

AASCD E-Newsletter

Alabama Association for Supervision & Curriculum Development

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The Alabama Association for Supervision and Curriculum Development is an affiliate of the Association for Supervision and Curriculum Development (ASCD International)

President's Message



Donald Turner, Jr.
Executive Director
Calhoun County

As we all continue look to our future as it deals with the implementation of the College and Career Readiness Standards, I feel that we need to continue to review our local professional development offerings for the classroom teacher. We can never forget that instruction starts with those wonderful professionals who meet, greet and teach our students every day. They need our help in understanding what is expected from the adoption and implementation of the CCRS. Across the state we are receiving very informative trainings provided by gifted and talented ALSDE employees. As system and school administrators, it is imperative that we schedule turn around trainings as expediently as possible. As discussed in the Regional CCRS meetings, we understand phase one much better now than when we started. Therefore, it will make it easier as we move into the next phase of implementation. I know that the more we hear and review any process the more capable we become of making a smooth transition in any situation. We must continue to remember that we have new personnel coming on board each and every year who have not had any training on the new standards being implemented. They are counting on us to help them. By providing good professional opportunities for them,

Continued on page 2

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President's Message (continued)

we will help lower the stress in what could be a very stressful situation for all teachers, not just those new to our profession.

Recently, I attended a meeting where the discussion turned to the ASPIRE Science sub test. Many people in the meeting did not realize that this new science test is based on the content standards that have not been implemented yet. We are still teaching the "old" science standards across the state. The "new" standards that have been adopted will begin next year. Now, we all know that many of the same standards are still in place but there are new ones that will not be introduced in a specific grade until next year. That is just one example of

how important meaningful professional development is to our teachers. So, I urge you to continue to make available all the professional development you can to help our teachers learn as much as possible about the expectations across our state. Increased knowledge is of course the best way to improve. We have the best person in Dr. Tommy Bice as our State Superintendent leading the way. Let's give him all the support we can by continuing to support our teachers with good, meaningful, informative professional development.



The implementation of the CCRS Standards provides us with the opportunity to link the student's experiences, the real world, and learning standards in new and exciting ways. The result is an increased development of problem-solving skills in our classrooms. Conceptual learning becomes a key focus for instructional delivery. Students not only need to understand the what but the why.

Problem solving is a process. Using problem solving skills in the classroom provides students meaningful experiences to develop these skills so that they can use them in the real world. Three basic functions of problem solving include: 1) seeking information, 2) generating new knowledge, and 3) making decisions (TeacherVision). It's that third one that is the key – being equipped to make informed decisions will be crucial for the future of our students. It's important for curriculum leaders to be equipped for making informed decisions too! We can use our problem solving skills to provide quality leadership for our schools, districts, and state.



Mitchie Neel
Secretary
AASCD

Executive Director's Report



Dr. F. Jane Cobia
Executive Director
AASCD

What is a Cultural Shift and Why Should I Care?

Change is all around us. Change is not always welcome. Change causes consternation and worry. Or do we say that change is good and necessary for advancement? Should I even care why change happened? And what does this mean for education?

It seems that change is coming at us at an ever-increasing rate. Before an individual or an organization can finish with one change, then here comes another and another change. So, why all this change?

One source of change is the force of technology and all those implications. Many researchers and analysts will tell us that the pace of technology is such that it is multiplying on a daily basis. Another source of change is knowledge which is doubling every two to five years.

And, people create change with the population growing at an alarming rate. Just take a look at the demographics of the United States and compare the numbers of the actual population and ethnic groups of today to 100 or 50 years ago. Societal norms and expectations change based on the largest impact group. The community is the most influential aspect in a child's life. It reflects what is important and what is valued in a society and creates a set of moral standards the child grows up to emulate. If the community doesn't value education and doesn't support funding, it comes as no surprise that the children (who soon become the adults in the community) feel the same.

Cultural shifts or tendencies impact the way children participate in education. An article from the Diversity Kit from the Education Alliance in Providence, Rhode Island describes different expectations about school behavior. Think about how teachers and administrators who lack knowledge about culture and may interpret

the behavior of a child. The influence of culture on beliefs about education, the value of education, and participation styles and rates cannot be overestimated. There are lots of opportunities for us to gain cultural awareness because things will never be the same.

