President’s Message

Well, it’s almost here, the close to another school year. I hope you have had a great one! AASCD has had many wonderful opportunities for its members this year. I hope you have taken advantage of as many as possible. If not, there’s always next year!

Most recently, AASCD partnered with the ALSDE to provide the CCR Standards Summit II. We held two different sessions of the Summit for the first time this year. The first one was held at the Legends in Prattville on April 23, 2015. The second one was held at the Wynfrey-Hyatt in Birmingham on April 24, 2015. We had a great turn out for both and are thankful to all those who attended and those who helped make sure the events both ran smoothly. A special thanks to the CLAS staff!

We were privileged to have State Superintendent, Dr. Tommy Bice to open both events. He was as dynamic as ever and always provides lots of motivation. Dr. Bice brings a breath of fresh air to the educational process in our state. His motto, “Do what’s right for kids”, was heard loud and clear.

Our keynote speaker was, Mr. Pete Hall. Mr. Hall is a dynamic educational speaker who is currently working with ASCD.
He has previously been a teacher, assistant principal, and a principal. He has worked in three states and has experience in all grade spans, primarily Title I schools. Besides working with ASCD he is also a professional learning consultant helping groups focus on building capacity through the cultivation of professional learning communities. If you have not heard him, I encourage you to ‘google’ him!

Both Summits ended each afternoon with wonderful break-out sessions. Some of the topics covered were: Project Based Learning, Student Leadership, Tips for Success in Schools, and of course, Implementation of the Standards. Again, if you couldn’t make it this year, we hope to see you next year.

As we look to the summer, I encourage you to attend the CLAS Conference to be held in Montgomery at the Renaissance, June 14-17, 2015. Also remember to look for information at the beginning of next school year for the AAESA/AASCD joint conference. I encourage you to spread the word about AASCD! The largest growing affiliate of CLAS!

29th Annual High Schools That Work Staff Development Conference

How to Become a High-Performing School

Atlanta Marriott Marquis
Hilton Atlanta
Hyatt Regency
Atlanta, Georgia
July 15-18, 2015
Executive Director’s Report

Collective Impact and Connections

What is collective impact? It is often defined as a way to help organizations and communities build capacity. Capacity is the ability to get things accomplished and that is just what Alabama ASCD is all about!

Collective Impact, LLC believes and publicizes that successful organizations and communities have the following characteristics:

- Collaborative leadership – leaders exist at all levels, demonstrate trust, and work as a team
- Effective and efficient infrastructure – proactive communication, continuous learning, fiscal responsibility
- Innovative action – implementation of unique ideas, processes, solutions
- Favorable market presence – strong image and positive public opinion
- High social capital – connections and networks within and among communities and organizations
- Continuous learning – on-going assessment and evaluation to identify effective and efficient ways of operating
- “Thriveable” development – ability of the organization to exist beyond basic sustainability by getting the most out of their resources.

When I read this article and really pondered the 7 items, I thought this is exactly what AASCD has done this past year. We have a fabulous team of leaders who have taken great strides toward fiscal accountability, provided continuous learning events, “worked” our networks, stepped away from all the boxes, and have begun to project a powerful presence in the education community. Alabama ASCD is involved in partnerships with the Alabama State Department of Education, School Superintendents of Alabama, numerous local school districts, and universities. Our realm of expertise and influence ranges from pre-K through post- doctoral levels.

The question is now how do we continue to improve and grow? The Biennial Plan that must be submitted to the ASCD home office is in process of development. This Plan will serve as the guiding document for 2015-2017 and will help us hone our skill set with regard to provision of profession development and teaching and learning for students, teachers, and administrators. Your Executive Committee will look for trends, connections, and effective practice to try and bring the very best learning and growing opportunities to you.

Please share AASCD with educators and business leaders as we continue our collective impact!

Mark your calendars

Fall Instructional Leadership Conference (FILC)
November 2-4, 2015
Perdido Resort
I wasn’t really sure what ASCD was when I got involved, just that my principal thought enough of it to send teams of teachers to the annual conference. I also wasn’t really sure what Emerging Leaders were or did, but it sounded like a good thing to be a part of so I self-nominated. I figured if nothing else, I’d pay my membership and maybe make it to the conference.

