skills, and performance in using technology to facilitate quality professional development and guide personnel decisions; the use of technology to assess and evaluate managerial and operational systems; the use of multiple methods to evaluate the efficacy of technology resources for the purposes of improving learning, communication, and productivity.

7. Demonstrate responsible decision making that reflects understanding of social, legal, and ethical issues related to technology.

Author: Dr. Joseph B. Morton

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290-4-3-.03 Alabama Core Teaching Standards.

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, educators will align their practice with the following standards modified from the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

(1) Learner Development. The educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive,

linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

(a) The educator regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(b) The educator creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(c) The educator collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) The educator understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

(e) The educator understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(f) The educator identifies readiness for learning and understands how development in any one area may affect performance in other areas.

(g) The educator understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) The educator respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

(i) The educator is committed to using learners' strengths as a basis for growth and their misconceptions as opportunities for learning.

(j) The educator takes responsibility for promoting learners' growth and development.

(k) The educator values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

(2) Learning Differences. The educator uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

(a) The educator designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(b) The educator makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

(c) The educator designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(d) The educator brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(e) The educator incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(f) The educator accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) The educator understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(h) The educator understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(i) The educator knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(j) The educator understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social

group interactions, as well as language, culture, family, and community values.

(k) The educator knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

(l) The educator believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

(m) The educator respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

(n) The educator makes learners feel valued and helps them learn to value each other.

(o) The educator values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

(3) Learning Environments. The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

(a) The educator collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(b) The educator develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(c) The educator collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(d) The educator manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

(e) The educator uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(f) The educator communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(g) The educator promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(h) The educator intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

(i) The educator understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(j) The educator knows how to help learners work productively and cooperatively with each other to achieve learning goals.

(k) The educator knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

(l) The educator understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(m) The educator knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

(n) The educator is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

(o) The educator values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(p) The educator is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) The educator seeks to foster respectful communication among all members of the learning community.

(r) The educator is a thoughtful and responsive listener and observer.

(4) Content Knowledge. The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

(a) The educator effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(b) The educator engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(c) The educator engages learners in applying methods of inquiry and standards of evidence used in the discipline.

(d) The educator stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

(e) The educator recognizes learner misconceptions in a discipline that interfere with learning, and creates

(f) The educator evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

(g) The educator uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(h) The educator creates opportunities for students to learn, practice, and master academic language in their content.

(i) The educator accesses school and/or district-based resources to evaluate the learner's content knowledge in the learner's primary language.

(j) The educator understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.

(k) The educator understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) The educator knows and uses the academic language of the discipline and knows how to make it accessible to learners.

(m) The educator knows how to integrate culturally relevant content to build on learners' background knowledge.

(n) The educator has a deep knowledge of student content standards and learning progressions in the discipline(s) she or he teaches.

(o) The educator has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.

(p) The educator realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.

(q) The educator appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(r) The educator recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

(s) The educator is committed to work toward each learner's mastery of disciplinary content and skills.

(5) Application of Content. The educator understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(a) The educator develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

- (b) The educator engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (c) The educator facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- (d) The educator engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- (e) The educator develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- (f) The educator engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (g) The educator facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- (h) The educator develops and implements supports for learner literacy development across content areas.
- (i) The educator understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (j) The educator understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- (k) The educator understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- (l) The educator understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) The educator understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

(n) The educator understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) The educator understands creative thinking processes and how to engage learners in producing original work.

(p) The educator knows when and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) The educator is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

(r) The educator values knowledge outside his/her own content area and how such knowledge enhances student learning.

(s) The educator values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

(6) Assessment. The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

(a) The educator balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) The educator designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

(c) The educator works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

(d) The educator engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) The educator engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) The educator models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

(g) The educator effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

(h) The educator prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

(i) The educator continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

(j) The educator understands the differences between formative and summative applications of assessment and knows how and when to use each.

(k) The educator understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

(l) The educator knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(m) The educator knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

(n) The educator understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

(o) The educator knows when and how to evaluate and report learner progress against standards.

(p) The educator understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(q) The educator possesses knowledge of Alabama's assessment requirements and processes.

(r) The educator is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

(s) The educator takes responsibility for aligning instruction and assessment with learning goals.

(t) The educator is committed to providing timely and effective descriptive feedback to learners on their progress.