In order to provide a dynamic education for all students, we must think differently and reorder our priorities. College and Career Readiness Standards address the foreseeable changes and give us guidance and direction. So, with these cultural shifts we must change and that may be with a different set of responses ----- be it teaching strategies, student expectations, pre-service teacher programs, assessment programs. As an educator, we must be open to change.

One way your AASCD legislative team will address change will be the visit to Capitol Hill in January. There are changes on the horizon for reauthorization of ESEA, IDEA, and education practices in general. The team will meet with someone from each of the congressional delegations and engage in conversation about needs of education policy. This on-going dialogue from year to year helps build trusting relationships and AASCD is recognized as a viable source of information about effective practices and sound instructional issues. I encourage you to send me your questions, comments, or good news stories so we can share during our Congressional visits. Thanks for adding your voice to AASCD!



Pictured: Donald Turner at AASCD meeting

2014 Fall Instructional Leadership Conference



Ashley Catrett
Director of
Curriculum
Assessment
Crenshaw County

Sunny and seventy-five best describe the picturesque setting for our 2014 Fall Instructional Leadership Conference held November 2-5, 2014 at Perdido Beach Resort. Through the collaborative efforts of both AAESA and AASCD, a variety of keynote, mini-clinic, and breakout sessions set the stage for powerful professional learning. Dr. Tommy Bice, Dr. Craig Mertler, and Elizabeth Huntley spoke with such inspiring passion to the two-hundred fifty participants! If you missed FILC, you missed a treat. As FILC concluded, I asked conference attendees for some immediate feedback. Here is what a few had to say:

conference attendees for some immediate feedback. Here is what a few had to say:

What did you enjoy most about FILC?

- the intense interest of AL leaders to refine skills and lead learning in their schools and districts
- the passion and camaraderie of being with like-minded educators
- breakout sessions that provided hand-on, practical learning that can be implemented immediately
- professional and personal relationships formed and strengthened through quality networking
- seeing leaders leaving the experience rejuvenated, refreshed, and ready to get back to the task at hand to build and strengthen relationships to lead student and adult learning which will powerfully impact our future

What were some of the greatest highlights and biggest takeaways?

- Dr. Bice's practical approach to our work and permission to do what is right for children
- Being reminded that we should do what is best for children and not worry about simply doing things the way they have always been done
- Dr. Mertler's acknowledgement that we do not know all we need to know about assessment and encouraging us to learn from experts, as well as each other
- Keep students connected to their own learning

through formative assessment

- Ms. Huntley's inspiration to see the potential in every child and not give up on any of them

The individuals who provided this feedback were not the only ones leaving FILC with a smile on their faces. In the AASCD Business Meeting and Luncheon on Tuesday, November 4, two individuals were recognized as esteemed leaders. Dr. Camille Wright, Superintendent of Enterprise City Schools, was recognized by her peers with the Outstanding Curriculum Leader award. Twice a year, in the spring and fall, AASCD recognizes a member of the education community with this award. Nominations come from peers who work with outstanding leaders from all over Alabama. Recently, the AASCD Board decided to create an award that would honor educators who have shown leadership early on in their careers through their contributions to the profession. The inaugural recipient of this Emerging Leader award, Krista Bender, serves as an Instructional Coach at Vestavia West Elementary. Both award winners were showered with praises by AASCD members and thanked for their leadership in the area of curriculum.

For those of you who were able to be with us for FILC 2014, thank you for your participation. You are the ones who made the conference such a valuable learning experience! Remember to mark your calendars now. We look forward to seeing all our AASCD colleagues in Orange Beach for Fall Instructional Leadership Conference this time next year, November 1-4, 2015.



"The quality of your decisions will be entirely contingent on the quality of student data collected & used in the process" #filc2014



The Art of Teaching has merged with the Science of teaching! Love this quote by @craigmertlerat #FILC2014 @vhewHauser



Standards for Teacher Competence in the Educational Assessment of Students #filc2014 @craigmertler

Message from Congressman Mike Rogers



Recently, I had several opportunities to see our education system at work in East Alabama, including touring some of our schools and visiting with students and teachers. Beginning down in Pike Road, Alabama, I visited the future site of the new Pike Road School. The school will be state-of-the-art and an important asset for the community for many years to come.

