

**Alabama State Board of Education Adopts
Twelve Standards for Effective Professional Development
Thursday, June 13, 2002**

Resolution:

WHEREAS, the issue of teacher quality is both a national and state concern rising to the level of inclusion in the recent adoption by Congress of the No Child Left Behind Act of 2001 and the inclusion in the State Board of Education adoption of a plan to provide an adequate education to Alabama's students; and

WHEREAS, current Alabama law requires each school system to submit a plan for the professional development of their professional staff; and

WHEREAS, Alabama has received for the past two (2) years a federal grant, Title II – Teacher Quality Enhancement Grant, which created the collaboration of a statewide advisory committee on professional development to focus on the three (3) components of the grant which 1) refine and strengthen Professional Educators Personnel Evaluation (PEPE); 2) create a system of teacher mentoring; and 3) develop a system of high-quality professional development for teachers and principals:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the Twelve (12) Standards for Effective Professional Development in Alabama and endorse the State Department of Education's use of such standards in working with the 128 local school systems to enhance the quality of professional development activities statewide, including college and university in-service centers and other aspects of postsecondary and higher education.

TWELVE (12) STANDARDS FOR EFFECTIVE PROFESSIONAL DEVELOPMENT IN ALABAMA

Standard 1 Effective professional development organizes adults into learning communities whose goals are aligned with those of the school, the system, and the state.

Standard 2 Effective professional development requires knowledgeable and skillful school and system leaders who actively participate in and guide continuous instructional improvement.

Standard 3 Effective professional development requires resources to support adult learning and collaboration.

Standard 4 Effective professional development uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Standard 5 Effective professional development uses multiple sources of information to guide improvement and demonstrate its impact.

Standard 6 Effective professional development prepares educators to apply research to decision making.

Standard 7 Effective professional development uses learning strategies appropriate to the intended goal.

Standard 8 Effective professional development applies knowledge about human learning and change.

Standard 9 Effective professional development provides educators with the knowledge and skills to collaborate.

Standard 10 Effective professional development prepares educators to understand and appreciate all students; creates safe, orderly, and supportive learning environments; and holds high expectations for their academic achievement.

Standard 11 Effective professional development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Standard 12 Effective professional development provides educators with knowledge and skills to involve families and other stakeholders appropriately.