President’s Message

As Instructional Leaders, we often find ourselves searching for the most effective way to coach, mentor or even have those hard conversations necessary to improve student achievement. Whether we are working with teachers, principals or central office personnel, helping them improve their craft is a daily challenge. AASCD is offering a winter conference which will provide professional development on this topic.

“The Power of Connection” conference, January 28-29, 2019, features national speaker Ann Hoffman from the Jim Knight Instructional Coaching Group. Hoffman will present the entire first day allowing the opportunity for in-depth content development on mentoring and coaching. The second day is filled with breakout sessions on relevant topics and ends with the awards luncheon featuring Dr. Eric Mackey, Alabama State Superintendent, as the speaker.

Improving student achievement is a complex task. Leadership is a vital component of this process. For leadership to be effective, it must be intentional and focused – focused on all students being provided high quality instruction and intentional on making
that happen. Knowing how to coach teachers, school administrators, and other central office personnel is paramount to this endeavor. If you have ever found yourself saying, “I’ve told them what to do and they don’t do it. What do I do now?”, then join us for this conference. You will leave with strategies to use, ideas to implement, and you will meet colleagues from around the state which builds your own personal network of people on whom you may call!

We are excited to offer this high quality professional development opportunity and hope that you will make plans to join us. In addition, this conference will fulfill one of the PLU requirements for certain PLUs offered by CLAS. For any PLU that lists the AAESA Fall Instructional Leadership Conference as an option, the AASCD Winter Conference has been added as an additional option in that category. For questions about this, contact the CLAS office.

AASCD is looking forward to a great year. Our Board of Directors recently met to discuss ways that our organization can meet the needs of our members. Topics for webinars, one day workshops and current concerns were discussed. Continue to watch for details about more professional development events from AASCD throughout the year!

AASCD Winter Conference registration is available online only

Join AASCD today. If you are already a member, tell your colleagues how AASCD can make a difference for them and their instructional leadership.

For more information, contact Vicky Ozment, Vice-President of Membership, at vozment@tcboe.org.

-membership form on page 8-
Executive Director’s Report

How Habits of Mind Can Influence the Leader

Habits of mind are usually not performed in isolations, rather in clusters of behaviors. One example is when we are intentionally listening, we use habits of thinking flexibly, thinking about our thinking, thinking and communicating with clarity and precision, and questioning and posing problems. These habits were first described by Costa in 1991 with 12 attributes and since that time through collaboration and interaction with others, the list has grown to 16 attributes.

What behaviors indicate an efficient, effective thinker? What do human beings do when they behave intelligently? Researchers and scientists and educators have suggested that effective thinkers and peak performers have identifiable characteristics. Horace Mann, a US educator, observed and wrote in 1860’s that “habit is a cable; we weave a thread of it each day and at least we cannot break it”. A Habit of Mind is a composite of many skills, attitudes, past experiences, cues from the environment and simply means that we value one pattern of intellectual behaviors over another and implies making choices over which patterns we should use at a particular time or for a particular situation.

Problem based learning and project based learning are two examples of Habits of Mind being put into practice in a school setting that provide rich opportunities for students to develop and expand the attributes of skillful problem solvers. Leaders in the same way, understand the 16 Habits and are able to have enhanced performance under challenging conditions. Many times these conditions demand the leaders incorporate strategic reasoning, insightfulness, perseverance, creativity, and then they are able to craft a solution. On the list is “Remaining Open to Continuous Learning”. That is the major purpose of Alabama ASCD --- to provide ongoing, continuous, relevant, and high quality professional learning experiences for members.

We invite you to join us at the Winter Conference, January 28-29, 2019 and the Central Office Boot Camp, February 19. More opportunities for enrichment and growth will be announced in the very near future. It is good to be on this education journey together!
As a new school year begins, educators desire to be more intentional, innovative, and provide more real-world connections for students, and this year, Pelham Park Middle School will take the same approach for its students. Pelham Park Middle School, the sole middle school in Pelham City Schools, serves 750 students in grades 6-8, has a 40 percent free and reduced lunch population and an English Learners population of 30 percent. This year, Pelham Park Middle School students will participate in intentional, innovative experiences through Engineering, Environmental, Business, Law, and Biomedical Academies.

