President’s Message

Scriptures tell us that “where there is no vision, the people perish.” Charting a course for the future on the big ship of public education, with the often turbulent seas and hazy skies clouding our vision, is the business in which we all find ourselves as educational leaders. Details, practicality, and scientific research assist us – and hamper us - as we navigate the stormy route along the way…but Jonathan Swift reminds us that “vision is the art of seeing the invisible.” What does the end of the journey look like? Where do we ultimately want to be? And then, how do we get there?

That is our very specific mission in AASCD…to help each other in our various capacities to enrich the lives of Alabama’s children. We do that by providing a vision of excellent teaching and learning through quality professional development, by advocating within our state, region, and schools, and by leading. This quarter provided an excellent example of that kind of vision and leadership by AASCD Board member and Huntingdon professor Dr. Celia Rudolph. Celia envisioned a stronger, more connected educational program at her university by establishing AASCD’s first student chapter.

Continued on page 2
President’s Message (continued)

And Celia and her chapter had a vision for a conference aimed at high school students from all over the state of Alabama who had exhibited some interest in teaching as a profession. With Celia's vision, and the support of Huntingdon College, the ALSDE, and AASCD, that vision became a reality on January 15, 2012.

But we know that vision alone does not make things happen. As Warren Bennis says, “leadership is the capacity to translate vision into reality.” We thank Dr. Celia Rudolph for her vision – and her leadership. And know that AASCD was a partner to that vision and leadership. But there is much more work to be done. The seas are choppy ahead! Our course is unclear. We need the vision and leadership of all our members to achieve our mission. Can we count on you?

Patrick Chappell, EdD
AASCD President

Yes! You Can Teach! Conference

On January 15, approximately 250 high school students and their teachers descended upon the campus of Huntingdon College in Montgomery to attend AASCD’s first “Yes! You Can Teach!” Conference. Thanks to AASCD members Ms. Gwen Baker, Ms. Jahn Ryan, Dr. Vernesia McClaney, Dr. Joy Harbin, Executive Board Member Becky Fearon, and President Dr. Patrick Chappell who helped by facilitating and/or presenting at this event. Facilitators of the break-out sessions were charged with bringing a cadre of experienced educators from across the state to serve on panel discussions which helped peak the interest of these high school students who may pursue a teaching career. The topics of the break-out sessions included themes such as “What Do Teachers Do?”, “What is College Life like as an Education Major?” and “What Other Doors are Open to Me?”.

The first general session featured President West of Huntingdon College and Dr. Julie Hannah, SDE Director of the Office of Student Learning. In the afternoon, participants were treated to a dance by the Huntingdon College AASCD Student Chapter, and an inspiring talk by Alabama’s Teacher of the Year, Ms. Suzanne Culbreth entitled, “Be a Teacher; Change the World!” After Dr. Jane Cobia, AASCD Executive Director, closed our day, students were dismissed to return to their hometowns to ponder all they had learned about becoming a teacher. Ms. Becky Fearon said this after the event, “Who knows how many nuggets were garnered by these young minds and spirits? Who knows how many of them will now consider education as a career? Who knows who will be the next great Teacher of the Year or even Superintendent of the Year from this group?! It is amazing to think about this, and the entire day is something of which AASCD can certainly be proud!
School leaders understand the extraordinary need for strong teacher leadership in their schools. In large part, the transformative work happening in our schools is guided by teacher leaders. With so much emphasis on new standards, emerging technologies, and other important instructional initiatives, it is easy to see how the focus on developing strong teacher leaders is such a challenge for school and district leaders. Yet, Talladega County Schools have found a way to do it all. This fall the system launched its Teacher Leadership Initiative, working with twenty incredible teacher leaders from ten middle and high schools for the following purpose: Study and expand current leadership practices; Apply new understanding of teacher leader standards to daily practice; Design a “leadership challenge” along with a solutions focused action plan. While the plans are currently in the implementation phase, district leaders have great confidence that the challenges designed by these teachers will have incredible impact on students and learning.