I also had the chance to see first-hand the college and career planning facilities at Sylacauga High School in Sylacauga. Like so many of our schools, SHS excels in their college and career planning programs which are essential to helping set students on a path for success. I echo the beliefs of our educators, families and administrators by saying these types of programs truly prepare students with hands-on experience in real world settings. Alabama, as we all know, has been blessed with new job opportunities in the auto industry and aviation sector among other well-paid industries drawn to our state. However, Alabama's economy cannot continue its growth into the 21st century without a new wave of students prepared for our state's next job opportunities. These types of initiatives help our young people meet those demands.

So many issues are important to Americans right now: everything from our Veterans' care to what's going on internationally to the recent flood of illegal immigrants into our country. Education issues are just as important to our nation's future. Educators have waited years for reforms to ESEA, critical Title I programs, and broader implementation of new programs that help put cutting-edge learning tools in the classroom. While some school systems have been able to make headway on certain issues without Congressional action, others are stuck with broken federal mandates and ill-fitting initiatives.

I always tell folks I can't help fix something if I don't know there's a problem, so I deeply appreciate the time folks took recently to discuss with me their concerns about our schools. I urge educators across Alabama to do as folks in East Alabama have done, which is to make sure your voice is heard. Congress will listen and it will act, but only if we all work together to advocate for shared values like our schools. As a father of three, I know our children are our future leaders. In each of our communities, we must do all we can to work together to help ensure our kids will be ready to take charge of their futures, and help put them on pathways to success.

Region 9

It seems that now more than ever, school systems are pulling together to pool resources. Many districts are breaking down the invisible walls that have separated neighboring districts and have combined resources and worked together to ease the daily struggles. Technology has taught our students that location is not a barrier. Now, adults are following suit. Why? It is all about the students.

This has been demonstrated this year in Region 9. Leaders from schools and systems within Region 9 have partnered with the regional in-service center (EARIC) this year to put an emphasis on student engagement and "doing school" differently. Ron Clark, founder of the Ron Clark Academy, presented a region wide professional development event in August. Educators from around the region gathered at the Auburn Arena to hear Mr. Clark's dynamic presentation on motivating students. What a sight to see teachers, administrators, support staff, higher education and state department personnel in one place to unite for one reason: to learn more about how to do what is right for students. This is reminiscent of the line from Robert Fulghum's *All I Really Need to Know I Learned in Kindergarten*: "When you go out in the world, watch out for traffic, hold hands and stick together."

The partnership continues as EARIC has sponsored two trips to the Ron Clark Academy with more trips coming this spring. Teachers and administrators are returning with a renewed quest to make learning relevant and fun. There seems to be rejuvenation – a returning to our educational roots. The past few years have been extremely difficult on educators, particularly teachers. New standards, new assessments, expanded programs, uncertainty, deeper questioning, deeper content and hard economic times have often clouded the picture. Working together this year, educators in Region 9 are erasing the clouds and bringing back the sunshine. Wow.

Brenda Rickett
Curriculum Director
Opelika City

AASCD Blount County

The collaborative efforts of the Alabama ASCD and Alabama State Department of Education provided educators from across the state to take part in conversations about implementation of College and Career Readiness Standards. Those in attendance at the April 2014 session will remember the keynote session delivered by Dr. Sandra Alberti, a director with Student Achievement Partners. Her national experience with implementation of Common Core standards was shared with a focus on “why” standards need to change. Dr. Alberti’s remarks were practical and honest about common issues and barriers to successful implementation of the CCRS in classrooms.

The needs and barriers addressed by Dr. Alberti are common to all schools in Alabama; Blount County is no exception. Both math and English language arts teachers continue to grow and learn with each year of implementation. For this reason, Dr. Alberti was asked to Skype with groups of Blount County teachers during the summer of 2014. She graciously agreed and provided two, hour-long sessions to the Blount County Resource Team, one for math and one for ELA. Central to her discussion with teachers were the “shifts” in both math and ELA. Dr. Alberti’s common-sense approach to addressing the shifts resonated with the teachers in attendance. Everyone appreciated her personal examples of teachers. A few of her remarks that impacted those in attendance are listed below.

