Back to School! These three words conjure up a wide-variety of emotions for educators, students, and parents. My wish for you is that these three words leave you feeling excited, energized, and empowered. As educational leaders, we must continually stop to self-reflect and ensure all decisions are student-centered. Many spend their “summer” doing just that; reflecting, renewing, and revving up for the new school year. We all know that the task at hand is one of the most important ones – educating today’s learners for tomorrow’s world. There is no need for anyone to tackle this daunting task alone. You are encouraged to connect with AASCD members to strengthen your support system. Encourage fellow administrators and teacher-leaders to join AASCD, as well. AASCD is one of the largest CLAS affiliate organizations and provides valuable support for instructional leaders. Our website, www.alabamaascd.org, is a one-stop shop for all things AASCD. Check it out! Improving the quality of curriculum and instruction in Alabama is at the heart of our work.

Our annual Fall Instructional Leadership Conference is coming up in October. This joint venture with AAESA is set for October 23-26 at the Hyatt Regency Birmingham - The Wynfrey...
Hotel in Birmingham. You can find more information on our website or the CLAS website at www.clasleaders.org. We would love to see you there!

Join us as we empower each other in the quest to provide a quality education for all students in Alabama. Enjoy these Back to School days. Best wishes to all!

Join Alabama Association for Supervision and Curriculum Development and be a part of the state’s only professional organization totally dedicated to instructional excellence! Visit https://alabamaascd.org/membership/ to join today!

2016 Fall Instructional Leadership Conference

Tentative topics include Innovative Instructional Leadership, Teacher Development and Effectiveness, Dealing with Difficult People, Creating a Positive Culture and Climate, Working with the At-Risk Population (adult and student), Building Teacher Capacity, Assessment and Grading, School Law, ALSDE Updates, and Building Leadership Capacity

October 24-26, 2016
Hyatt Regency (Wynfrey Hotel)
Birmingham, AL

Topics that Matter Most

REAL WORLD LEADERS

FILC 2016

Registration form on page 9
Executive Director’s Report

Building Bridges for Success

- Why is it important to build bridges/connections?
- How do I do this?
- What is the purpose?

Building bridges means that we make connections with individuals, organizations, businesses, industries, and/or universities to help ensure success for students and educators. It is through these bridges that we are able to pinpoint our strategies and make accommodations for barriers. The connections are critical for student success which is achieved through professional learning for teachers and administrators and passed along to students during classtime and extracurricular activities.

The Wallace Foundation Report (February 2016), Plan 2020 (Alabama State Department of Education, 2014), and the Affiliates of ASCD White Paper (alabamaascd.org) all speak to the point that bridges are essential to advance the collective growth of individuals and organizations. Whether through a simple one-on-one partnership between a school and a sponsor or through an apprenticeship program with an industry, the fact remains that schools cannot offer everything that is needed for student success.

There are many examples of just these types of bridges and here are 4:

- Alternative Program ---- St. Clair County Day Program which has been in operation since 1998 as a 501 (c) 3 and provides options for students ages 11 up who are in the Juvenile Court System. The program is a collaborative project between Pell City Schools, St. Clair County Schools, the court system, and DYS to help students stay in school.

- Tri-City Pre-K Program – Bessemer, Fairfield, and Midfield City School Systems made the decision based on the large numbers of 5 years old children in their districts who were coming to school “unprepared to learn” to co-create a program and build bridges with the systems and communities.

- Career Technical Programs – Many schools offer opportunities for secondary students to take “dual credit” classes, participate in apprenticeship and internship programs, and to leave with certification in a variety of fields of study such as a Certified Nursing Assistant.

- Affiliate to ASCD - For the past year, Affiliate Executive Directors have expressed that desire to continue to support and develop stronger ties with ASCD. Suggestions for more collaborative work include a mentoring program, defined meeting times, and transition planning for new directors.

In order for bridges to be well-built, there must be trust, respect, and mutual agreement on the goal/outcome. It is with these vested partners that we are able to span the differences and do just a little more to help students be successful. What a perfect time --- beginning of a new school year ----- to search for new ways to build bridges!

- Make plans to attend FILC in October as we hear from key presenters who exhibit true leadership qualities.
As we begin a new school year, many teachers are entering classrooms for the very first time. These first year teachers are eager to begin their teaching career. They are ready to make a difference in the lives of their students. They are ready to change the world, and they are ready to do whatever it takes to get the job done. This also brings a responsibility to administrators and supervisors to offer the support and resources necessary for these teachers to live their dream.

