Greetings! I hope you all have had an enjoyable summer full of rest and time spent with family and friends. Maybe you were able to go to the beach, maybe a cruise, maybe some very worthwhile professional development. Seriously, I know many of us do not get many days off in the summer due to our responsibilities within our school districts, but even one day off helps!

I was able to see many of you at the CLAS Convention this summer. Wasn’t it a great convention? If you were there, you heard Erin Gruwell tell her story on how she turned students who were low functioning with no ambition whatsoever into students striving to learn more and make something out of themselves. She changed her curriculum into topics in which the students could relate. Their diaries were turned into the very popular and successful 2007 film, Freedom Writers. Erin’s presentation touched all in attendance and helped us focus on being a catalyst for change.

In June I represented you, the members of AASCD, at the ASCD Conference on “Teaching Excellence” held in Nashville, Tennessee. It was an excellent conference. Robyn Jackson, one of the fabulous keynote speakers, talked to us about how to motivate reluctant learners. She also talked about how we...
should motivate ourselves. She was outstanding! If you have not ever attended that conference, I urge you to do so. Not only did they have wonderful keynote speakers but the numerous presenters and sessions were tremendous and so relevant to today’s educational trends.

Finally in July, I, along with our AASCD Executive Director, Dr. Jane Cobia and President-Elect Ashley Catrett attended the ASCD Leader to Leader Conference in Arlington, VA. We enjoyed a wonderful time of networking and learning about the effectiveness of fostering a Growth Mindset. I urge you to research this topic, focusing especially on Carol Dweck’s research in this area.

I am honored to have been elected as your AASCD president. If there is anything I can help you with, please do not hesitate to contact me at dturner@ccboe.us. I wish you the very best in this coming school year. I hope you will help us grow by encouraging your colleagues to join AASCD through CLAS. Remember, “If it’s right for kids, it’s the right thing to do!”

LEAD LIKE A SUPERHERO...
FIND YOUR SUPERPOWER

The 2015 Fall Instructional Leadership Conference will be November 1-4 at the Perdido Beach Resort. The keynote speakers will be Dr. Tommy Bice, Mr. Pete Hall, and Ms. Jenny Nolan. Each one of these speakers brings years of working knowledge about student achievement, leadership strategies, and simply how to get the best from their team. Choose from multiple concurrent sessions where school and state leaders will share effective practices. Hope you can join in this learning experience!

Registration form on page 10
Executive Director’s Report

Mindsets and Opportunities

The new school year is here and often we look to the past for ways to engage learners. There are numerous instructional strategies that have been field tested but as teachers and leaders, we most often revert to the ways we were taught and trained. I recommend we consider one idea that is making headlines in both the education and business world and that is a Growth Mindset.

Carol Dweck, a Stanford University psychologist, discovered a simple idea that makes all the difference. Her book, *Mindset*, outlines the facts and gives pertinent information that is easy to understand and follow. In a fixed mindset, people believe their basic qualities like their intelligence or talents are fixed traits. They believe these static traits cannot be changed. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work --- that is, brains and talent are just the starting point. They see effort as a way to master a skill and do not fear failure.

The staff at ASCD has provided information on growth mindset for the past several months to the executive directors and presidents of state affiliates. They have given us numerous examples of just how this model can be used for personal and professional growth. The model was the major leadership piece used for discussion at the L2L conference in July and here are two examples when you approach a challenge:

- Fixed Mindset – Are you sure you can do it? Maybe you don’t have the talent.

- Growth Mindset – I’m not sure I can do it now, but I think I can learn.

- Fixed Mindset – What if you fail?

- Growth Mindset – Most successful people have had failures along the way.

What are growth mindset characteristics? --- generative, risk-taking, resilient, divergent, networked, collaborative, new value

What are fixed mindset characteristics? --- measured, finite, cautious, standardized, labels, gaps, Pygmalion effect

This is one tool that can be used to “explore our knowledge of student achievement and ways that such achievement might be improved” (Keith Heggart 2015). So, as we embark on a new school year, let us think in a positive manner, stretch our minds and talents, set goals, and be willing to take some risks for higher achievement for our students, teachers, and administrators.

