President’s Message

It’s May. That sentiment is heard often in classrooms at this time of year. Testing is over. Field trips, field days, awards ceremonies, graduation ceremonies and many other activities fill the calendar. But May is also a time for reflection. Was the year successful? Were goals met? What needs to be done differently next year?

Professional learning opportunities are designed to assist educators in meeting those goals. AASCD works to provide such meaningful and relevant opportunities.

- Several organizations, including AASCD, partnered together in the fall to bring the grading conference. This event was well attended and feedback overwhelmingly requested another conference. So, another grading conference is planned for fall 2019.

- Even though the AASCD winter conference was cut short a day because of weather, much information was learned about coaching and mentoring. Participants gave very positive feedback and received information to assist with the important task of helping teachers and administrators improve their craft.

- AASCD also partnered with the state department to provide a curriculum and instruction “boot camp”. This event was in such demand that a repeat was scheduled.

Dr. Brenda Rickett
President
to meet the need. Sessions were presented that provided basic information as well as updates in several important areas that system leaders deal with on a routine basis. Again, feedback was very positive with request for more events of this kind.

AASCD had a successful year. Educators across the state learned. That’s what it is all about. Learn more to do the job better in order to improve learning for Alabama students. Reflect on your own learning. As plans are being developed for the next school year, include plans to attend professional learning opportunities offered by AASCD. You will not be disappointed.
The Act of Cleaning and Tidying

As the school year comes to an end, it has always been my practice to clean and clear files, tidy my space, and put a “finished” label on the year of work. Sometimes, this is easier to say than do, but I have found a true sense of accomplishment as one more goal was reached. It has been interesting to read the book, The life-Changing Magic of Tidying Up, (2014) by Marie Kondo and to follow her online. Many of the suggestions are simply good habits and can be used by anyone at any age.

The KonMari method is a system of simplifying and organizing your home by getting rid of physical items that do not bring joy into your life. This method can be used in work settings and is:

1. Tidy all at once. Tidying a bit at a time never works
2. Visualize your destination
3. Identify why you want to live the way you envision
4. Determine if each item sparks joy
5. Tidy by category, not location
6. Tidy in the right order
7. Discard before you place things back

For physical or digital documents look at emails, paper files with these 3 filters.

- What you need now
- What is pending
- What you need to keep long term (tax papers, financial, bid documents, architectural drawings, legal documents)

With emails it may be just deciding about how many to keep in your inbox and how many to store in files. Sometimes it is daunting to see 1,500 messages in your inbox!! You may find that if you limit what is in front of you at any one time, there are fewer distractions and you may be better able to focus on the priorities. Another quick fix is your desk -- Your desk is where you work, design, but it also may be a place where things are simply stashed. This is the perfect place to begin this tidying/ decluttering process, and begin getting ready for a new school year. Keep the filing system simple for both physical and digital records and I do keep a list with passwords and spaces as I learned from several mentors.

The process of decluttering is about understanding ourselves, how we function, and just maybe will help us move to new projects, new jobs, new interests.

There are several upcoming professional learning opportunities co-sponsored by Alabama ASCD and you can find them on Alabamaascd.org or contact Carter Figg with ASCD at carter.figg@ascd.org. Another learning experience is highlighted in this issue and is the TIP project. AASCD will co-sponsor with CLAS and the Alabama State Department of Education more Boot Camp sessions and information will be distributed over the summer. One of the major goals of AASCD is to be a leader in providing current and factual professional learning options and we hope to continue to add resources for you.
Teams Improving Practice (TIP) I

John Hattie positioned collective efficacy at the top of a list of factors that influence student achievement (Hattie, 2016). According to his Visible Learning research, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status, home environment or parent involvement.

If collective efficacy is the most important factor for student achievement, of course, we all want it. But, what is it? How does a school create it? Teams Improving Practice (TIP) is a systematic approach to creating small steps to build a culture of collective efficacy and to improve student learning school-wide.

TIP is a unique team approach to transforming learning on campus. The principal and a teacher leadership cohort participate in two parallel academies over the course of nine months. There are three days for principals and four days for teachers along with extensive digital support.

