**Figure 2. Professional Pathways for Alabama Teachers**

**Master Teacher**

**Role/Sphere of Influence:** Professional Teacher who has some time allocated for work with peers (e.g., instructional coach, mentor, cooperating teacher, facilitator of adult learning) and/or for instruction of a larger number of students (e.g., distance learning instructor)

**Education:** Minimum Master’s Degree in area of specialization and/or NBPTS Certification

**Professional Learning:** Leadership role in team-based, job-embedded learning focused on improving student achievement; participation in continuous learning related to assigned role (e.g., mentor training)

**Impact on Student AND Educator Learning:** Documentation of impact on learning of one’s own students & of adults whom one is coaching; maintenance of electronic record of Evidence of Professional Accomplishments

**Requirements:**
- Completion of (1) approved training in specialization area; (2) stipulated Evidence of Professional Accomplishments (EPA); & (3) Review and approval of EPA by regional or state peer review panel.

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**Learning Designer**

**Role/Sphere of Influence:** Professional Teacher who has time allocated to work in school- or district-wide design tasks (e.g., curriculum development, assessment & data analysis, school improvement, technology integration)

**Education:** Minimum Master’s Degree in area of specialization and/or NBPTS Certification

**Professional Learning:** Leadership role in team-based, job-embedded learning focused on improving student achievement; participation in continuous learning related to assigned role (e.g., curriculum design, change theory, assessment)

**Impact on Student AND Educator Learning:** Documentation of impact on learning of one’s own students & of students in classrooms of adults in one’s sphere of influence; maintenance of electronic record of Evidence of Professional Accomplishments

**Requirements:**
- Completion of (1) approved training in specialization area; (2) stipulated Evidence of Professional Accomplishments (EPA); and (3) Review and approval of EPA by regional or state peer review panel.

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**Professional Teacher**

**Role/Sphere of Influence:** Full-time Classroom Teacher who assumes team and/or school-wide professional instructional responsibilities including, but not limited to, team leader, dept. chair, mentor

**Education:** Graduate of an approved teacher education program or state-endorsed alternative certification program; encouraged to pursue advanced degrees in content areas of teaching or related professional area (e.g., technology, teacher leadership)

**Professional Learning:** Continuous engagement in individual and team-based, job-embedded learning focused on improving student achievement

**Impact on Student Learning:** Documentation of impact of instructional strategies on student achievement; maintenance of electronic record of Evidence of Professional Accomplishments.

**Requirements:**
- Coursework toward or completion of (1) Evidence of Professional Accomplishments; and (2) Recommendation of local peer review panel.

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**Apprentice Teacher**

**Role/Sphere of Influence:** Prospective teacher or intern with classroom duties

**Education:** Enrollment in an approved teacher education program or state-endorsed alternative certification program

**Professional Learning:** Teaching under supervision of Master Teacher and/or university professor; participation in team-based learning

**Impact on Student Learning:** Learning to collect & analyze student data to assess impact of teaching strategies

**Requirements:**
- Graduation from state-approved teacher education program, or completion of state-endorsed alternative certification program; periodic assessment using Alabama Continuum for Teacher Development

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**Classroom Teacher**

**Role/Sphere of Influence:** Full-time classroom teacher working in the context of a team (e.g., grade level or department)

**Education:** Graduate of an approved teacher education program or state-endorsed alternative certification program

**Professional Learning:** Ongoing job-embedded learning related to Alabama Quality Teaching Standards supported by colleagues and, if new to the profession, an assigned mentor; pursuit of individual and team professional learning goals based upon analysis of student data

**Impact on Student Learning:** Collection and analysis of student data related to impact of teaching strategies; reflection & modification of instruction based on such data

**Requirements:**
- Graduation from state-approved teacher education program, or completion of state-endorsed alternative certification program; periodic assessment using Alabama Continuum for Teacher Development