Part of supporting a new teacher is understanding the emotional phases that new teachers go through. As new teachers go through the required trainings, orientations, and meetings, the teachers begin to understand that there is much for which their education did not prepare them. Teaching is much harder than anticipated, and they are spending many hours outside of school time grading papers and developing lesson plans. Despite all of this, these new teachers continue in their resolve to make a difference.

However, after a few months, these same new teachers begin to say to themselves, “this is not what I wanted to be when I grew up.” They are questioning their abilities, struggling to keep up with the day-to-day requirements, stressed and wondering if they will make it through their first year. They now realize how much they do not know about teaching.

This is a time to focus on curriculum and instruction. Visit beginning teachers to ensure that they have all the resources necessary for quality instruction. Discuss the curriculum, standards and assessments with them to broaden their understanding of timelines and the scope and sequence. Provide time for beginning teachers to meet throughout the year as a vehicle for collegial collaboration and critical reflection on teaching practices. Above all, provide support through encouragement – encouragement to continue to pursue the desire of making a difference.

Alabama ASCD is one of 52 ASCD affiliates that work to advance ASCD’s mission within their own states, provinces, and countries. When affiliate leaders talk together, we are reminded that each affiliate is unique. Some have large budgets and paid staff, and others are led and managed by volunteers. Some have thousands of members, and others very few. It might seem that we have little in common, but we invariably find that what we share is much more significant than how we differ.

We have a common calling. The work we do is driven by a dedication to excellence in teaching, learning and leadership. Our affiliates serve educators with evidence-based professional learning opportunities, communications that keep our members on the leading edge of instructional practice, and advocacy efforts that focus attention on the needs of students.

We have a common commitment to the whole child. Unlike most other professional organizations for educators, ASCD and its affiliates include members from a variety of job roles. Building-level leaders, district administrators, teachers, researchers, teacher educators, and even preservice teachers are all part of our membership and our community. We represent a range of perspectives and share a vision of success for every child that is broader and deeper than simply academic preparation.

We have common challenges. We recognize that in the modern world, professional development must be differentiated and responsive to educators’ changing needs. Most affiliates continue to host traditional conferences and workshops, but are striving to offer more diverse professional development opportunities for educators who learn in a variety of ways. ASCD affiliates support teachers and administrators with high-quality professional development, but that’s not all. At the same time, we work tirelessly to increase our influence on public policy so that all students can be successful and all educators supported.

Deb DeLisle became the new CEO of ASCD just one year ago. Deb and her team immediately reached out to affiliate leaders to learn about and reimagine the ASCD/affiliate relationship. As times change and our organizations evolve, affiliates are seeking a more collaborative, flexible partnership with ASCD- one that is mutually beneficial rather than top-down. This shift requires foundational changes in the ways that ASCD and affiliates work together, but terrific progress is being made. Affiliate leaders like Jane Cobia in Alabama and many others are working actively with ASCD to create new opportunities and stronger partnerships.

Whether in Alabama or Virginia, Manitoba or Montana, Texas or Trinidad, we are all connected through our work with ASCD and our affiliates. These connections strengthen us as we encourage, support, assist, and occasionally even push each other to pursue our calling, meet our commitment, and achieve our goals. Even this Virginian can muster up a “Roll Tide” for Alabama ASCD!
### Individual Information

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**School/Organization Information**

**School/Organization Name**

**Address**

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**School System**

**Recruiter Information - New Members Only**

I was recruited by: ____________________________________________________________

### Method of Payment

- [ ] Check # ____________________________
- [ ] Payroll Deduction (authorization agreement must be signed below)

**Bill To:** ________________________________________________________________

- [ ] Visa/MasterCard/Discover

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**Expiration Date:** / ___

Cardholder's Name: _________________________________________________________

Cardholder's Address: ________________________________________________________

Cardholder's Phone: _________________________________________________________

Cardholder's Signature: _____________________________________________________

### Payroll Deduction Authorization: I authorize the Board of Education to automatically deduct dues each year for membership in the Council for Leaders in Alabama Schools and such other affiliated professional organizations as indicated on this form unless I revoke this authorization in writing prior to Sept. 15 of any given school year. If for any reason employment is terminated, any amount still owed will be deducted from the last payroll check or be the individual's responsibility. Death of the member shall revoke this authorization, and no further deduction shall be made. This authorization shall permit and accept any changes in the amount of dues officially adopted by CLAS and affiliated organizations on this form.

