STATE OF ALABAMA
DEPARTMENT OF EDUCATION

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State Superintendent of Education

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July 17, 2024

M E M O R A N D U M

TO: City and County Superintendents of Education

FROM: Eric G. Mackey
State Superintendent of Education

RE: State-Approved Professional Learning for the *School Principal Leadership and Mentoring Act*

In accordance with the *School Principal Leadership and Mentoring Act 2023-340,* one requirement for successful completion of the Alabama Principal Leadership Development System (APLDS) program is that principals and assistant principals must complete high-quality professional learning from a state-approved list.

Click here to find the initial list of state-approved professional learning experiences that meet the following criteria:

1. Meets the law's definition of high-quality professional learning as an experience that is comprehensive, sustained, job-embedded, and a collaborative approach to improving the effectiveness of educators and elevating student achievement through professional study.
2. Aligns with the Alabama Standards for School Leadership.
3. Aligns with Alabama Standards for Professional Learning.

This list is not exhaustive and is intended to be continuously updated. Superintendents, district administrators, and other organizations may request state approval for high-quality professional learning activities that meet the aforementioned criteria. To request approval, the Principal Act State-Approved Professional Learning Request Form must be completed through DocuSign (click here for the link to the DocuSign request form). The attachment provides a copy of the request form for planning purposes only.

Before initiating the request form, a best practice is to create a free DocuSign account (https://www.docusign.com). Doing this will allow the originator to track the envelope as it progresses through each assigned recipient. The account creation **must** occur prior to starting the request form.

First, enter the name and email address of each person who will be assigned to one of the signing roles. Once all names and emails are entered, click the "Begin Signing" icon. A new window will populate, and the form filler will be prompted to access an email sent via DocuSign. The email will prompt the form filler to click the "START" button. Then the application will generate. Once all the required fields have been completed, a prompt to "Finish" will appear. Upon clicking the "Finish" button, the envelope will be automatically sent to the next signee until all signatures have been collected. Please note that during the electronic signing process, all signers will receive an email invitation to sign the document. To track an envelope, a free or paid DocuSign account creation is necessary prior to the submission of the envelope. To check the status of an envelope, log in to the created DocuSign account. Access the "Manage" tab to track the envelope. It will show the status of the envelope, such as which signature has been collected and which signature is still needed.

For questions regarding the DocuSign process, please contact Mrs. Meagen Anthony-Rush by email at meagen.anthony@alsde.edu. For questions regarding the content of the request form and the state-approved list, please contact Dr. Anna Shepherd-Jones by telephone at (334) 694-0785 or by email at anna.jones@alsde.edu.

EGM/MS/TM

Attachment

FY24-2056

Contact Information

Professional Learning Provider:

Contact Name:

Contact Email Address:

Contact Phone Number:

Goal Areas

Principal Act Goal Areas:
Indicate which Principal Act Professional Learning Plan (PLP) goals align with the professional learning experience. (Note: Check all that apply.)
☐ Achievement
☐ Growth
☐ School Climate

High-Quality Professional Learning Experience Information

School Year:
Indicate which school year(s) this professional learning experience will be offered. (Note: The professional learning experience will be approved for up to three [3] school years. Check all that apply.)
☐ 2024-2025 School Year
☐ 2025-2026 School Year
☐ 2026-2027 School Year

Title:

Description:

Method of Evaluation:
Describe how participants will effectively acquire, implement, and use the knowledge gained to improve student achievement, growth, and/or school climate.

Expected Evidence:
Describe the evidence participants will provide to the professional learning provider to demonstrate the application of their new learning.

Number of Clock Hours:

Delivery Timeframe:
- Single Day (credit earned)
- Multiple Days (credit earned)

Method of Delivery:
- Blended-Online and Face-to-Face
- Book Study
- Distance Learning/Online Course(s)
- Institute/Inservice
- Regional, State, or National Conference(s)
- Site Visit(s)
- Workshop(s) Face-To-Face

Start Date:

End Date:

Maximum Number of Participants:

Is this professional learning experience a high priority?
- Yes
- No

Is this professional learning experience data-informed/data-driven?
- Yes
- No

Assurances

High-Quality Professional Learning Assurance:
I assure that the professional learning experience meets the law's definition of high-quality professional learning as an experience that is comprehensive, sustained, job-embedded, and a collaborative approach to improving the effectiveness of educators in elevating student achievement through professional study.
☐ I have read, understand, and agree with the High-Quality Professional Learning Assurance Statement.

PowerSchool Professional Learning Assurance:
I understand that the professional learning provider will assume responsibility for assigning clock hour credit in the PowerSchool Professional Learning platform.
☐ I have read, understand, and agree with the PowerSchool Professional Learning Assurance Statement.

Evidence Assurance Statement:
I assure that the professional learning provider will review evidence submitted by participants before assigning credit in the PowerSchool Professional Learning platform.
☐ I have read, understand, and agree with the Evidence Assurance Statement.

Cost Assurance Statement:
I understand that the Alabama State Department of Education does not assume responsibility for any costs associated with the professional learning experience.
☐ I have read, understand, and agree with the Cost Assurance Statement.

Professional Standards Alignment

Alabama Standards for Professional Learning:
Please indicate which standard(s) align(s) with the professional learning experience. (Note: At least one standard must be selected to be considered for the state-approved list. Check all that apply.)

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 improving 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 various 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 prioritize fostering coherence and alignment in their professional learning endeavors.
☐ f. Establish meaningful and context-specific learning objectives, base their practices on research and learning theories, and implement learning designs 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.

Alabama Standards for School Leadership:

Please indicate which indicator(s) align(s) with the professional learning experience. (Note: At least one standard must be selected to be considered for the state-approved list. Check all that apply.)

(1) Visionary Leadership. Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides every student's learning. 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 data sources.

☐ 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, focusing 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 student feedback.

☐ 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 to ensure 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.

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