I invite you to join with AASCD as we take some risks with new projects and ventures. The purpose of AASCD is teaching and learning and this organization is embracing the growth mindset!
Healthy, safe, engaged, supported, and challenged. ASCD’s Whole Child Initiative serves as a catalyst for changing the conversation about education from a “focus on narrowly defined academic achievement to one that promotes the long term development and success of children”. With the launch of ASCD’s Whole Child Initiative in 2007 and the more recent implementation of Alabama’s PLAN 2020, there is a clearly defined need to support 21st century students in preparation for college, career, and citizenship. How do we as educators ensure that all the needs of the whole child are met? In future newsletters, we will feature educators, schools, and school systems who are doing an outstanding job meeting the needs of the whole child. We encourage each of you to share your success stories with us. Sharing your success stories with colleagues helps facilitate replication of great ideas and, therefore, a greater level of support for all students state-wide. Contact me at ashley.catrett@crenshaw-schools.org to share your Whole Child best practices. For more information about ASCD’s Whole Child Initiative visit www.wholechildeducation.org

Whole Child Tenets

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Ashley Catrett
President-Elect
Crenshaw County Schools

“We encourage each of you to share your success stories with us. Sharing your success stories with colleagues helps facilitate replication of great ideas and, therefore, a greater level of support for all students state-wide. Contact me at ashley.catrett@crenshaw-schools.org to share your Whole Child best practices. For more information about ASCD’s Whole Child Initiative visit www.wholechildeducation.org”

ASCD Conference on Educational Leadership
October 30-November 1, 2015
San Diego, CA

Fall Instructional Leadership Conference
November 1-4, 2015
Perdido Beach Resort
Orange Beach, AL
Emily Harris Receives 2015 Emerging Leader Award

The Spring 2015 Emerging Leader was Mrs. Emily Harris, principal of Winterboro High School in Talladega County Schools. Mrs. Harris has served in her district as an elementary classroom teacher, middle school Lead teacher, and assistant principal before becoming the middle and high school principal.

She has trained teachers in Contextual Math and Reading as well as Project Based Learning. She worked on a Technology Module for the Alabama Learning Exchange, was co-creator of a Math and Music course for 7th graders to help them increase their proficiency in math, and created a job-embedded professional development experience called Teacher Academy for the teachers at her school on using data to improve instruction. She also shares the learning on a blog and on Twitter. Her superintendent said of her, “In every facet of the school's success, she has led in meaningful and powerful ways. . . She inspires others to go above and beyond and sees no challenge too great to conquer.”

A colleague said of her, “She continues to amaze her colleagues with her diligence and effort to maximize the education of her students as well as her leadership role within the Talladega County school system.”

Dr. Emily Kay Freeland Named AASCD Outstanding Curriculum Award Winner

Dr. Freeland has had a wide range of experience and influence in several school systems in Alabama, across the state, and across the nation. She has been a science teacher, adjunct science instructor and secondary education instructor for two colleges, secondary program specialist, professional development director, and most recently, assistant principal for curriculum and instruction. She is also an expert trainer who has trained teachers, instructional coaches and administrators locally and nationally in best instructional practices through unwrapping and prioritizing content standards, lesson design, classroom management, formative assessments, and RtI. As a teacher and administrator over the last sixteen years, she worked with teachers individually and in small groups to design lessons for engagement, trained mentors and coordinated teacher mentoring programs, led the development of district RtI plans, credit recovery plans, and strategic plans. Dr. Freeland's particular passion is for students who struggle and finding ways to keep them in school and help them achieve.

Her knowledge and skills in instructional practices as well as her compassion for students and their learning led a colleague to say of her, “She possesses a phenomenal education acumen gained through her exhaustive study. I witness her sharing insight daily through professional conversations with administrators and teachers and more formally through professional development. . . Her most admirable trait is her dedication to children and their success.”

Her principal said, “In her two years at Mountain Brook Junior High, she has impacted our approach to teaching standards, our approach to rigor and depth of knowledge, and our teaching practices. . . She lives out learning on a daily basis.”