- Gaps in achievement often equal gaps in expectations
- Standards are a set of expectations, not a set of aspirations
- Are we searching for a standard to justify what we want to do?
- Every profession has standards, including football. Same field and same rules but different perspectives of how to play within the boundaries. When we have a strong set of standards, we have innovation.
- Key to reading instruction is the belief that students

are able to build knowledge from non-fiction.

- For many kids, the only time they read complex text is on a standardized test.
- Unless time is unlimited, we have to prioritize what matters the most. The standards should matter the most.
- The two ELA standards that are most important are Anchor Standard 1 (use evidence) and Anchor Standard 10 (independently read complex text).

Dr. Alberti’s message set the tone for the week’s work that included the Resource Team utilizing the resources found on achievethecore.org to evaluate their own level of standards implementation and plan for future improvement. Teachers referred to the Skype session throughout their work as they planned for the upcoming school year. Blount County educators were most grateful and appreciative of the time given to us by Dr. Alberti.

Thank you to ASCD and ALSDE for introducing Dr. Sandra Alberti to our teachers. There is no doubt that learning has been positively impacted by the one-day summit hosted by these two agencies.

Jodi Jacobs
Curriculum Director
Blount County

“Keeping it REAL with Performance-based Assessment for Instructional Leaders”



Linda Blount, Ph.D.
Beth Sewell, Ed.D.
University of
North Alabama

The Instructional Leadership Education Program in the College of Education and Human Sciences at the University of North Alabama is keeping it real when it comes to preparing students to lead in 21st Century Schools. Field experiences in collaboration with school principals, teachers and communities provide future leaders

with real world experiences in today's schools, in Alabama and beyond. Candidates are provided opportunities to work hand-in-hand with those currently teaching and leading schools. This article highlights some of the performance assessment experiences in which UNA students lead school-based projects.

Instructional leaders must be prepared to consistently delve into areas that schools need to improve. UNA's Instructional Leadership course field projects that students are required to complete are collaborative efforts with schools' principals and faculty. These collaborative efforts are housed at the school campus and are performance based. Performance based leadership school projects provide candidates with real experiences in implementing plans, strategies, activities, assessment tools and evaluations of what works and what does not work in schools. Typical Instructional Leadership candidates are teachers who enroll in the Instructional Leadership program with desires to improve and lead schools. However, these IL candidates enter, for the most part, with experience teaching or leading within their own classrooms, not leading a school or school community. To assist in providing these leadership candidates with real, school-based field experiences, UNA's Instructional Leadership Program focuses on collaborating with school principals early in the program, before candidates' internships.

In the course, Planning for Continuous Improvement, leadership candidates are required to complete a comprehensive, field-based leadership project that fosters leadership in school in a collaborative, team structure. IL candidates, in groups averaging four to six students, are provided opportunities at school campuses to work in partnership with principals to identify school needs

and jointly establish a school-based project for the group. Principals provide current and pressing instructional issues and problems for the groups of IL candidates.

Campus project expectations are guided by the principals, with support from the IL course professor. IL candidates must work hand-in-hand with the principal and other school leaders and teachers to identify a specific need, design the goals and objectives, and develop the school project's plan. All of the components of the candidates' plan for the school are designed by the IL group specifically for the school, including evaluation rubrics for the school to use to determine the success of the plan when it is implemented.

The IL candidates work jointly with teachers and leaders in the school (and sometimes leaders at the school district level) to complete the field project's plan from identifying the school's need to completing a final evaluation instrument. All of this is accomplished in collaboration with the school. UNA's IL professors use performance-based assessments to evaluate the IL candidates' engagement in the field project's process, completion of the finished plan or school product, and



the formal presentation of the project to the school and district personnel. In addition, the IL course professor solicits input from the principals and school team members regarding each IL candidate's leadership performance on the school's field project.