Sitting in the Leader-to-Leader orientation last year I was overwhelmed; I felt out of my element. These educators had done such amazing things, were at impressive crossroads in their careers, and I felt that I didn’t measure up. Instead of being an outcast, they welcomed me, and supported me, and showed me that I belong. They keep me pushing for myself, my kids, and education as a whole. I’m better for being a part of them and now I have the confidence to know, I really am a part of them.

What I couldn’t have known was becoming an Emerging Leader not only was more of an honor than I knew, but that I would form deep personal and professional bonds with amazing educators in various roles all over the country. This year alone I’ve met with legislators in Washington, D.C. and talked about ESEA reauthorization and what is happening in Alabama education. I finished a book proposal with educators from six different states. Because of ASCD, I attended the Gates Foundation ECET2 conference elevating teacher leaders in New Orleans. In Orlando, I rubbed shoulders with Carol Ann Tomlinson and chatted about differentiated instruction in my 1-to-1 first grade classroom. Then in Houston, I watched friends and leaders share their immense knowledge on everything from game-based learning in higher ed, to the “bizzarr-o” testing structures at the heart of Common Core battles around the country. My application to present next year is already done.

It isn’t even the big names I’ve met, or the benefits to my students’ learning, but it’s the powerful connections made with new friends. An assistant curriculum director for a BOCES in New York nominated me for a Bammy award. I, in turn, nominated a school director in Tallahassee and principal in Arkansas. Through the support of my fellow ELs, I applied for a national teacher fellowship and supported another EL in his path to being a fellow as well. We rely on each other. We connect and talk through our days, our passions, our struggles, and successes. I only thought I was a connected educator before Emerging Leaders and ASCD. Now, I truly am, and I couldn’t be more supported and ready for changing student lives.
AASCD Experiences Growth

Recently, Alabama ASCD has experienced tremendous growth compared to all CLAS affiliates. Since 2010-2011, AASCD has experienced a 25% increase in membership. This growth resulted in two additional representatives on the CLAS Board of Directors for a total of five AASCD Directors.

Among the 11 AASCD regions, Region 7 boasts the greatest membership with 85 members. Region 3 has the second most members with 83. With the implementation of region representatives in 2012, AASCD gained a face in each of our districts. District representatives make personal contact with potential members to inform them of the benefits of AASCD membership.

District Representatives

Because of our district representatives’ commitment to growth, Alabama ASCD can look forward to continued growth and progress. We sincerely thank the following outstanding representatives:

Region 1- Dr. Celia Rudolph, Jon Hatton, and Carlos Nelson
Region 2- Jodi Jacobs, Dr. Jan Tribble
Region 3- Judy Warmath, Kristi Pair
Region 4- Jetta Branch, Dr. Alicia Cannon Nalls
Region 5- Dr. Shannon Stanley, Amy Banaszek
Region 6- Mike Newell, Khristie Goodwin
Region 7- Amanda Esslinger, Jane-Marie Marlin, and Dr. Emily Freeland
Region 8- Dr. Joy House
Region 9- Dr. Brenda Rickett, Cristen Herring, and Clair Moore
Region 10- Dr. Carolyn Lee Taylor
Region 11- Dr. Camille Wright, Dr. Teri B. Prim

Membership Benefits

With the challenges of CCRS implementation, instructional leaders need guidance in curricular decision making and implementation. AASCD is positioned to provide that support. We must work together to make known the following supports for instructional leaders:

Fall Instructional Leadership Conference

Networking with and learning from SDE, Dr. Bice, and national curriculum leaders

Spring Standards Summit

Learning from the expertise of local leaders and national Common Core specialists