Dr. Amy Murphy Recognized for Outstanding Contributions Promoting AASCD

Alabama ASCD has moved into the 21st century! AASCD recognized Dr. Amy Murphy for her outstanding service to the organization through her work on the new website and Twitter account. Dr. Murphy collaborated with Tim Ito from the national ASCD in planning and development for our organization’s web presence, registered our web address, set up the AL ASCD website, and set up our Twitter account. She manages our web presence and content with her regular tweets, posts and blogs in the name of AASCD. AASCD is grateful for the talents and commitment of this very tech savvy lady and recognized her with a plaque for her Outstanding Contributions in Promoting AASCD.
Under the leadership of Dr. Bice and the State Board of Education, Plan 2020 has become a living document that defines the expectation that every child should graduate from high school, and every child should graduate college and career ready. The Educator Effectiveness Process emerged from one of Plan 2020’s four pillars—Education Professionals. The objective within the pillar is that “every child is taught by a well-prepared, resourced, supported and effective teacher” and the supporting action step is to “develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.” To address this goal, a state-appointed team convened in November 2013 to discuss teacher evaluation in Alabama. The team developed an effectiveness framework that was field tested in a representative sample of 11 districts throughout Alabama.

The focus of the framework is to help teachers to refine practice; the framework establishes a baseline of parameters of acceptability for each local school system’s Educator Effectiveness plan. In contrast to past evaluation systems that have attempted a “one-size-fits all” approach, districts will create processes and products that honor the unique aspects of context that impact instructional decisions. This is an opportunity for school systems to identify not only their instructional focuses but also the highest leverage strategies that positively impact student learning through an analysis of past and present professional development, current instructional initiatives, continuous improvement plans, and school system strategic plans.

The focus of the Alabama Educator Effectiveness Model is to assist teachers and leaders in the identification of areas in need of growth and to provide them with the structures and supports necessary to increase effectiveness. School systems will be developing observation rubrics that align with instructional focuses and guide teachers and leaders in a shared understanding of specific attributes, actions, and outcomes aligned with each instructional strategy. The primary purpose of the Educator Effectiveness system is to support growth in instructional practice that will ultimately lead to continuous improvement and increases in student performance.

The model will focus on three key areas: Professional Commitment, Professional Practice, and Impact on Student Engagement and Growth.

- Professional Commitment will engage teachers in self-assessment, the completion of a Professional Learning Plan (PLP), and the submission of evidence aligned to the PLP. Districts may choose to use the existing EDUCATE Alabama platform or may choose to utilize another self-assessment model aligned to the Alabama Quality Teaching Standards. All teachers will complete this process on a yearly basis.

- Professional Practice will be comprised of three areas.

  1) Observations- administrators will complete a minimum of two observations, analyzing a minimum of one-hour of instruction while utilizing school system-developed rubrics that align to instructional focuses and differentiate for quality.

  2) Analysis of Instructional Design- teachers will engage in reflection on practice and its effect on student success in collaborative teams.

  3) Professional Showcase – teachers will reflect on their leadership, involvement in their own learning, and engagement in the overall school community. Non-tenured teachers will participate in the collection of this data every year, and tenured teacher will participate in this aspect at least once every three years.

- Impact on Student Engagement and Learning will be comprised of quantitative measures that are designed to assess student growth and engagement. School Systems will determine local-level survey instruments to be administered to students and/or parents. In addition, they will determine the student growth data that best informs teachers and leaders of students’ yearly progression. Tenured teachers will participate in the collection of this data every year, and tenured teachers will participate in this aspect at least once every three years.

The overall goal in the design is to give teachers and school systems ownership of their own growth and choice in factors that will help to achieve this growth. The Alabama State Department of Education will serve as a facilitator and/or a guide during the development phase.

Dr. Mark Kirkemier, Coordinator
Dr. Alison Grizzle, Education Administrator
Dr. Kisha Tolbert-Woods, Education Specialist
Our Quest...Their Best serves as the guiding motto for Limestone County Schools during the 2015-2016 school year. A large component of the district’s efforts in preparing students to be their best and graduate college and career ready is the Limestone County Career Technical Center (LCCTC). Serving students from all six high schools in the Limestone County School District and Athens High School in the Athens City School District, the LCCTC holds morning, afternoon, and evening sessions where students can engage in their career technical programs, complete required social studies courses, earn college credit, participate in the gifted program, and even take courses in the fine arts.