This initiative is the leadership challenge of a classroom teacher. For over twenty years I’ve taught history and English. In the last eight years, I’ve reinvented my practice integrating technology and leading this work not only in Talladega County, but throughout the country. I’m a bit of an old dog doing new tricks. Through my technology work and my work with the Center for Teaching Quality, a non-profit organization geared to elevate the teaching profession for the benefit of students, I’ve seen the profound impact of strategic teacher leadership development. And I wanted that for the teachers and students in my district. Talladega County has everything needed for such an initiative to be successful: open-minded district leaders, a collaborative culture, dedicated teachers, and an amazing support system. Suzanne Lacey didn’t flinch when I approached her about the idea. In fact, she made it better by inviting Samford University professors Maurice Persall and Betsy Rogers to partner with us. The progression of this initiative serves as a model for the challenges designed by the teacher leaders involved in this program. Study your needs, create a well-developed plan, present to school leaders, allow the collaboration to improve the plan, establish the partnerships needed to make it work, and implement.

With complete freedom to work in the area of their passion and expertise, teachers have developed some amazing plans focusing on the needs of their schools. Some plans focus on student leadership. Whether it is creating student leadership teams to lead schools in a transforming school culture or organizing a district-wide student leadership summit to provide the space for students and school leaders to partner in changing schools to meet needs, some teacher leaders are transferring their leadership training to students. Some teachers are focusing on plans to increase rigor, to prepare students for ACT, and to expand robotics programs. Others have plans for increasing parent involvement and parent connection to the learning environment. Many other programs are in the works in Talladega County Schools: A district-wide arts festival, a comprehensive recycling program, and other special programs to celebrate diversity and culture. The teacher leaders will gather at Samford University on Tuesday, April 16, 2013 to celebrate their progress and successes and share about their next steps. The public is invited to attend.

For more information about this leadership initiative, contact Jennifer Barnett at jbarnett@tcboe.org.

A veteran of over 20 years, Jennifer Barnett was selected as Alabama’s District III Teacher of the Year in 2001 and received the Marbury Technology Innovation Award, Alabama’s most prestigious award recognizing technology innovation by a classroom teacher, in 2008. Jennifer, who has more than two decades of teaching experience, is a member of the Teacher Leaders Network and co-author of Teaching 2030: What We Must Do for Our Students and Our Public Schools…Now and in the Future. She blogs about the teaching life at Reflect to Redirect, manages a tech help wiki, and co-facilitates the monthly #teaching2030 chat on Twitter.
by Mitchie Neel

The walkthrough has become a “go to” tool for administrators. Whether it’s a district team visiting a school or the principals, with school team members, conducting them, walkthroughs have become a part of the daily routine in most schools and districts. Do walkthroughs produce a positive impact on effective teaching, and ultimately, student achievement? In Simply Better, Bryan Goodwin cites several studies that reveal the relationship between the administrator and results. As administrators and aspiring administrators, we want the impact to be a positive one! Mr. Goodwin notes, “the key to making accurate decisions based on short observations lies in knowing what to look for.”

So, preparation for the walkthrough, planning a set of look fors, and awareness of effective/engaging instruction is critical. Mr. Goodwin identifies four questions principals should ask when observing classrooms:

- Are teachers using research-based teaching strategies?
- Do students understand their goals for learning?
- Are students learning both basic and higher-order levels of knowledge?
- Do student achievement data correlate with walkthrough data?

Perhaps the most revealing comment Mr. Goodwin offers about walkthroughs addresses the question of how many classrooms to visit. He maintains “one or two observations won’t reveal much, but 10 visits to 40 classrooms will.” Clearly then, walkthroughs conducted, to the extent that they become an accepted part of the learning climate and culture, can and do make a difference! Have you had your walkthrough today?
Absolutes During Times of Change

First, let me thank each of you for what you do to serve the boys and girls in Alabama’s public schools on a daily basis. I remain amazed at the magic I observe weekly as I visit your schools. I want to also thank you for your willingness to remain open to the significant changes underway as we transition from NCLB and AYP to College- and Career-Ready. Any change of this magnitude brings with it certain levels of anxiousness and uncertainty. To that end, I would like to share with you the following absolutes that after 35 years as an educator have served me well regardless of the secondary changes occurring around me.

1. Teach to the standards for each of the required subjects found in Alabama’s courses of study.

2. Develop a clearly articulated and aligned K-12 curriculum at the local level to reflect the scope and sequence that are most appropriate for your learners.