Students who participate in the Engineering Academy will experience Robotics and Design and Modeling practices to help craft college and career choices as they move through high school and beyond. In Robotics, students will explore different STEM careers, involving innovations such as: the research and development of modern products, the use and construction of mechanical systems, energy transfer and computer control systems, and test projects that include: drag racing, traffic signaling systems, toll booths, robotic arm movement and sustainability, turntable bridges, and a freight elevator. Additionally, students will create a foot orthotic, a therapeutic toy for a child in need, and will work in teams to reach the most accommodating scenario for each patient. In each of these real-world experiences, students will face a multitude of problem-solving scenarios to help others.

Students who are a part of the Environmental Academy will design wind turbines as a resource for sustainable energy. Additionally, these students will design and build penguin habitats to prevent heat transfer, and will work with real-world, current energy production problems that our world is facing.

Pelham Park Middle School students participating in the Business Academy will continue providing the best knowledge and resources available to help grow and sustain the school store, Pelham Park Spirit Mart. Students will budget, fundraise, learn about taxation, profit and loss, fixed and variable income and expenses, and inventory and purchasing management. Students will participate in leadership and decision-making studies as a part of managing the school store.

The Law Academy will have the opportunity to take an in-depth look at the United States Constitution and will work with Samford University’s Cumberland School of Law. Students in this academy will learn about the legislative process and will have a simulated Congressional hearing in front of a panel of adults to demonstrate their knowledge and understanding of constitutional principles.

The Biomedical Academy students will play the role of medical detectives as they collect information and data to help diagnose disease. Students will work on cases of medical mystery through many hands-on projects, dissections, complicated disease outbreaks, and explore problem-solving situations within the human body function.

This school year, Pelham Park Middle School students will be exposed to many innovative, real-world projects and curricula, and our hope is to see a renewed passion for learning in our students. We believe these innovative practices can lead to student interest in differing fields, an increased desire to learn, and provide a more prepared, capable student.
Saturday, September 22, 2018, marked the beginning of one of my favorite seasons, fall. During this time of year, transformation can be seen all around us! The days are cooler and crisp, the leaves are changing from hues of green to brown and orange, and the nights are longer. We begin to prepare for the cold winter months ahead with excitement and trepidation because Thanksgiving and Christmas are almost upon us yet AGAIN! This is the time when we often reflect on the past year and focus on the beginnings of a new year!

Monday, July 2, 2018 marked another important transformation - one in my professional career. On this day, I begin working at CLAS as the Director of Professional Learning. For years, CLAS has been the leading organization in providing quality professional learning to school and school system administrators in Alabama. As the Director of Professional Learning, I am tasked with providing professional growth to enhance and support the leadership capacity of our members. This is done by offering multiple opportunities to assist those in leadership to reach personal and professional goals. I understand that the task ahead is very important not only to the mission of the organization, but ultimately to YOU as a leader in Alabama’s schools. I look forward to the challenge and am excited about the possibility of working with you.

Recently, CLAS has changed its focus from professional development to professional learning. Why? It is quite simple - professional development is something done to you, while professional learning is something you choose to do for yourself. Engaging in professional learning is taking responsibility for personal learning, leaving ready to put the content into practice. I invite you to allow CLAS to accompany you on your professional learning journey. The professional learning department stands ready to assist. Your professional road begins with CLAS!

Student behavior and time on task in classrooms for teachers are a constant concern. “How can I teach a student when discipline is an issue?” “What are ways to support my student who doesn’t behave?” “How can I keep students in seat time and on task?” In working with student behavior it is important to “avoid labeling, demeaning, or blaming students. Every proper response that you don’t see at your school is one that you need to be teaching, help the student change it.” (2009, Jensen) At an Elementary School in East Tennessee, a proactive support approach addresses these issues. Using a Tiered system, a team of educators involving 2 counselors, 2 social workers, and 1 full time Behavior Coach, with Administrative support, created a Tiered system to approach behavior. The team addresses the whole child: academically, socially, physically, and emotional concerns. The team divides responsibilities with input from the classroom teacher, to work on teacher concerns, attendance, behavior, and social/emotional issues. The team supports the students in the needed area of concern. The team supports the teacher in implementing strategies to empower both teacher and students alike, to self-correct behaviors and identify “triggers” of the students. With the support from the team, teachers can teach more and focus on academics, because student support services focuses on behavior and social/emotional concerns. With this proactive approach, students spend more time in their seats learning and less time in punitive arrangements such as in or out of school suspensions. Professional development is provided by the Student Support Team to assist staff in developing skills to identify behavior triggers, and provide strategies teachers can use in the classroom setting on a daily basis. The collaborative effort of all involved lead to more student successes and productive classrooms.
### Upcoming Professional Learning Opportunities