Representation on CLAS Board of Directors

Insuring CLAS’ focus on curriculum and instruction

Networking with Alabama’s Instructional Curriculum Leaders

Maintaining regular communication with growth minded Alabama leaders

Quarterly Newsletter

Sharing current news, timely reminders, and training opportunities

National Lobby for Instructional Curricular Concerns

Communicating our needs and concerns with national policy leaders

Spread the word about Alabama ASCD with your colleagues today. Share the story of our growth and how our organization can make a difference for them and their instructional leadership. For more information, contact Vicky Ozment, Vice President of Membership, at vozment@tcboe.org.
For the first time since the passage of the NCLB legislation, reauthorization of the Elementary-Secondary Education Act (ESEA), is possible. Many years overdue, there are members of both the House and Senate in Washington, D.C. that are in favor of getting this legislation reauthorized and up-to-date! The U.S. Senate Education Committee has unanimously approved the Every Child Achieves Act, which positions this legislation to move to the Senate floor for consideration. The new bill addresses the following areas: Accountability, Assessments, Educators, Funding, Whole Child, and Early Education. Several public hearings were conducted to allow public input into the legislation. Then, the committee considered 57 amendments offered during their three days of debate. There was compromise on both sides of the aisle, a consensus was reached, and, finally, the education legislation moved forward. The bill can now head to the Senate floor, but when is a big question as the Senate calendar is very crowded. The House Committee on Education and the Workforce has not yet held hearings but met to “mark up” a proposed bill and passed the revised version. So, we aren’t there yet, but for the first time since NCLB was passed in 2001, serious discussion of reauthorization is underway. You can find continuous updates from both chambers as Congress works to replace NCLB at: www.ascd.org/esea.
Over the last year, teams from 25 Alabama middle and high schools came together at a series of Southern Educational Regional Board workshops to learn new methods of teaching literacy and math. The methods include:

- The Literacy Design Collaborative, which helps teachers plan instructional modules to engage their students in reading grade level text in English, science, social studies and career technical education, as well as express their understanding of these materials in a written paper.
- The Mathematics Design Collaborative, where math teachers examine formative assessment lessons in mathematics to test student understanding of math concepts. The formative lesson assignments gauge students’ understanding of recently studied math concepts, and their ability to apply that understanding to solve multiple step problems.

The Alabama teachers make up the first cohort of a three-year, multi-phase teacher training plan that will result in more students meeting grade level and college and career readiness standards. A second cohort of 55 schools will begin this fall. Local or SREB trainers visit classrooms after the training, offering support and determining needs, which are then addressed at a second workshop.

This core group of teachers will master these strategies during their first year. In the second year, they will train other teachers to use them. Principals establish professional learning communities with common planning times so that teachers can jointly plan coursework aligned to topics they will cover.

Joseph Miller, an algebra teacher at Carver Magnet in Dothan, previously trained in MDC. “The formative assessment lessons changed how I teach,” he says. “I now spend less time teaching a set of step-by-step procedures to follow and more time aiding students to think on their own and solve problems. The results are significantly higher student achievement.”

The literacy-based planning process impress many educators with how it deepens learning. Jennifer Williams, literacy coach at Honeysuckle Middle School in Dothan, sees a shift in how teachers teach and students learn. “There’s a goal; teachers begin with an end in mind, and the develop quality mini-tasks to get to their goal,” she says.

SREB pays for the teacher training and provides some support for substitutes, travel and other expenses. Principals also attend workshops to learn what it looks like when students take ownership of learning.

SREB is working with the Alabama Department of Education to begin training a second cohort of 55 schools this summer. If your school or district is interested in becoming part of this program, contact SREB Senior Vice President Gene Bottoms (gene.bottoms@sreb.org); state lead Phil Hammonds (pbhammonds@gmail.com); or Julie Hannah (jhannah@alsde.edu)

Read more about SREB’s literacy and math programs.

To learn more about the difference these literacy and math programs are making in classrooms across the country, attend the Third Annual College-and Career-Readiness Standard Networking Conference, July 13-15, in Atlanta.
Science education has come a long way! When James Clemens High School in Madison was approached in the spring of 2014 by Dr. Neil Lamb of HudsonAlpha Institute for Biotechnology with the Microbiome Project idea, the only next step was to figure out how and when. HudsonAlpha is a nonprofit institution which houses, among other labs, a Genome Services Lab headed by Dr. Shawn Levy that provides DNA sequencing of various organisms. Because collaboration and scientific innovation are celebrated and, quite frankly, expected at HudsonAlpha and in Madison City Schools, Dr. Lamb and Dr. Levy developed a plan to identify the microbiome, the population of bacteria naturally present, at a local high school. As construction of James Clemens High School was completed in August, 2012, the microbiome of the building environment was still relatively new – an important component for a project of this nature. This collaboration involving a genomic facility and a high school is one of the first of its kind.