3. Align human, programmatic, and fiscal resources to support the implementation of the curriculum through rigorous and relevant plans of instruction.

4. Progress monitor regularly through formative, interim, and benchmark assessments to inform effectiveness of instruction and continued learning needs of individuals and groups of students and adjust instruction and resources to meet those needs (RTI).

5. Ensure the overall goal of every student becoming a graduate equipped with the knowledge and skills needed to succeed in post-high school education and the workforce without the need for remediation.

While these five absolutes may appear simple in their written form it is their collective implementation that creates real and strategic opportunities for student learning regardless of externally imposed assessment and accountability systems. Regrettfully, we have allowed assessment and accountability, as we currently know it under NCLB and AYP, to drive our instructional decision making and, in doing so, lost much of the art and science of this wonderful profession we call teaching.

I remain so encouraged that as we make this transition we can create a public education system that returns us to the art and science of teaching and learning and at the same time acknowledges that transition and change are not easy. I will close with a quote from a book of reflections I read each morning before entering the building – this one just happened to be the first one I read when I embarked on this new journey.

“Wisdom alone will not automatically make our plans easy to adopt or implement. Inevitably, wise planning will require us to act before it is completely apparent that we need to do so. For many of us, that will be hard to do, and it will be frightening for some. The comfort and security of the present that we have worked so hard to create will seduce us. We must be willing to accept some chaos in the short run in order to make things better in the long run for those we are charged to serve – our children.”

Dr. Tommy Bice
Superintendent of Education
The Crenshaw County Public School System recognizes that the demands of the 21st century require a new approach to education in order to develop students who are college and career ready. By embracing a whole child approach to education, the comprehensive needs of our students are met through the shared responsibility of students, families, schools, and communities. A whole child approach ensures that each student is healthy, safe, engaged, supported, and challenged as defined in the 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.

Examples of Crenshaw County Public School’s commitment to educating the whole child are infused in all experiences, but most notably in recent short term goals developed by Crenshaw County Board of Education members, an adopted board resolution for embracing a diverse curriculum, and the collaborative development of the system’s purpose statement. “Preparing ALL Students for Life” is the purpose statement guiding decision-making within the system. Crenshaw County Public Schools seek to provide programs and learning experiences that promote academic achievement, enhanced employability skills, and holistic growth for all students. The system sets high expectations, as exemplified by the system’s motto statement, “United for Excellence”.

Crenshaw County Public Schools’ employees had an opportunity to celebrate many successes at the system-wide institute in August. Most notably, Crenshaw County Public Schools was awarded the Sight Saver’s America Kid Check Plus “School System of the Year” award. Annually, Crenshaw County Public Schools partner with Sight Saver’s America to provide free health screenings for students enrolled at Brantley, Luverne, and Highland Home Schools. PreK-12 students participate in the Kid Check Plus screenings. A multitude of individuals work together to provide the free health screenings including school nurses and speech/language pathologists, the school system’s health occupations teacher and her students, and students from Troy University’s School of Nursing. PTA groups at each of the schools provide lunch for the screening providers. Because of the collaborative efforts and success of the system’s Kid Check Plus events over time, Crenshaw County Public Schools was awarded with the prestigious “School System of the Year” award. This is a prime example of the system’s commitment to supporting the whole child. Crenshaw County Schools are “Preparing ALL Students for Life”.

Pictured: Crenshaw County HOSA Students
ALABAMA ASCD

Outstanding Curriculum Leader Award 2013

Purpose of Award: Recognition for outstanding contributions to curriculum development, advancement or implementation

Qualifications:

- A nominee shall have served for at least three full years in a school district or other educational agency in Alabama with major job responsibilities in the area of curriculum development or implementation.
- A nominee must be nominated by an individual or group, including teachers, administrators, or school board members. Self-nominations will be considered.
- The nomination may originate within the school district or educational agency where the nominee currently serves, or the nomination may come from outside the district or agency.

Selection Criteria: The educator who merits recognition by the AASCD may be expected to discuss or provide evidence of some of the following:

- An autobiographical record of service and leadership highlighting notable accomplishments in the field of curriculum development at the local, regional, state and/or national levels over the last five years.
- Two letters of recognition by persons familiar with the individual’s contributions to the field.
- Other service to the profession beyond normal job responsibilities. These contributions to the field of curriculum development may include serving on committees or task forces at the local, state, and national levels.