Information and registration is located at [www.clasleaders.org/PL/events](http://www.clasleaders.org/PL/events)

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<td>Nov 11-14</td>
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<td>AASPA Winter Conference</td>
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Leadership Institute
Poverty: The Effects on Student Engagement
Mobile, AL

Leadership Institute
Poverty: The Effects on Student Engagement
Prattville, AL

Leadership Institute
Poverty: The Effects on Student Engagement
Huntsville, AL

Lunch & Learn
Solutions for Summer Learning Loss
Webinar

CLAS Annual Summer Convention
Montgomery, AL

PLUs Expiring Soon
Check your PLU Status ASAP!

PLUACLD461 - Expires April 15, 2019
Coaching Leaders to Build Strong Cultures

PLUACLD462 - Expires March 1, 2019
Building Strong Supports for Teaching & Learning

PLUACLD654 - Expires April 11, 2019
Partnerships to Improve Pre-K-3 Principal Leadership

PLUACLD689 - Expires June 4, 2019
Supporting Instructional Leaders (CIL Cohort)

PLUACLD464 - Expires March 1, 2019
Expanding Opportunities to Address Diverse Needs of Students

PLUACLD491 - Expires March 1, 2019
Linking Stakeholders to Student Success

PLUACLD693 - Expires June 1, 2019
Developing Ethical Leaders

Select Affiliate PLUs

PLUACLD637  Dec. 31, 2018
PLUACLD692  April 30, 2019
PLUACLD697  April 1, 2019

Are you monitoring your PLU progress?

www.cclasleaders.org/PL

Access:

- PLU Status
- Professional Learning Credits
- PLU Checklists
- Online PLU Programs
- Upcoming Events
Individual Information

Prefix  First Name  Middle Name  Last Name
Position/Title
Date of Birth  Mobile Phone  Home Phone
Email Address
Home Address
City  State  Zip Code

Method of Payment

☐ Check #  ☐ Payroll Deduction (authorization agreement must be signed below)  PLEASE VERIFY SYSTEM PARTICIPATION

PO #  Check #  __________________________________________________________

Invoice To:  ______________________________________________
Prefix  First Name  Middle Name  Last Name
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Card Number:  ___________ - ___________ - ___________ - ___________  CVV:  _______
Expiration Date: / Cardholder’s Name:  ___________
Cardholder’s Address:  ________________________________________________________
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Cardholder’s Phone:
Cardholder’s Signature:

School/Organization Information

School/Organization Name
Address
City  State  Zip Code
Organization Phone  Fax
Direct Phone  Extension
School System
Preferred Address: ☐ Home  ☐ Work  Preferred Phone: ☐ Mobile  ☐ Home  ☐ Work

Recruiter Information - New Members Only
I was recruited by:  __________________________________________________________

Payroll Deduction Authorization (please verify system participation): 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.
Signature  Date

I. CLAS DUES - Full Membership with Legal Services
(For school/system employees with administrative or supervisory positions ONLY)

A. CLAS Membership - Required
Individual/Institutional  ☐ $284

B. State Affiliate Dues - At Least One Affiliate is Required
AASSP Active (Secondary Principals)  ☐ $95 Renew  ☐ $50 New
AAESA Active (Elementary Principals)  ☐ $106
AAMSP (Middle-Level Principals)  ☐ $60 Renew  ☐ $30 New
SSA (Superintendents)  ☐ Must be approved by Superintendent
AAASCD (Curriculum & Supervision)  ☐ $50
ALA-CAE (Special Education)  ☐ $40
AAPASS (Prevention, Attendance, Support)  ☐ $30
ACND (Child Nutrition)  ☐ $25
ACTA/AACTE (Career/Tech)  ☐ $125
AASPA (Personnel & HR)  ☐ $40

