

# Regional Inservice Center Annual Report



REGIONAL  
INSERVICE  
CENTER  
ATHENS STATE UNIVERSITY

ATHENS STATE REGIONAL  
INSERVICE CENTER

2024-  
2025



# 2024-2025 Contracts and Grants



**REGIONAL  
INSERVICE  
CENTER**  
ATHENS STATE UNIVERSITY

Project	Amount	Source
Inservice Center	\$274, 838	ALSDE
National Board Certification	\$31,818	ALSDE

**2001  
Participants**

Number of participants

**156  
Sessions  
Offered**

Number of sessions offered,

## PARTNERSHIPS



**REGIONAL INSERVICE CENTER**  
ATHENS STATE UNIVERSITY

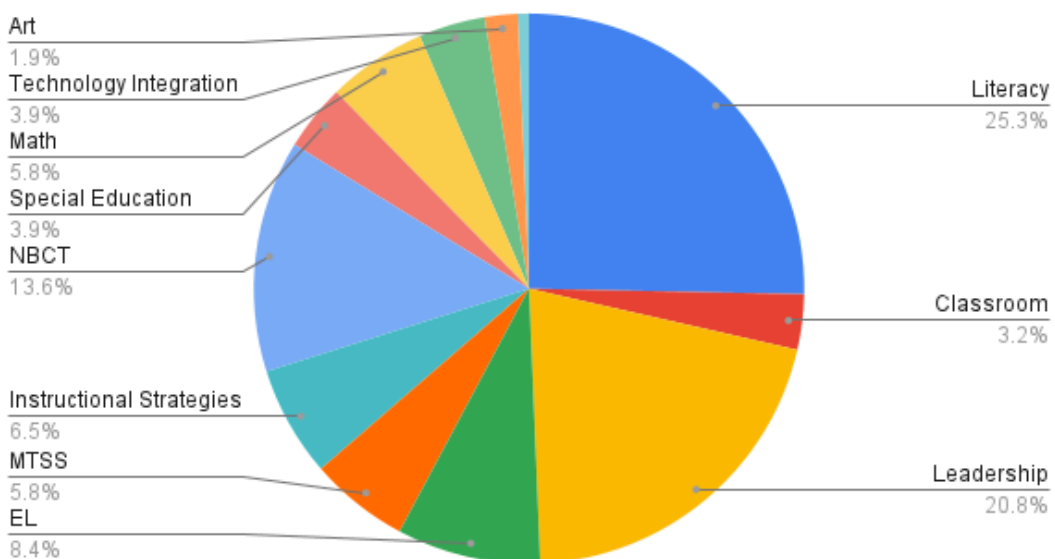
ALSDE/STATEWIDE EFFORTS	UNIVERSITY	REGIONAL
<ul style="list-style-type: none"> <li>• ALSDE: Social Studies COS Overview</li> <li>• ALSDE EL: Ellevation and WIDA</li> <li>• AL Teacher Growth Program</li> <li>• ARI/OSI: ACAP Text-Dependent Writing</li> <li>• ARI: Dyslexia Awareness</li> <li>• ARI: ELA Course of Study</li> <li>• ARI: Amazing Alphabet Arcs</li> <li>• ARI: Reading &amp; Rereading</li> <li>• ARI: Grammar Skills, Literacy Thrills</li> <li>• ARI: Reading &amp; Rereading</li> <li>• Science Textbook Caravan</li> <li>• ALSDE: Revolutionize Teaching with ALEX</li> <li>• National Board Certification Cohorts and AL NBCT Boot Camp</li> </ul>	<ul style="list-style-type: none"> <li>• Alabama Center for the Arts</li> <li>• Athens State College of Education - Preservice Professional Learning: ARI, OMI, and MTSS.</li> <li>• Alabama Teacher of the Year Program</li> <li>• Alabama Cooperative Extension Service</li> </ul>	<ul style="list-style-type: none"> <li>• Alabama Best Practices Center - PLN North</li> <li>• Mental Health Association</li> <li>• Athens City Schools - One Athens</li> <li>• Limestone County Schools - Back to School Professional Learning</li> <li>• Hartselle City Schools - New Administrator Training</li> </ul>

# IMPROVEMENT EFFORTS

Based upon the requirements of the Inservice Center Accountability Standards, more than half of our trainings supported math and/or ELA. In addition, sessions were provided that aligned with the top five needs from our 2024-2025 needs assessment: [Athens State RIC FY 25 Professional Learning](#). Documentation regarding training alignment has been included below. Additional documentation to support compliance with accountability standards, specifically those supporting mathematics and ELA, can be found in the ARIC G- Suite drive.