Part of the process for the leadership school-based project is that IL candidates must work as a team, learning at times to lead the team in the project and at other times to work as team member in the project. Each group of candidates at each school campus must minimally complete the following: a) formulate the need, goal(s) and objectives of the plan; b) specify the project's activities; c) establish plausible project implementation timelines; d) indicate which person(s) at the campus will implement each action, strategy and activity in the plan; e) delineate the strategies needed to implement the plan; and f) design a plan evaluation rubric for each objective, *Continued on page 8*

“Keeping it REAL with Performance-based Assessment for Instructional Leaders”

action, activity and strategy being implemented in the field experience project. This IL group field experience becomes a team leadership plan that encompasses a community of learning and leading through a process and product outcome model, with performance-based assessment and feedback for each IL candidate.

Engaging IL candidates early in the IL program to use a collaborative leadership model with a school principal and focusing on instructional improvement, gives candidates a leadership opportunity before their internship and residency. This early engagement in leadership in the field and being assessed early in their program on their leadership performance provides each candidate opportunities to be mentored by successful and effective school leaders within a real school setting. Candidates learn to use data analysis and make data driven decisions for schools before they are at the end of their program.

By collaborating with the principal of a school in designing a real continuous improvement plan process, IL candidates also learn “a growth mindset” in leadership. They learn to formulate a plan that school leaders, team members, faculty and staff can implement, assess and evaluate, even if none of the IL group members are a part of that school when the field project is actually being implemented. These process and product outcomes assist IL candidates in learning how to facilitate and lead adult learning both within their group and externally with those educators who will carry out the IL group’s project plan. At this juncture, these IL candidates actually become leaders who experience what it is like to lead in school improvement and engagement before they reach their internship and residency. The IL candidates are exposed early in the program to transparency of leadership practice, professionalism, and ethical leadership behaviors, all with guidance from a mentor principal who is already successfully leading a school.

“UNA’s Instructional Leadership graduate students worked with me on a project when I was principal at L. E. Wilson. They helped me take our students’ data and drill it down to know exactly how each student was performing. We were able to create student data folders for teachers to use to provide interventions and meet students’ specific needs and focus on school improvement. It was a project that leadership students needed to be able

to do in any school. These leadership students helped our campus and worked together with us. They gave us a different outlook and helped us create a plan to assist our teachers to help our students. This is real world for UNA’s leadership students when they come into our school and work with us at our school, doing what they need to know how to do as school principals or assistant principals.”

Carlos Nelson, Federal Programs and Curriculum Director, Sheffield City Schools (and former Principal, L. E. Wilson Elementary School)

“The project based learning offered through the Instructional Leadership program at UNA offered me valuable opportunities to build upon my strengths while supporting the specific needs of individual schools. Without those critical pieces, I could not have entered the realm of administration with the necessary skills to be successful. I am very thankful that the professors took time to develop courses containing detailed projects which helped develop me as a professional while offering assistance to local instructional leaders.”

Erika McCoy, Assistant Principal, Florence High School, Florence City Schools



“There were several beneficial aspects Lawrence County Schools received from the University of North Alabama’s IL 692 class. First, there was a benefit to the students doing their presentations. This gave them experience working in groups in front of their peers. Also, it allowed them to present in a knowledgeable way across different content, and gave them speaking experience in front of an audience much like a principal. Secondly, it presents AP in a manner that expresses



to students that AP is beneficial and valuable. Lastly, it provided valuable research based ideas for the system that have been used and shown to be effective. This opportunity definitely provides instructional leadership candidates with valuable experience in being in realistic situations similar to that of instructional leaders.” **Heath Grimes, Superintendent, Lawrence County Schools**



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www.clasleaders.org

Council for Leaders in Alabama Schools

2014-2015 MEMBERSHIP FORM
 SEPTEMBER 1, 2014 – AUGUST 31, 2015

Expires 8/31/2015

Please type or print clearly using a ball-point pen.
 If you are a renewing payroll deduction member, you do not have to submit an application unless you have had any address or information changes. Your system payroll office will be notified of your continuing status as a member.

Member Name (Dr., Mr., Mrs., Miss, Ms.) _____ Date _____

Position _____

Date of Birth _____ SSN (last 4 digits only) _____

Home Address Information: Use as mailing address?

Home Address _____

City/State _____ Zip Code _____

Email Address _____ Phone: Home Phone Mobile

School/Organization Information: Use as mailing address?