C. National Affiliate Dues - Optional
NAESP Active* (Elementary Principals)  ☐ $235
NAESP Institutional** (Elementary Principals, Transferable)  ☐ $280
NAESP Assistant Principal* (Elementary Principals)  ☐ $195
ACTE (Career/Tech)  ☐ $80
CEC/CASE (Special Education)  ☐ $125
NASSP Active** (Secondary Principals, Transferable)  ☐ $250 Renew  ☐ $215 New
NASSP Institutional** (Secondary Principals, Transferable)  ☐ $250 Renew  ☐ $215 New

GRAND TOTAL: $_______

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

II. CLAS DUES - Membership without Legal Services
(For retirees, consultants, SDE, Higher Ed., teachers, non-supervisory employees, etc.)

A. CLAS Membership - Required
Retired  ☐ $75
At Large (Non-School/System Employee)  ☐ $75
Aspiring Administrator/Emerging Leader  ☐ $75

B. State Affiliate Dues - Optional
AASSP Active (Secondary Principals)  ☐ $95 Renew  ☐ $50 New
AASSP Aspiring Admin (Secondary Principals)  ☐ $50 Renew  ☐ $30 New
AAESA Aspiring Admin (Elementary Principals)  ☐ $33
AAESA Emeritus (Elementary Principals, For Retirees Only)  ☐ $0
AAMSP (Middle-Level Principals)  ☐ $60 Renew  ☐ $30 New
SSA (Superintendents)  ☐ Must be approved by Superintendent
AAASCD (Curriculum & Supervision)  ☐ $50
ALA-CAE (Special Education)  ☐ $40
AAPASS (Prevention, Attendance, Support)  ☐ $30
ACND (Child Nutrition)  ☐ $25
ACTA/AACTE (Career/Tech)  ☐ $125
AASPA (Personnel & HR)  ☐ $40

C. National Affiliate Dues - Optional
NAESP Aspiring Administrator (Elementary Principals)  ☐ $80
NAESP Retired (Elementary Principals)  ☐ $80
ACTE (Career/Tech)  ☐ $80
CEC/CASE (Special Education)  ☐ $125
NASSP Retired (Secondary Principals)  ☐ $50

GRAND TOTAL: $_______

Address questions to (800) 239-3616 or membership@clasleaders.org
Many schools in America consider themselves to be data driven. School leaders will say that a school cannot become a “better school” unless it is data driven. Most school administrators understand that data should be used as the baseline for making good decisions, but fail to understand and implement the foundations for effective data analysis. It is important for educators to understand the process of being data driven in order to make data a part of the ongoing cycle of instructional improvement.

Earlier this month, I had the opportunity to observe Sheffield City School teachers in a professional learning strand on being data driven. The strand was led by several Sheffield teachers and based on the book “Driven by Data” by Bambrick-Santoyo. During the strand the teachers were asked to view a clip from the 2004 film Man on Fire and discuss the difference between analyzing data vs. reading data. The concept was taken from an illustration Bambrick-Santoyo used of a swimmer and her coach.

The swimmer is a hard worker in practice, but finishes in third place in her first competition. After the competition, the swimmer asked her coach how she can improve. If the coach is not present at the meet to watch her swim and only reads the results in the paper, he would probably tell her to focus on speed and swimming faster the next time compared to the coach being at the meet. By being at the pool he realized that she is actually the fastest swimmer, but her slow time was the result of her being the last racer off the blocks. By the coach observing her performance and analyzing her steps, he is able to see what must be done in order for her to improve. According to Bambrick-Santoyo, this is an example we can use in education, we don’t need to use the read the newspaper approach when it comes to our student’s data because “schools that take a superficial approach and read the newspaper will not draw the right conclusions about how to lead their student’s success.” Educators will only make data part of an ongoing cycle of instructional improvement when they observe student data and understand the foundations of effective analysis.

If educators want student learning to improve, they must be present and intentional in implementing a rigorous analysis system on student assessments. By being involved with assessments and interpreting data teachers can identify the strengths and weaknesses of their students and develop hypothesis about factors that affect students’ learning and strategies to improve instruction in order for them to be successful.
What if someone told you that with just a few tweaks and changes, you could begin to transform your classroom climate and culture into one where dialogue between students is on the level of adult conversations, and in many cases even better. A classroom where students can agree and disagree without someone’s feelings being hurt. Where waiting to respond and really listening to what others are saying is the norm. Where students are being challenged to really think and use other’s thoughts and responses for their own learning.