### Where to Send This Form

**Mail to:** CLAS

P.O. Box 428
Montgomery, AL 36101-0428

**Fax to:** (334) 265-3611

**Email to:** membership@clasleaders.org

**Address questions to (800) 239-3616**

**or membership@clasleaders.org**

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**GRAND TOTAL:** $_____

### CLAS DUES

**Current Administrators - Full Membership with Legal Services**

- [ ] Individual (paying with personal funds or payroll deduction) .......... $284
- [ ] Institutional (paying with school/system/organization funds and is transferrable) .......... $284

**Non-Administrators - Limited Membership without Legal Services**

- [ ] Emeritus/Retired (may include legal services if no lapse from full membership) .......... $75
- [ ] At Large (non-school/system employee) .......... $75
- [ ] Aspiring Administrator/Emerging Leader .......... $75

**Total Section A:** $_____

### AFFILIATE DUES

#### AASSP (Secondary Principals)

- [ ] AASSP Active .......................................................... $95
- [ ] AASSP New Active .................................................. $30

**Total Section B:** $_____

### NATIONAL DUES

#### NASSP (Secondary Principals)

- [ ] NASSP Active (includes $1 million liability insurance) ................. $250
- [ ] NASSP Institutional (includes $1 million liability insurance) ............ $250
- [ ] NASSP New Active (includes $1 million liability insurance) ............ $215
- [ ] NASSP New Institutional (includes $1 million liability insurance and is transferrable) ................. $50
- [ ] NASSP Associate (non-administrator) ........................................ $85

#### ACTE (Career/Technical)

- [ ] ACTE Active .......................................................... $80

#### CEC/CASE (Special Education)

- [ ] CEC/CASE .......................................................... $125

**Total Section C:** $_____
With the implementation of the College and Career-Ready Standards, many systems have struggled with the process of providing needed information and training to all classroom teachers. Five years ago, Shelby County Schools created a framework to provide specific training to teachers in each grade level and provide them with a venue to give their input and have dialogue with other teachers. Each school sends at least one teacher for math and one for English Language Arts (ELA) from each grade level to four to six days of district training. The system and local schools decided to combine funds to pay for the substitutes to implement the teacher-leaders’ program.

The central office and AMSTI staff, coaches, and teacher-leaders provide professional development during the morning portion of each district meeting. The teachers meet in the auditorium which affords them the opportunity to engage in discussions and activities. The afternoons are planned for job a-like grade level meetings. It is during the job a-like portion of the day that teacher-leaders really collaborate with one another and plan instruction for their students. They often bring with them forms, activities, and books to share during this time as well as strategies they have implemented with their students which have been successful in increasing their students’ achievement.

The English Language Arts teacher-leaders’ program is led by Tara Baldwin, the Elementary Program Area Specialist. The ELA teacher-leaders meet four times a year. The literacy coaches lead the professional development and facilitate the grade level meetings. The ELA teacher-leaders are divided into two days (K-2 and 3-5). The professional development part of their day concentrates on unwrapping standards, differentiation, and learning targets. During the job a-likes, teachers collaborate with other teachers from across the system to plan, share strategies, look at student work and share ideas. Teachers take the learning back to their individual schools and share the professional development with their grade levels using provided PowerPoint presentations and activities.

The math teacher-leaders meet six times a year and are led by Tracy Champion, the Intermediate Program Area Specialist. The district meetings include all grade levels meeting on the same day. During the morning, professional development from the state’s CCRS Implementation Team Training is provided to the teacher-leaders. The state’s training is tailored to fit our district’s needs. The PowerPoint presentations and materials are made available to the teacher-leaders to use when they turn this training around to their faculties.

In the afternoon, grade level math meetings take place. The teacher-leaders plan the next unit of Investigations that they are about to teach. Most of the planning documents are provided to them. However, it is during this time that changes are made to the documents based on the teachers’ input. After all of the documents have been finalized, they are made available to the teacher-leaders to use in their grade level turnaround planning sessions.

Each spring, teacher leaders are brought together for a meeting to revise any planning documents that need revisions made to them. They also develop any new documents that are needed for next year. They are given a chance to sign up to be on any summer curriculum revision teams. The teachers selected are provided a stipend for their extra efforts.

The teacher-leader program has been a powerful tool for Shelby County in training all classroom teachers across our system.
Recently, several of the ASCD state affiliates were doing what we do best, and this is delving into discussion about what each affiliate has been accomplishing, and what can be gained by another affiliate trying to take the same action. We ask ourselves questions such as, “What do we do well in our affiliate?” and “what are our challenges?” The following are examples of our informal conversations that are based on affiliate experiences and practices. These discussion ideas may be useful to your organization.