Selection Procedures: A selection committee will be appointed by the organization president. The selection will be limited to recognition of no more than two individuals meeting above stated criteria in one year. The award shall be presented at the AASCD annual conference. Recognition in the form of a plaque will be presented to the recipient. The recipient of the AASCD Outstanding Curriculum Leader Award will receive complimentary registration to the annual conference for the award year.

Selection Timeline:

- Recommendations and all nomination materials should be sent to the Awards Committee Chair, and must be received by mail, fax or e-mail by May 1, 2013.
- Selection and notification of the final candidate(s) will be made by the Selection Committee by May 31, 2013.
- The Award will be presented to the recipient at the annual CLAS conference.
Nominee's Name___________________________________________Position/Title__________

School District/Education Agency_____________________________

Office Address__________________________________________________________________

City, State, Zip________________________________________Phone_____________________

Please complete the following information, or attach a resume with the same:

Professional Preparation (including Institutions, dates attended, degrees earned, major area of study)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Professional Experience (including school district/education agency, positions held, dates held)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Professional Contributions in the Areas of Curriculum Development, Professional Learning/Staff Development (or attach letter of explanation)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Please attach two letters of recommendation by persons familiar with the nominee’s contributions to the field.

Nominated By________________________________________Position/Title_______________

School District/Education Agency________________________Phone______________________

For additional information or to submit recommendations, please contact:

Nancy Cotter, Awards Committee Chair, AASCD
293 Shaddix Lane
Talladega, Alabama 35160
Phone: 256-268-2513     Cell: 256-493-2898     E-Mail: nandkcotter@coosahs.net
### AASCD Board of Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Dr. Patrick Chappell</td>
<td>President/Int. ASCD Representative</td>
<td>Homewood City Schools</td>
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<tr>
<td>Ms. Rita Wright</td>
<td>Immediate Past President</td>
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<tr>
<td>Mr. Donald Turner</td>
<td>President Elect/CLAS Board</td>
<td>Calhoun County Schools</td>
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<tr>
<td>Ms. Vivian Lea Brown</td>
<td>Vice President Membership/CLAS Board</td>
<td>Boaz City Schools</td>
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<tr>
<td>Ms. Mitchie Neel</td>
<td>Secretary</td>
<td>Blount County Education Foundation</td>
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<tr>
<td>Ashley Catrett</td>
<td>Treasurer</td>
<td>Crenshaw County Schools</td>
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<tr>
<td>Dr. Jane Cobia</td>
<td>Executive Director/International ASCD Board Member</td>
<td>Samford University</td>
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<tr>
<td>Dr. Dale Edwards</td>
<td>CLAS Board</td>
<td>Guntersville City</td>
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<td>Mr. Rickey Darby</td>
<td>CLAS Board</td>
<td>Shelby County</td>
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<tr>
<td>Jon Hatton</td>
<td>Region 1 Representative</td>
<td>Lauderdale County</td>
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<td>Jan Tribble</td>
<td>Region 2 Representative</td>
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<td>Dr. Camille Wright</td>
<td>Region 3 Representative</td>
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<td>Emily Freeland</td>
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<td>Dr. Terrence Brown</td>
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<td>Becky Fearon</td>
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<td>Vicky Ozment</td>
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<td>Dr. Fran Kochan</td>
<td>Higher Education Representative</td>
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<td>Dr. Tommy Bice</td>
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<td>Dr. Jodi Newton</td>
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<td>Mrs. Gail Morgan</td>
<td>CLAS Advisor</td>
<td>CLAS/Professional Dev. Coor.</td>
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<td>Dr. Celia Rudolph</td>
<td>High Education Representative</td>
<td>Huntingdon College</td>
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<tr>
<td>Mrs. Nancy Cotter</td>
<td>Executive Director Emeritus</td>
<td>Talladega County (retired)</td>
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### Upcoming Events

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<tr>
<td>CLAS Law Conference</td>
<td>February 26, 2013</td>
<td>Legends Marriott, Prattville, AL</td>
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<tr>
<td>CLAS Annual Convention</td>
<td>June 23-26, 2013</td>
<td>Riverview Plaza, Mobile, AL</td>
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