## Percent of Session Curriculum Topics

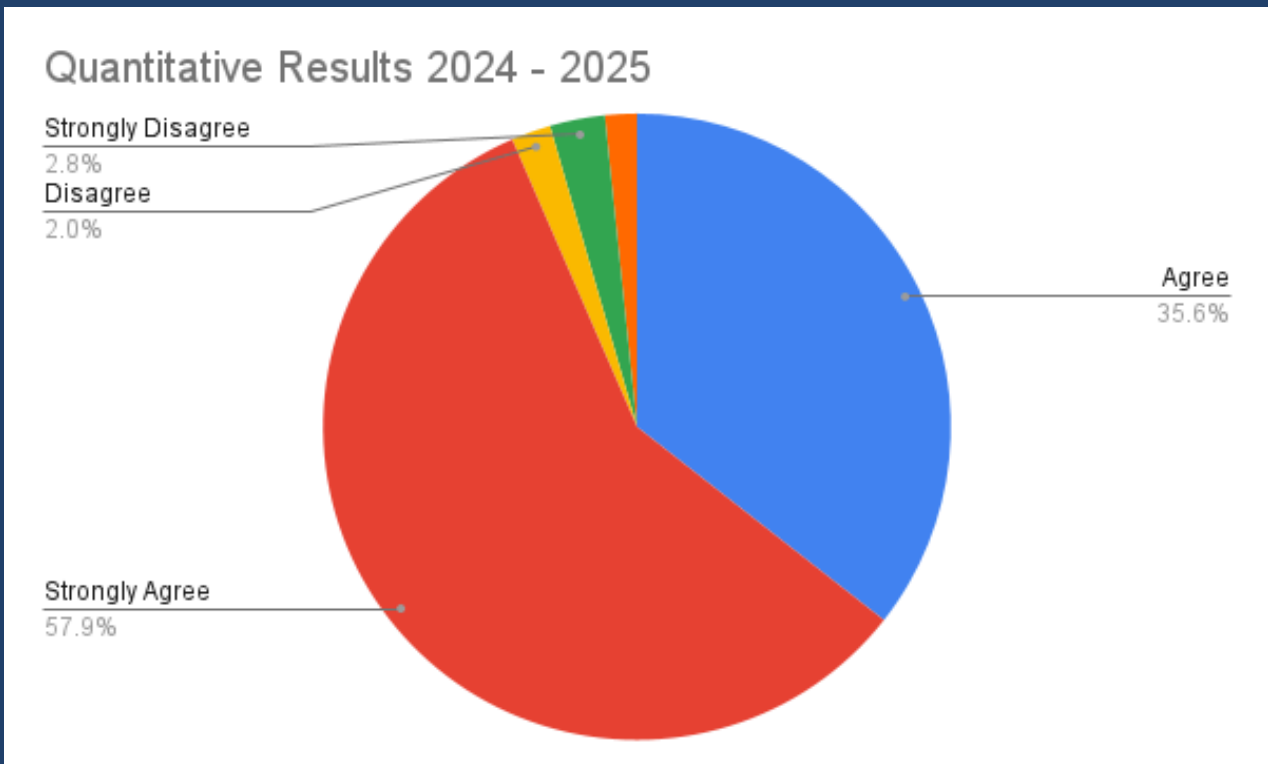
Percentage of Session Curriculum Topics



# EVALUATION RESULTS

## Evaluation Questions: Quantitative

The professional learning had clear goals and objectives aligned to learning outcomes.	The content of the professional learning was aligned to academic standards.	The activities used in the professional learning were aligned to the learning outcomes.	The professional learning enhanced my knowledge and skills.
The professional learning promoted self-assessment regarding your current practice .	The professional learning provided ongoing learning opportunities	I would recommend this professional learning to my colleagues	The facilitator was knowledgeable of the content.
The trainer utilized evidence-based instructional strategies.	The facilitator promoted collaboration.	The facilitator provided an appropriate balance between presentation and interaction.	The facilitator used the session time effectively.
The facilitator provided resources to support implementation of my new knowledge.		The facilitator's overall effectiveness was high.	



The quantitative data portion of PowerSchool Professional Learning survey suggests that 93.5% of participants responded Strongly Agree/Agree to all quantitative survey questions indicating favorable opinions regarding the professional learning received from Athens State University Regional Inservice Center during the 2024 - 2025 school year.

# EVALUATION RESULTS

## Evaluation Questions: Qualitative

<b>What did you expect from this session?</b>	<b>What knowledge/skills did you gain from this session?</b>
<b>How do you plan to implement these new ideas?</b>	<b>What would you like to learn more about this topic?</b>

## Qualitative Survey Results Summary

The qualitative data portion of the PowerSchool Professional Learning Survey suggests that participants expressed interest in learning new technology initiatives, instructional strategies, and classroom management techniques. Participants also want to learn about artificial intelligence (AI), new Google tools, and robotics and coding. Survey results also indicate that participants want more guidance and support with National Board Certification (NBCT), instructional coaching, struggling learners including dyslexia, autism, English Language Learners, and student mental health. Participants plan to use their new learning to lead professional development at their schools, use data to inform school-level decisions, and allocate resources. Participants also plan on applying new instructional strategies, collaborate with colleagues, and create specific action plans for their schools and classrooms. Overall, the data suggests that participants are motivated to implement new ideas and are taking concrete steps to do so. The variety of implementation strategies indicates a strong commitment to professional growth and improving student learning. However, teachers indicated that they prefer job-embedded professional learning at their school or district level. They also want to avoid PD sessions after school and during the summer.