As a compliment to the 1:1 initiative that began in the elementary grades, expansion of the LCCTC for high school students was three tiered: increase new programs, increase student enrollment, and expand the facilities. An expansion of existing programs and the addition of diesel technology, education and training, emergency services including fire fighting and paramedic, information technology, JROTC, and law and public safety resulted in enrollment rising from 525 students during the 2013-2014 school year to over 900 students expected when classes begin in August. Enrollment in the engineering program alone has jumped from 6 students to 54 students.

In addition, construction of a 27,000 sq. ft. facility is underway to absorb this growth and house many of the new programs.

To peak student interest in the career technical fields, the LCCTC held its first summer camp this year targeting students in grades 6-8. Seventy campers participated throughout the week. The schedule consisted of an overview of all available programs on Monday so students could get a glimpse into each one. Campers completed the Kuder assessment to identify their areas of interest and spent Tuesday through Thursday focusing on one of these areas each day. Students completed related projects and gained hands-on experiences in engineering, information technology, robotics, JROTC leadership, law enforcement, fire fighting, emergency services, building construction, electrical technology, HVACR, welding, automotive, diesel, collision repair, and education and training. The week culminated with a career field day on Friday. The LCCTC partnered with the Limestone County Sheriff’s Department, Athens Limestone County Emergency E911, Limestone County EMA, Athens Fire Department, Limestone County Volunteer Fire Departments, and the...
The Instructional Leadership Program in the School of Education and Human Studies has created a unique Leadership program which spans three regions of Alabama. Future leaders can participate in onsite programs in urban Birmingham, rural North Alabama, and suburban regions of Hoover, Vestavia and Shelby County. A collaborative partnership with school district leaders of various areas have embellished and grown the program over the past 15 years. The theory and the reality of creating a leadership program infused with best practices for 21st Century leaders provide the impetus of the partnership. Leadership practitioners are an integral part of developing curriculum, serving as adjunct professors, recruiting, and sharing their expertise as guest speakers. This article shares unique aspects of how in an age of online classes, the UAB Leadership faculty has created and maintained powerful leadership learning opportunities onsite in three unique regions.

Our mission statement is to create knowledge and support the development of effective leaders in diverse school settings. To have a quality Educational Leadership program, which caters to the unique needs of the various regions of our state, it is critical that a strong collaborative onsite presence is maintained locally. Faculty members have taken the responsibility of driving

A Tale of Three Regions: How the UAB Educational Leadership Program Connect (Prepares) Urban, Rural, and Suburban School Leaders

Gary Peters, Ph.D.  
Keith Gurley, Ed.D.  
Loucrecia Collins, Ed.D.
to local school sites within our three region program to offer onsite classes in diverse settings. Poignant conversations regarding current leadership trends emerge in onsite classes where students relate how national, state, and local leadership trends are impacting school leaders in their school settings.

Our vision is to inspire candidates to lead their schools in powerful ways that affect learning for all and support continuous school improvement. Powerful Leadership has emerged from candidates in all three regions of our programs. Emerging leaders are inspired when the vision is brought to reality by having local school leaders reveal thought provoking strategies of what works in schools. The UAB Educational Leadership faculty is proud that Milken Award Winners Ron Dodson, Dil Uswatte, and Charles Willis are scholar practitioners who have graduated from our program, but also co-teach and inspire students to seek “powerful ways to affect learning.”

The values of the UAB Educational Leadership Program were developed with partner school districts and include the following: Relationships, Respectfulness, Responsiveness, Innovation, and Excellence. These values have strengthened the collaborative momentum to develop dynamic leaders for 21st century schools. Statements below represent the values which guide our Leadership preparation program in all three regional sites:

**Relationships**, We will foster respectful, open partnerships with our candidates, school district leaders, and university community.

**Respectfulness**, We will treat all constituents with respect in all interactions.

**Responsiveness**, We will address the needs of all constituent groups in an appropriate and timely manner.

**Innovation**, We will develop new and effective approaches to addressing critical challenges for educational challenges in the 21st century.