And what if I told you that this classroom is filled with first or second grade students. Would you believe that it is possible?

Quality Questioning

Those of us who have been in education for a while know when we see something that’s being recycled and revamped and making its way back around the professional learning circuit for teachers and schools. If we haven’t said it ourselves, we’ve heard a colleague say something like, “it all comes back around eventually.”

So when we see and learn about something that really is new and exciting, it often grabs our attention. Quality Questioning (QQ) is that new and exciting piece. Quality Questioning is what we are seeing transform many of our classrooms across the district.

Many of the QQ concepts are not new, but the training our teachers have received is fresh and powerful. And the strategies, ideas, and concepts brought back from this training have transformed classrooms like nothing I’ve ever seen before.

Teaching Kids to Have Quality Conversations

During the summer of 2017, two teachers I work with joined me and several others for the Quality Questioning Institute led by the book’s author, Jackie Walsh, through the Alabama Best Practices Center. Mrs. Ownby and Mrs. Ellis absolutely could not wait to get back and start planning how they would launch QQ in their first grade classrooms.

Within just a few weeks after school started, it was amazing to watch what was happening. No longer were students raising their hands to answer a question. No longer were the teachers having to constantly remind students to listen to each other. No longer were students giving a simple yes or no answer or not explaining why. And maybe the thing that impressed me the most, no longer were there first graders worried about not giving the “right” answer or upset if someone disagreed with them.

Six-year olds could lead discussions themselves using vocabulary that teachers had taught them such as, “I agree with _____ because, I disagree with _____ because, I agree with _____ but want to add.” It was a natural part of their conversations like they had never known anything else.

Students are really listening to each other because they need to in order to respond when it’s their turn to speak. In several instances I’ve even noticed students counting on their fingers to allow enough wait time for others to think before they started to speak. It’s amazingly fluid.
Mrs. Ellis describes the transformation she’s seen with her students since beginning QQ in her classroom this way:

“Using quality questioning in my class has definitely helped my children to become better listeners and thinkers. I love how they listen to each other and respect each other’s ideas. It has been incredible to see shy students and lower achieving students share their ideas with confidence, without any fear of saying something wrong. I tell them all the time that they can learn so much from each other and I believe that they are truly understanding that.”

The climate in these two teachers’ rooms has always been one where students feel loved and safe. The training associated with Quality Questioning is helping to further magnify that caring environment. Mrs. Ownby says that QQ has not only strengthened academics, it has profoundly affected the climate and culture of her class.

“It has also transformed my classroom into a more respectful, kinder and accepting environment. I have virtually no tattling in my classroom this year. By having daily conversations, the students are learning about each other, their feelings, and even their backgrounds. They look forward to spending time with a partner and learning to work as a team on a common goal. They have learned good conversation skills, such as looking at the person speaking, not interrupting when someone is speaking, and respectfully agreeing or disagreeing. I hear this happening throughout the day even in conversations at lunch, and during play.”

Another teacher I work with, Mrs. Grider, has been using Quality Questioning in her classroom for a few years. She doesn’t see how she could ever go back to her previous style of asking questions in class. Her students use the QQ strategy of Think Time 1 and Think Time 2 with ease and confidence. She started using the techniques in her first grade classroom and now she teaches second grade. Here is how she describes the effects:

“Quality Questioning has completely transformed my classroom, my students, and my way of thinking. Students are more motivated, engaged, and persevere through rigorous tasks which prepares them to equally excel outside the classroom.”

Providing and Sustaining More Training

The excitement Mrs. Ellis, Mrs. Ownby, and Mrs. Grider have about Quality Questioning has not only spread rapidly among other teachers in our buildings, but in other buildings across the system as well. During the 2017-2018 school year, Quality Questioning became my number one request for teachers to see during our Observe Me days. Teachers were so curious, in fact, that I couldn’t fit them all in every time. They would sign up continuously to see our students using QQ strategies in their classrooms.

After witnessing what was happening in classrooms, teachers wanted to know more. They wanted in on this training. They wanted to transform their own classrooms. We know something has a high chance of being successful when it’s a best practice that’s transforming classrooms but is also something that teachers are requesting training on and wanting it as embedded professional development because they see it’s value. As a result, over 70 of our classroom and support teachers, including principals, attended the two day training with Jackie Walsh this past summer.