Professional learning opportunities always come to the forefront of our discussions. While most affiliates provide excellent professional learning for educators, the challenges are that at times, the capital is just not in place to expand the offerings as we would like to do so. We just do not have the funds. Federal and state funding is shrinking in size to districts and schools, thereby educators are not able to attend the professional learning sessions that they deem essential to their professional growth and capacity building to be a most effective educator for students. What can we do to ensure educators receive these opportunities?

There is nothing as invigorating as collaborating with others to try to secure other modes of revenue for affiliates, in order to accomplish both affiliates’ goals, mission, and vision in working with educators. What comes to mind right away are partnerships that create a win-win situation for all concerned. When you think of attracting and working with a professional partner in education to accomplish a project or program, your first question could be “what type of partnership do you, as an affiliate, want to secure?”

As you look at the categories or types of partnerships one could create, you have to consider a key component, the purpose for the partnership and then how it can be facilitated. Once you have established the purpose of the partnership for both entities, then you can determine the partnership categories to explore, as a medium in which to work. You could have the following types of partnerships:

- Association with Association
- Association with a Company
- Corporate Partnerships for Specific Returns
- Corporate Partnerships that are Mutually Open-Ended
- Affiliate with Affiliate

To focus on creating partnerships, you need to look further into that purpose for the partnership. For example, with the Association with Association, what has to be identified is whether the two associations can offer one another benefits that are common in purpose.

An Association with Association partnership could be one in which both associations are working on similar projects, such as revising state standards in Language Arts and Reading. If the two can collaborate and work together, the workload is minimized, the talent is maximized, and the time to accomplish the task is possibly reduced. These two associations could be of equal size and value, or they could be an affiliation of one-to-another, such as Texas ASCD is to ASCD.

The second type of partnership is the Association with a Company, with the company being private or public. Both may have different purposes for coming together to collaborate, but they can make the partnership work. Let us say that the company is new to the education field in your state, and the company wants more visibility through your publications, webinars, and conferences. Your association may accept a monetary sponsorship for providing this opportunity for visibility, and for its benefit for use in expanding its professional learning.

A Corporate Partnership for Specific Returns includes working with the partner-to-be to recognize how these specific returns can become recurring themes for several years. This direction is beneficial if a Corporate Partner wants to phase-in a certain program or marketing direction with your organization. As you know, transformative leadership requires a great amount of time to develop and deploy in schools. It is not a one-year program. There are phases – design, field testing, redesign, assessment, and implementation. There is a continuing process for improvement – an enriching of skillsets for the educators, and success recognition for the support service of the Corporate Partner.
The Corporate Partnerships that are Mutually Open-Ended are those that are flexible to change their projects and programs, as time and purpose see fit. In this situation, the partnership may be concentrating on curriculum alignment, and then a need arises to focus on teacher and principal evaluation. The flexibility is there to place curriculum alignment on hold for a time and come back to it when necessary, ensuring both will be completed.

When affiliates partner with one another, that is an Affiliate with an Affiliate, so much can be gained. They can have the same challenges and experiences to assist one another at a quick pace. They know the needs and the methods to use. Sometimes, when work is done alone, there is much duplication that takes place and it is not profitable to the one affiliate. But knowing what is at stake and what can work among affiliates is critical and can bring many benefits.

There are many other partnerships that can bring revenue streams to the affiliates as they work with larger associations. A small affiliate can ask for greater visibility with a much larger association that can partner with them to bring professional learning opportunities to their many members for a discount. If the larger association, with a possible 110,000-member base, can showcase the opportunities to their members by the utilization of the small affiliate’s offerings, both entities can profit. This will bring in unexpected revenue to the affiliate and new learning to the larger associations, with little effort on their part.

Some one-time partnership ideas for an association include allowing a company or Corporate Partner to share their sales presentation with the affiliate’s board of directors, in exchange for providing breakfast or lunch for the board. An affiliate could also endorse a company’s product in their publications or on their website, in exchange for the company creating scholarships for educators to attend the affiliate’s professional learning sessions.

Partnerships can be numerous and part of different categories. The only limitation is the imagination and needs of the associations. You may have to take a risk at times, but as long as you provide guidelines to both sides of the partnerships, the risk is low and well worth the attempt. Keep the results you want in mind – professional learning for as many educators as possible, while providing a healthier environment for our schools and our students.

