

APA-1

TRANSMITTAL SHEET FOR NOTICE  
OF INTENDED ACTION

Control: 290

Department or Agency: State Board of Education State Department of Education

Rule No.: 290-4-3-.01

Rule Title: Inservice Education And Educator Development

Intended Action Repeal and Replace

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety? Yes

Is there a reasonable relationship between the state's police power and the protection of the public health, safety, or welfare? Yes

Is there another, less restrictive method of regulation available that could adequately protect the public? No

Does the proposed rule have the effect of directly or indirectly increasing the costs of any goods or services involved? No

To what degree?: N/A

Is the increase in cost more harmful to the public than the harm that might result from the absence of the proposed rule? NA

Are all facets of the rule-making process designed solely for the purpose of, and so they have, as their primary effect, the protection of the public? Yes

Does the proposed action relate to or affect in any manner any litigation which the agency is a party to concerning the subject matter of the proposed rule? No

Does the proposed rule have an economic impact? No

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the Legislative Services Agency.

Signature of certifying officer

Eric G. Mackey  
Eric Mackey

Date

Tuesday, February 20, 2024

REC'D & FILED

FEB 20, 2024

LEGISLATIVE SVC AGENCY

STATE BOARD OF EDUCATION  
STATE DEPARTMENT OF EDUCATION

NOTICE OF INTENDED ACTION

AGENCY NAME: Alabama State Board of Education

RULE NO. & TITLE: 290-4-3-.01 Inservice Education And Educator  
Development

INTENDED ACTION: Repeal and Replace

SUBSTANCE OF PROPOSED ACTION:

The State Board of Education proposes to repeal and replace Rule 290-4-3-.01 regarding Inservice Education and Educator Development.

TIME, PLACE AND MANNER OF PRESENTING VIEWS:

A public hearing will be held on April 15, 2024, beginning at 10:00 a.m. at the Auditorium, Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons who wish to express their views should contact the State Superintendent of Education (334-694-4903) no later than April 1, 2024, in order to be scheduled on the agenda. All persons who wish to express their views in writing shall address written comments to the State Superintendent of Education, Gordon Persons Building, Post Office Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE:

Monday, April 15, 2024

CONTACT PERSON AT AGENCY:

Ms. Telena Madison  
Office of Professional Learning  
Alabama State Department of  
Education  
Post Office Box 302101  
Montgomery, AL 36130-2101  
Telephone: 334-694-4827  
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*Eric G. Mackey*

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Eric Mackey

(Signature of officer authorized  
to promulgate and adopt  
rules or his or her deputy)

~~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.~~

~~**Author:** Dr. Eric G. Mackey~~

~~**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.~~

(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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