Madison City Schools, as evidenced in this project by James Clemens educators and students, has goals and guiding principles that are shared by HudsonAlpha including collaboration, innovation, and technology integration. Perhaps most importantly – because educators at James Clemens (and in all Madison City Schools) want to involve students in real world application at every turn – it was decided that this partnership would be the perfect means to exemplify this goal.

The Microbiome Project currently involves AP Biology, AP Environmental Science, and Honors Biology classes with students being the initial collectors of the data. Researchers and educators from HudsonAlpha taught students the proper sample collection techniques, including being consistent in collecting and being specific in recording details about each collection site. The sample collection was initiated in July by HudsonAlpha representatives so that baseline sequencing could be completed before students arrived in August. Student sampling occurred on three separate occasions during the fall semester of 2014 to capture the impact of changing temperature and weather.

Analysis of the sequencing data obtained by the Microbiome Project at JCHS is ongoing. When complete, the data is expected to show that humans affect microbial populations just as microbes affect humans. This relationship is symbiotic and dynamic, changing with each student-microbe interaction. Contrary to popular belief, microbes are rarely our enemies, but in many cases are our best supporters! Additional classes will be brought into this collaborative project to help interpret the data and place it in context. AP Statistics students will assist in analyzing the data and Visual Arts students will provide visual interpretation of the data. AP World History classes will use analyses as they study the history of microbial influence in human populations. Finally, Jets Press, the school’s video production class, will help to tell the story to the world as it unfolds. With all of these classes working together, James Clemens High School and HudsonAlpha will have achieved one of the most collaborative, important, and real-world experiences seen in a public school setting. Stay tuned!

Want more information about the project? click here
Creating the Conditions for Success

In late April, I had the honor of being invited to speak at the 2015 Alabama College- and Career-Ready Standards Implementation Summit, where I met about 300 of the state’s fine administrators and educational leaders. The big message from the morning session was this: School improvement is possible anywhere, and if we’re intentional and focused about it, it’s probable everywhere.

The list of the key conditions of successful schools is neither revolutionary nor startling, yet it’s been my experience as a 14-year veteran school administrator and now as an ASCD Faculty member, where I work with schools and districts around the world, that we don’t do what we know we should do. In theory, the following 12 items are well acknowledged. In practice, many of them are well ignored. As you contemplate your work in your school or district, consider this: What intentional steps have you taken to position your school or district for success in each of these conditions? What steps are you willing to take to move forward?

1. Strong leadership: Remember, everyone in the organization must own their role in the school improvement process. Strategic distributed leadership pays massive dividends.

2. Hedgehog/Simplicity: What is your vision? Has everyone embraced it? How can you be sure that everything you do leads your school closer to that agreed-upon goal?

3. Investment in human capital: Programs don’t teach kids, teachers teach kids. ‘Nuf said.

4. Sense of professional collaboration: It might behoove all of us to refocus our attention on how we can learn together, work together, and ensure all students’ growth together.

5. Emphasis on results: Life without goals is like a race without a finish line. Are all your school, team, teacher, and student-level goals strategically aligned?

6. Common definition of best practices: Once we agree what “cooperative learning” (for example) means, based on research and our experience, it’ll help us implement it more effectively.

7. Active monitoring & feedback: Teachers need to monitor student learning and provide them with feedback. Administrators need to do the same for teachers. It’s all about growth and progress.

8. Ongoing professional development: We’re only as good as our people, so it makes sense for us to build our professional capacity – through coaching, feedback, p.d., book clubs, action research, you name it.

9. Streamlined curriculum: With the standards as our guide, let’s remove the clutter and ensure that all our hard work leads us somewhere – toward our vision, perhaps??

10. Safe, orderly environment: Are all our students ready to learn? Um, no. As adults, however, we can create an environment that’s welcoming, friendly, and all about learning. Make no mistake – the adults dictate the climate in a school.