**Excellence**, We will perform our duties and responsibilities in a professional and ethical manner.

A Tale of Three Regions provides insight into how one university Educational Leadership Program is seeking to meet the needs of another generation of aspiring school leaders. Building positive onsite Leadership Programs in three regions has provided a dynamic opportunity for our program to personalize and grow the UAB connection. As an educational leadership program within a major research university, we are in a perpetual mode of research and self-assessment to insure program relevance and outreach. Uniquely positioned, we serve communities of various size and socio-economic status. Learning from the culturally rich contexts of these urban, suburban, and rural environments, our graduates are prepared for real-world leadership roles within schools. It was the best of times.
ASCD Announces New CEO, Deborah S. Delisle

ASCD's board of directors announces today the appointment of U.S. assistant secretary for elementary and secondary education, Deborah S. Delisle, to the post of ASCD's executive director and chief executive officer. Delisle will take the helm of ASCD effective July 1, 2015. She will replace executive director Judy Seltz, who is retiring at the end of June.

“I’m honored to join this respected association and excited to lead the next phase of ASCD’s growth,” said Delisle. “ASCD has a talented roster of professionals dedicated to success for all educators, and loyal member and customer bases that I am proud to represent. I am passionate about ASCD’s mission to support the whole child through high-quality professional development and I look forward to the many new initiatives we will embark upon.”

During Delisle’s 38-year career, she has served as a teacher, gifted education specialist, curriculum director, elementary school principal, district associate superintendent, and superintendent. She was nominated to her current position by President Obama in January 2012 and confirmed by the U.S. Senate on April 27, 2012. She plays a pivotal role in policy and management issues affecting elementary and secondary education for the U.S. Department of Education. Delisle has coordinated and recommended policy for programs designed to assist state and local education agencies in improving the achievement of elementary and secondary school students.

Prior to her role at the Department, Delisle was a senior fellow at the International Center for Leadership in Education with a deep interest in educator performance systems and creating transformative cultures in schools and districts to support educators and students. Prior to that work, Delisle served as Ohio’s 35th state superintendent of public instruction from 2008 to 2011.

“Following a comprehensive search, the board selected Deborah Delisle for her extensive knowledge of what educators truly need to succeed in their ever-changing roles,” said Nancy Gibson, ASCD President. “This was a thorough process, and we’re confident we have found the right leader for ASCD. Deborah’s combination of qualifications and proven success is matched by few in education, and we know she will provide visionary leadership for ASCD’s continued quest for excellence in learning, teaching and leading.”

ASCD is a global community dedicated to excellence in learning, teaching, and leading. Comprising 125,000 members—superintendents, principals, teachers, and advocates from more than 138 countries—the ASCD community also includes 56 affiliate organizations. ASCD’s innovative solutions promote the success of each child. To learn more about how ASCD supports educators as they learn, teach, and lead, visit www.ascd.org.
INFLUENCE AND LEAD LIKE A SUPERHERO...
FILC 2015
NOV. 1-4, 2015

Perdido Beach Resort - Orange Beach, Alabama
Sponsored by
Alabama Association of Elementary School Administrators (AAESA) and
Alabama Association for Supervision and Curriculum Development (AASCD)

(Please Print Clearly)

Name: ______________________________________________
Position: _____________________________________________
Preferred Name on Badge: ______________________________
School System: _______________________________________
School: ______________________________________________
Phone Number: _______________________________________
Fax Number:  _________________________________________
Email Address: ________________________________________
Bill To:  ______________________________________________
Billing Address: _______________________________________
City, ST Zip: _________________________________________
Spouse/Guest Name: __________________________________
(if registering)

1. CONFERENCE REGISTRATION
(includes all scheduled meals, breaks, door prizes, etc.)

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Total Section 1: ____________________________

2. MEALS (no charge for paid registrants, but you must make reservations)

LUNCHEON, TUESDAY, NOVEMBER 3
☐ I will attend the AAESA Luncheon (no charge, included in registration)
☐ I will attend the AASCD Luncheon (no charge, included in registration)
☐ My spouse/guest will attend (no charge if paid spouse registration)
☐ I need _____ extra ticket(s) at $30 each