(u) The educator is committed to using multiple types of assessment processes to support, verify, and document learning.

(v) The educator is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

(w) The educator is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

(7) Planning for Instruction. Based on the appropriate Alabama Course(s) of Study, the educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

(a) The educator individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(b) The educator plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(c) The educator develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(d) The educator plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(e) The educator plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly

deliver, as appropriate, learning experiences to meet unique learning needs.

(f) The educator evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

(g) The educator integrates Alabama-wide programs and initiatives into the curriculum and instructional processes.

(h) The educator communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.

(i) The educator understands content and content standards and how these are organized in the curriculum.

(j) The educator understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(k) The educator understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(l) The educator understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(m) The educator knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

(n) The educator knows when and how to adjust plans based on assessment information and learner responses.

(o) The educator knows when and how to access resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

(p) The educator respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

(q) The educator values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(r) The educator takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

(s) The educator believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

(8) Instructional Strategies. The educator understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(a) The educator uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(b) The educator continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(c) The educator collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(d) The educator varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(e) The educator provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

(f) The educator engages all learners in developing higher order questioning skills and metacognitive processes.

(g) The educator engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) The educator uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(i) The educator asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas

and thinking processes, stimulating curiosity, and helping learners to question).

(j) The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(k) The educator knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(l) The educator knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(m) The educator understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(n) The educator knows how to use a wide variety of resources, including human and technological, to engage students in learning.

(o) The educator understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(p) The educator is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(q) The educator values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(r) The educator is committed to exploring how the use of new and emerging technologies can support and promote student learning.

(s) The educator values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

(9) Professional Learning and Ethical Practice. The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,

families, other professionals, and the community) and adapts practice to meet the needs of each learner.

(a) The educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

(b) The educator engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

(c) The educator, independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) The educator actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

(e) The educator reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) The educator advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

(g) The educator understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

(h) The educator knows how to use learner data to analyze practice and differentiate instruction accordingly.

(i) The educator understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

(j) The educator understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate

treatment of learners, reporting in situations related to possible child abuse).

(k) The educator knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from educator evaluations and observations, data on learner performance, and school- and system-wide priorities.

(l) The educator takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(m) The educator is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) The educator sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) The educator understands the expectations of the profession including the Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

(10) Leadership and Collaboration. The educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(a) The educator takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

(b) The educator works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) The educator engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) The educator works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) The educator, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.

(f) The educator engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) The educator uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) The educator uses and generates meaningful research on education issues and policies.

(i) The educator seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) The educator advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) The educator takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

(l) The educator understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) The educator understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) The educator knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) The educator knows how to contribute to a common culture that supports high expectations for student learning.

(p) The educator actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

(q) The educator respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(r) The educator takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

(s) The educator takes responsibility for contributing to and advancing the profession.

(t) The educator embraces the challenge of continuous improvement and change.

Author: Dr. Eric G. Mackey

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290-4-3-.04 Alabama Standards for School Leadership.

Pursuant to the mission of having effective school leaders in every school, the Alabama Standards for School Leadership define the nature, quality of work, and expectations that current research and best practices indicate are critical to student learning and other positive school outcomes. The Standards are organized around the 5 Domains of Principal Effectiveness with a series of indicators which elaborate the practices that are necessary to meet the Standard.

(1) Visionary Leadership. Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student. An effective school leader:

(a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.

(b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.

(c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

(2) Instructional Leadership. Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students. An effective school leader:

(a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.

(b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.

(c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.

(d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.

(e) Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.

(f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

(3) Managerial and Operational Leadership. Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community. An effective school leader:

(a) Provides and oversees a functional, safe, and clean facility and campus.

(b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.

(c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.

(d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.

(e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.

(f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

(g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

(4) Relational Leadership. Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community. An effective school leader:

(a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.

(b) Advocates for the welfare of all students.

(c) Establishes positive and supportive relationships with all students.

(d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.

(e) Ensures a collaborative culture of professionalism and respect among staff.

(f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.

(g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.

(h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

(5) Innovative Leadership. Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change. An effective school leader:

(a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.

(b) Engages in a professional network of peers and mentors as a means for growth.

(c) Demonstrates a commitment to reflective practices and ongoing growth and development.

(d) Seeks and utilizes feedback to improve performance.

(e) Maintains a focus on high priorities related to academic achievement and school climate.

(f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.

Author: Dr. Eric G. Mackey

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