School/Organization Name _____

Address _____

City/State _____ Zip Code _____

Phone _____ Fax _____

Direct Line _____ Extension _____

School System _____

I was recruited by (new members only): _____

Method of Payment

Check # _____ Payroll Deduction

PO # _____ Bill To: _____

Visa/MasterCard/Discover

Card Number _____	CVV _____
Expiration Date _____	Cardholder's Phone Number _____
Cardholder's Address _____	
Cardholder's Name (as printed on card) _____	
Cardholder's Signature _____	

PAYROLL DEDUCTION AUTHORIZATION: I authorize the Board of Education to 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, except death, employment is terminated, any amount still owing under this authorization shall be deducted from the last payment due. 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.

Signature _____ Date _____

Where to send this form:

For payment-in-full make your check payable to CLAS and mail it with your form to CLAS, P.O. Box 428, Montgomery, AL 36101-0428. For payroll deduction, complete this form, sign the payroll deduction authorization above, and mail to CLAS at the above address or fax to (334) 265-3611. You may wish to keep a copy for your files.

A CLAS Dues **REQUIRED for renewing and new members**

Renew	New	(Please choose only one type of membership)	
<input type="checkbox"/>	<input type="checkbox"/>	Individual..... <small>(paid with personal funds or payroll deduction)</small>	\$284
<input type="checkbox"/>	<input type="checkbox"/>	Institutional-transferable..... <small>(Individual membership paid by school/system funds)</small>	\$284
<input type="checkbox"/>	<input type="checkbox"/>	Emeritus/Retired.....	\$75
<input type="checkbox"/>	<input type="checkbox"/>	At Large (non-school employee)..... <small>(no legal services – SDE, professor, etc)</small>	\$75
<input type="checkbox"/>	<input type="checkbox"/>	Aspiring Admin/Emerging Leader..... <small>(no legal services – teacher or non-administrator)</small>	\$75
Total for Section A:			\$ _____

B Affiliate Dues **REQUIRED for Individual/institutional membership in Part A (must join at least one state affiliate).**

Renew	New		
AASSP (Secondary Principals)			
<input type="checkbox"/>	<input type="checkbox"/>	AASSP Active.....	\$90
<input type="checkbox"/>	<input type="checkbox"/>	AASSP New.....	\$45
<input type="checkbox"/>	<input type="checkbox"/>	AASSP Aspiring Administrator.....	\$45
<input type="checkbox"/>	<input type="checkbox"/>	AASSP New Aspiring Administrator.....	\$25
SSA (Superintendents)			
<input type="checkbox"/>	<input type="checkbox"/>	SSA System Membership..... <i>Selected by Superintendent</i>	
<input type="checkbox"/>	<input type="checkbox"/>	ACND (Child Nutrition).....	\$25
<input type="checkbox"/>	<input type="checkbox"/>	AAMSP (Middle Level).....	\$60
<input type="checkbox"/>	<input type="checkbox"/>	AAMSP New.....	\$30
<input type="checkbox"/>	<input type="checkbox"/>	AASCD (Curriculum Supervision).....	\$40
AASBO (Business Officials)			
<input type="checkbox"/>	<input type="checkbox"/>	AASBO – CSFO.....	\$100
<input type="checkbox"/>	<input type="checkbox"/>	AASBO Active.....	\$50
<input type="checkbox"/>	<input type="checkbox"/>	AAPASS (Prevention, Attendance, Support).....	\$30
<input type="checkbox"/>	<input type="checkbox"/>	ALA-CASE (Special Education).....	\$40
AAESA/NAESP (Elem. Administrators) (Joint state/national membership required)			
<input type="checkbox"/>	<input type="checkbox"/>	AAESA/NAESP Active..... <small>Includes \$2 Million liability insurance</small>	\$341
<input type="checkbox"/>	<input type="checkbox"/>	AAESA/NAESP Institutional-transferable..... <small>Includes \$2 Million liability insurance</small>	\$386
<input type="checkbox"/>	<input type="checkbox"/>	AAESA/NAESP Emeritus (all programs and services)....	\$118
<input type="checkbox"/>	<input type="checkbox"/>	AAESA/NAESP Retired (limited services).....	\$60
<input type="checkbox"/>	<input type="checkbox"/>	AAESA/NAESP Aspiring Administrators.....	\$113
<input type="checkbox"/>	<input type="checkbox"/>	ACTA/ACTE (Career Technical).....	\$95
<input type="checkbox"/>	<input type="checkbox"/>	AASPA (School Personnel Administrators).....	\$40
Total for Section B:			\$ _____