BREAKFAST, WEDNESDAY, NOVEMBER 4
☐ I will attend (no charge, included in registration)
☐ My spouse/guest will attend (no charge if paid spouse registration)
☐ I need _____ extra ticket(s) at $25 each

Total Section 2: ____________________________

Grand Total (Section 1 & 2): ____________________________

3. SPECIAL ACCOMMODATIONS
☐ I will need special accommodations for a disability
☐ I have special dietary requirements ___________________

4. EMERGENCY CONTACT
In case of an emergency, contact:
Name: ____________________________________________
Daytime Phone: _______________ Evening Phone: ____________

5. PAYMENT (Circle One)

Check or Purchase Order # ____________________________
(payment or valid PO Number is required before registration can be processed)

Credit Card (circle one): Visa, MasterCard, Discover Card

Card Number: ____________________________ Exp: ___________

Cardholder’s Name: ____________________________ CVV: __________

Cardholders Address: ______________________________________
_______________________________________________________

Cardholder’s Phone: _____________________________________
_______________________________________________________

Signature
________________________________________________________

Refunds granted only upon written request. No refunds granted after
October 23, 2015. Send registration by 24-hour fax line to (334) 265-3611 or mail your payment and registration form to:

AAESA
P.O. BOX 428
MONTGOMERY, AL  36101-0428
QUESTIONS? PLEASE CALL (800) 239-3616

CONFERENCE AGENDA
SUNDAY, NOVEMBER 1
Registration - 2:00 p.m. - 5:00 p.m.
Executive Board Meeting - 3:30 p.m. - 5:30 p.m.

MONDAY, NOVEMBER 2
Registration - 7:30 a.m. - 4:00 p.m.
Opening General Session - 9:00 a.m. - 10:30 a.m.
Breakout Sessions - 11:00 a.m. - 12:00 p.m. & 1:00 p.m. - 2:00 p.m.
Mini Clinic Sessions - 2:30 p.m. - 3:45 p.m.
Seafood Fest Sponsored by Bill Miller Photography - 6:00 p.m

TUESDAY, NOVEMBER 3
Continental Breakfast - 8:00 a.m. - 9:00 a.m.
Second General Session - 9:00 a.m. - 10:30 a.m.
Second General Session (continued) - 11:00 a.m. - 12:00 p.m.
Affiliate Business and Awards Luncheons - 12:00 p.m. - 1:30 p.m.
Breakout Sessions - 1:45 p.m. - 2:45 p.m. & 3:00 p.m. - 4:00 p.m.

WEDNESDAY, NOVEMBER 4
Closing General Session & Breakfast - 8:00 a.m. - 10:00 a.m.

FOR ROOM RESERVATIONS: Call the Perdido Beach Resort at (800) 634-8001 or go to www.perdidobeachresort.com and identify the 2015 Fall Instructional Leadership Conference (Booking ID 10127). The group rate is $111/night for single/double standard rooms. Reservations are subject to availability. Reservations received after September 30, 2015, may not be eligible for the discounted room rates. Check-in time is 4:00 p.m. Check-out time is Noon. All room rates are subject to taxes and fees.
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<td>Clair Moore</td>
<td>Region 9 Representative</td>
<td>Elmore County</td>
</tr>
<tr>
<td>Dr. Carolyn Lee Taylor</td>
<td>Region 10 Representative</td>
<td>Mobile County</td>
</tr>
<tr>
<td>Dr. Camille Wright</td>
<td>Region 11 Representative</td>
<td>Enterprise City</td>
</tr>
<tr>
<td>Dr. Teri B. Prim</td>
<td>Region 11 Representative</td>
<td>Enterprise City</td>
</tr>
<tr>
<td>Dr. Amy Murphy</td>
<td>Web Presence Representative</td>
<td>UM Regional Inservice Center</td>
</tr>
<tr>
<td>Dr. Tommy Bice</td>
<td>SDE Representative</td>
<td>State Superintendent of Education</td>
</tr>
<tr>
<td>Dr. Loucretia Collins</td>
<td>High Education Representative</td>
<td>UAB</td>
</tr>
<tr>
<td>Mrs. Nancy Cotter</td>
<td>Executive Director Emeritus</td>
<td>Talladega County (retired)</td>
</tr>
</tbody>
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