The annual L2L (Leader to Leader Conference) was held on July 21-23, 2016 in Arlington, VA at the beautiful Renaissance Arlington Capital View Hotel. The conference, which is planned and conducted by the ASCD staff, is a time for affiliate leaders to participate in activities and sessions that help the local affiliate leaders plan effectively for their respective affiliates. Representing AASCD were; Jane Cobia, Executive Director, Ashley Catrett, newly inducted president, and myself, past president.

During the conference our team heard many fabulous speakers, as well as testimonials from other affiliates across many countries, tell how their local affiliates have grown through different opportunities and planned events. We continued planning our year out in AASCD and discussed many new ideas that we may consider as we work to grow our own local affiliate.

One great concept is the EduStorm. EduStorm is much like the Ed Camps that we have become familiar with in recent years. EduStorm is a process designed to get a small group of people brainstorming together to solve a Problem of Practice and turn the brainstorming into actionable steps. EduStorm as a frame work is a blend of ideas from Backwards Design and the Design Process protocol developed by the Art of Hosting community. It includes the following processes, defining a Problem of Practice, Goal Setting, Assessing & Documenting, identifying the People to participate and then reviewing the process of EduStorm.

I hope you will become more involved in AASCD during this year. I’ve said many times that AASCD is the constant affiliate as you go through your career in education. You can belong to many other affiliates that relate to your position at the time, but AASCD and the curriculum issues that are being addressed, relate to all aspects of our careers. Take time to check that AASCD-box as you complete your CLAS registration this year. We would love to have you on our team!!

Pictured: Ashley, Deb Delise, Donald, and Jane.
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: __________________________________
(guest qualification applies only to those individuals who are NOT in the educational industry.)

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, OCTOBER 25
- 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, OCTOBER 26
- 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: ______________
Cardholder’s Address: ___________________________ ___________________________
Cardholder’s Phone: _____________________________ ___________________________

Signature
Refunds granted only upon written request. No refunds granted after October 14, 2016. 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, OCTOBER 23
Registration - 2:00 p.m. - 5:00 p.m.
Executive Board Meeting - 3:30 p.m. - 5:30 p.m.

MONDAY, OCTOBER 24
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. & 1:15 p.m. - 2:15 p.m.
Mini Clinic Sessions - 2:45 p.m. - 4:00 p.m.

TUESDAY, OCTOBER 25
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, OCTOBER 26
Closing General Session & Breakfast - 8:00 a.m. - 10:00 a.m.

FOR ROOM RESERVATIONS: Call the Hyatt Regency Birmingham - The Wynfrey at (800) 233-1234 or go to
https://resweb.passkey.com/go/AAESAAASCFallInstructLeadConf and ask for the AAESA/AASCD Fall Instructional Leadership Conference. The group rate is $129/night for standard rooms. Reservations are subject to availability. Reservations received after September 30, 2016, may not be eligible for the discounted room rates. Check-in time is 4:00 p.m. All room rates are subject to taxes and fees.
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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Ashley Catrett</td>
<td>President</td>
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</tr>
<tr>
<td>Donald Turner, Jr.</td>
<td>Immediate Past President</td>
<td>Calhoun County</td>
</tr>
<tr>
<td>Dr. Brenda Rickett</td>
<td>President-Elect</td>
<td>Alabaster City Schools</td>
</tr>
<tr>
<td>Vicky Ozment</td>
<td>Vice President Membership</td>
<td>Talladega County</td>
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<tr>
<td>Dr. Lisa Beckham</td>
<td>Treasurer</td>
<td>Mountain Brook City</td>
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<tr>
<td>Mitchie Neel</td>
<td>Secretary</td>
<td>Retired</td>
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<td>Dr. Amy Murphy</td>
<td>Web Presence Representative</td>
<td>UM Regional Inservice Center</td>
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<tr>
<td>Dr. Jane Cobia</td>
<td>Executive Director &amp;</td>
<td>Samford University</td>
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<tr>
<td>Dr. Carlos Nelson</td>
<td>CLAS Board Representative &amp; Region 1</td>
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<td>Dr. Jan Tribble</td>
<td>CLAS Board Representative &amp; Region 2</td>
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<td>Troy University/Phenix City</td>
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<tr>
<td>Nancy Cotter</td>
<td>Executive Director Emeritus</td>
<td>Retired/Talladega County</td>
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<tr>
<td>Gail Morgan</td>
<td>CLAS Advisor</td>
<td>CLAS P.D. Coordinator</td>
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