At the end of the training, each school sat down and decided on some common procedures, language, and expectations we would use across our schools to insure some consistency throughout our buildings. In my schools, some of these
How Quality Questioning is Transforming Our Classrooms

are the use of paddles with response stems to help guide their discussions, Think Time 1 and 2 posters being used for reference in all classrooms, and a no hand-raising policy to respond to questions.

Our hope was that would help our intervention, enrichment, special education, and other teachers be able to better utilize QQ in their classrooms, as well as, provide consistency as students move through each grade.

We recently completed another one of our Observe Me days and QQ was offered as more than one choice for teachers to observe. Many people in our buildings (teachers, principals, and interns) observed one or more lessons where QQ was being utilized; there were times that some rooms had ten people observing at once! The ability for them to get into each other’s rooms is definitely key in keeping the professional conversations going and the growth happening. Therefore, as a result of our last Observe Me day, structured collaboration days have been scheduled to debrief about what we have learned, with a planning session of next steps.

What most are realizing is that this is so much more than just asking good questions. It’s a climate and culture shift in our classrooms. It’s a change in how our classrooms function and operate. It’s learning how to help guide discussion, while letting the students do the thinking, talking, and the work. It’s setting the expectation of how important it is that everyone has a voice and that we respect each other’s thoughts and ideas. It’s teaching our children how to carry on productive conversations. Probably what excites me the most is that I hear some of our second grade teachers say how they could easily tell students that had been exposed to this way of questioning, thinking, and responding in first grade last year. It was so evident in how those students automatically used Think Time 1 and 2 effortlessly at the beginning of the school year and how they are modeling it for their fellow students. Now that we have almost all of our teachers across kindergarten through fifth grade immersed in this training and learning, I think we will start to see this more and more as our students move from grade to grade. I look forward to the day when this is just complete second nature to our students and teachers and they don’t remember or know another way. I think that will come over the next few years if we sustain this work, and I can’t wait to see it unfold.
## AASCD Board of Directors

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<td>Brenda Rickett</td>
<td>President</td>
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<td>Retired</td>
</tr>
<tr>
<td>Ashley Catrett</td>
<td>Immediate Past President</td>
<td>CLAS</td>
<td>Crenshaw County</td>
</tr>
<tr>
<td>Carlos Nelson</td>
<td>President-Elect</td>
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</tr>
<tr>
<td>Vicky Ozment</td>
<td>Vice President Membership</td>
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<tr>
<td>Lisa Beckham</td>
<td>Treasurer &amp; CLAS Board</td>
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<td>Mountain Brook City</td>
</tr>
<tr>
<td>Natalia Dooley</td>
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<tr>
<td>Amy Murphy</td>
<td>Technology Director</td>
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<td>Jefferson County Schools</td>
</tr>
<tr>
<td>Jane Cobia</td>
<td>Executive Director &amp; Higher Ed</td>
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<td>Samford University</td>
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<tr>
<td>Carlos Nelson</td>
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<tr>
<td>Donald Turner, Jr.</td>
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<tr>
<td>Jan Tribble</td>
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<td>Limestone County</td>
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<tr>
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<tr>
<td>Dennis Willingham</td>
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<td>Walker County</td>
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<tr>
<td>Jackie Fowers</td>
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<td>Florence City</td>
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<tr>
<td>Cherie Humphries</td>
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<td>Anita Kilpatrick</td>
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<tr>
<td>Jodie Jacobs</td>
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<td>Blount County</td>
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<tr>
<td>Kristi B. Pair</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Teri B. Prim</td>
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<td>Enterprise City</td>
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<tr>
<td>Wendy Story</td>
<td>Assistant for Technology</td>
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<tr>
<td>Elisabeth Davis</td>
<td>SDE Representative</td>
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<tr>
<td>Lydia Davenport</td>
<td>Higher Ed Representative</td>
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<td>Alabama A&amp;M University</td>
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<tr>
<td>Nancy Cotter</td>
<td>Executive Director Emeritus</td>
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<td>Retired/Talladega County</td>
</tr>
<tr>
<td>Demica Sanders</td>
<td>CLAS Advisor</td>
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</table>