11. Immediate, intentional interventions: Not all students will succeed on the first try. Every successful system has a structure in place to ensure that the kids who need more, different, better instruction get it.

12. Community involvement: It takes a village to raise a child, and the village isn’t just the school staff. Reach out and include all parents, businesses, and community members.

Though you can only focus on one thing at a time (see “Hedgehog Concept”), you can tend to many things. Hopefully this list of 12 gives you a framework for that tending. Remember: There is nothing more powerful than a made-up mind, so if you make up your mind to generate powerful learning experiences for every child, and every child will be successful, then guess what will happen. You’ll move mountains.
### 2015 CLAS Annual Summer Convention

**June 14-17, 2015 | Montgomery, Alabama**

**Renaissance Montgomery Hotel & Spa and MPAC**

#### REGISTRATION

**(PLEASE PRINT CLEARLY)**

- **Full Name:** _______________________________________
- **Name for Badge:** ____________________________________
- **Position:** __________________________________________
- **School System:** _____________________________________
- **School:** ___________________________________________
- **Phone:** ___________________  Fax:  ____________________
- **E-mail Address:** ______________________________________
  *(required for confirmation)*
- **Bill To:**  _____________________________________________
- **Billing Address:** ______________________________________
- **City, ST Zip:** _________________________________________

#### 1. CONVENTION REGISTRATION

*(Includes all meals, breaks, door prizes, sessions, and president’s reception)*

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- **Spouse/Guest Name:**
  *(Complete only if registered, does not receive professional development credit)*

**TOTAL Section 1.................................** $ ______________

#### 2. MEALS

*(No charge for paid registrants, but reservations are required!)*

- **Awards Luncheon** ........................................**Tuesday, June 16**
  - **I will attend** *(No charge if paid convention registration)*
  - **My spouse/guest will attend** *(Included in $75 spouse/guest fee)*
  - **I need _____ extra ticket(s) at $40 each**

- **Closing Breakfast Session** .......................**Wednesday, June 17**
  - **I will attend** *(No charge if paid convention registration)*
  - **My spouse/guest will attend** *(Included in $75 spouse/guest fee)*
  - **I need _____ extra ticket(s) at $30 each**

**TOTAL Section 2.................................** $ ______________

**GRAND TOTAL (Sections 1 & 2)...............** $ ______________

#### 3. SPECIAL ACcomMODATIONS

- **I have special health/dietary needs:**
  ________________________________________________________

#### 4. EMERGENCY CONTACT *(In case of emergency, we will contact)*

- **Name:** ___________________________________________
  ________________________________________________________
- **Relationship:** ________________________________________
- **Daytime Phone:** ___________________
- **Other Phone:** ___________________

#### 5. PAYMENT *(Refunds granted only upon written request. No refunds granted after June 6, 2014.)*

- **Check (enclosed) # __________________________**
- **Purchase Order # __________________________**
- **Credit Card (Visa/MC/Discover)**
  - **Visa**
  - **Master Card**
  - **Discover**
- **Card Number:** ______________________________________
- **Expiration Date:** ________/_______
- **CVV:** ___________________

**Cardholder Name:** ___________________

**Cardholder Address:** ___________________

**Cardholder Phone:** ___________________

**Signature:** ___________________

Send registration by 24-hour fax line to (334) 265-3611 if paying with credit card or purchase order, or mail the completed form with your payment to:

**CLAS**

**P.O. Box 428**

**Montgomery, AL 36101-0428**

**Room Reservations:** Hotel reservations may be made by calling the Renaissance Montgomery at (877) 545-0311 and asking for the 2015 CLAS Summer Convention room rate of $130 per night for single/double rooms. Reservations are subject to availability and must be made by May 15, 2015, to receive this rate. Online reservations - [http://bit.ly/clasconv15res](http://bit.ly/clasconv15res)

**Questions?** Call (800) 239-3616 or visit us online at [www.clasleaders.org](http://www.clasleaders.org)

**Online Registration available at [www.clasleaders.org](http://www.clasleaders.org)**
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