C National Dues *(Optional, In addition to your CLAS and affiliate dues, you may wish to add a national membership)*

Renew	New		
NASSP (Secondary Principals)			
<input type="checkbox"/>	<input type="checkbox"/>	NASSP Active..... <small>Includes \$1 Million liability insurance</small>	\$250
<input type="checkbox"/>	<input type="checkbox"/>	NASSP New Active..... <small>Includes \$1 Million liability insurance</small>	\$215
<input type="checkbox"/>	<input type="checkbox"/>	NASSP Institutional-transferable..... <small>Includes \$1 Million liability insurance</small>	\$250
<input type="checkbox"/>	<input type="checkbox"/>	NASSP New Institutional-transferable..... <small>Includes \$1 Million liability insurance</small>	\$215
<input type="checkbox"/>	<input type="checkbox"/>	NASSP Retired Member.....	\$50
<input type="checkbox"/>	<input type="checkbox"/>	NASSP Associate (not an administrator).....	\$85
<input type="checkbox"/>	<input type="checkbox"/>	ACTE (Career/Tech).....	\$80

Total for Section C: \$ _____

GRAND TOTAL: \$ _____

YOU'RE INVITED TO JOIN US FOR THE 44TH ANNUAL CLAS CONVENTION

CLAS

SM

**Council for
Leaders in
Alabama
Schools**



#clasconv15

Encouraged,
INVIGORATED,
AND
Enlightened!

CONFERENCE FEATURES:

- Networking Opportunities
- Distinguished Speakers
- Numerous Session Tracks
- Motivational Presentations
- PLU Credits

NOTABLE SESSIONS:

- "Becoming a Catalyst for Change" with Erin Gruwell
- "Preparing Students for the 21st Century" with Dr. Bill Daggett
- "Endless Possibilities: Igniting Opportunities for Alabama Students" with Dr. Tommy Bice

The most important professional development experience for Alabama's current and future school administrators!

Register Online



www.clasleaders.org

2015 CLAS Convention

June 14~17, 2015

Renaissance Montgomery
Hotel & Spa and
Montgomery Performing Arts Centre

Montgomery, Alabama



Earn a PLU!



Standard I: Planning for
Continuous Improvement



Standard II: Teaching
and Learning



Standard IV: Diversity



Standard VII: Management of
the Learning Organization

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Amy Banaszek	Region 5 Representative	Tarrant City
Mike Newell	Region 6 Representative	Jacksonville City
Khristie Goodwin	Region 6 Representative	Oxford City
Amanda Esslinger	Region 7 Representative	Homewood City
Jane Marie Marlin	Region 7 Representative	Vestavia Hills City
Dr. Emily Freeland	Region 7 Representative	Mountain Brook City
Dr. Joy House	Region 8 Representative	Huntingdon
Dr. Brenda Rickett	Region 9 Representative	Opelika City
Cristen Herring	Region 9 Representative	Auburn City
Clair Moore	Region 9 Representative	Elmore County
Dr. Carolyn Lee Taylor	Region 10 Representative	Mobile County
Dr. Pam Henson	Region 10 Representative	Baldwin County
Dr. Camille Wright	Region 11 Representative	Enterprise City
Dr. Teri B. Prim	Region 11 Representative	Enterprise City
Dr. Amy Murphy	Web Presence Representative	UM Regional Inservice Center
Dr. Tommy Bice	SDE Representative	State Superintendent of Education
Dr. Jodi Newton	Higher Education Representative	Samford University
Mrs. Gail Morgan	CLAS Advisor	CLAS/Professional Dev. Coor.
Dr. Loucretia Collins	High Education Representative	UAB
Mrs. Nancy Cotter	Executive Director Emeritus	Talladega County (retired)