- Principals will acquire the skills necessary to develop a culture of collective efficacy on their campuses. The change model is a three-step process. 1) Creating social trust in a Teacher Leadership Cohort (TLC). 2) Supporting teachers as they create social proof based on student learning improvement in TLC classrooms 3) Making time for social transmission–influencing the rest of the staff to improvise and innovate from TLC success. Using stories from Pixar and Nike we will examine how these processes have led to success and productive failure. The principals will also get an overview of what the teachers are learning and being asked to do.

- Teachers will learn how to design student work around research-based principles of practice (POPs) that include motivation, social influences, practice, rigor, and creativity. Teachers will learn how to help students develop and apply knowledge, skills, and habits that last and can be used across a variety of contexts. They will also learn how to measure learning improvement rather than just knowledge acquisition.

- **Principals Academy Content:**
  Participants will experience three modules which define the core work of TIP. Within each of the sessions they experience the same principles of practice (POPs) that constitute the content of the teacher sessions but in addition, they will also learn the principles of transformation that follow:
  - Social influences as a model for school transformation - trust, proof and transmission.
  - Small steps as a risk management tool.
  - Understanding and providing for organizational creativity.

- **Teacher Academy Content:**
  - Designing student learning.
  - Embedding rigor and planning for failure.
  - Learning to be creative.
SESSION DESCRIPTIONS

PRINCIPALS:

Session 1: Connecting, Leading, Influencing & The Design of Practice
Igniting transformation with Teams Improving Practice stems from a catalytic Teacher Leadership Cohort (TLC) led and supported by the campus principal. In this session, the campus principal will learn the characteristics of a successful cohort to build social trust, how to support the cohort as they create evidence of social proof for a new practice, and when and how to use the TLC in the social transmission of a new learning culture. The principal will also learn about designing practice and will take steps using a checklist to work with teachers on the POPs that they have learned.

Session 2: Small Steps & Risk Management
Like people, organizations learn in steps from what they already know. In this session, the campus principal will learn what small tweaks to existing systems help to build teacher success and the need for frequent feedback for teachers. The principal will learn how to use measurement not just as an evaluation tool but also as a learning tool for school-wide. The principal will also learn how learning can incorporate challenge, risk and feedback and will use the checklist with teachers to observe its application. The principal will also report on how the content from Session 1 was applied.

Session 3: The Creative Organization
The process of creativity is one of transferring and combining. In this session, the principal will learn how transfer and synthesis apply to school leadership. The principal will learn how to combine what is being learned with what already exists in the school. By now the principal will have identified the more creative teachers and will be expected to encourage them to innovate within established guidelines and share with the staff to move the entire school.

TEACHERS:

Session 1: Designing Practice for Student Learning
We use two mental tools to develop knowledge, skills, and habits that are durable, flexible and sustainable. These tools are repeating and associating. Repeating is easy but can be boring so the design of student work must overcome dreaded rote memory work. Association is difficult, can be misleading and requires a design with cues. In this two-day session, teachers will learn and apply research-based principles of practice that have been shown to help students learn more and retain it longer. They will also be asked to share their practices and results with other teachers.

Session 2: Rigor Is Required
By definition, learning requires working in a space with unknowns. For rigorous learning challenge is necessary, feedback essential, and failure becomes a learning tool and is expected. Assessment becomes more of a learning tool rather than primarily an evaluation tool. Students need opportunities to choose to learn beyond what is expected. In this session, teachers will design student learning practice with small but rigorous steps that are measured and that provide opportunities for extended learning beyond the standard - the expectation.

Session 3: Creativity Can Be Learned
Creativity can occur in many ways but no matter the process, the result is almost always a reasonably small step for the learner. It is a transfer of knowledge from one context to another and then combining with other knowledge in unique and new ways. Using a creative process in one domain does not automatically transfer to another domain unless it is applied there. Certain kinds of creativity, such as insight - the aha moment - require guided free time. In this session, teachers will design a practice lessons that require transfer and synthesis and provide guided free time. They will report on both their practice since the last session and their sharing and the changes on the part of other teachers.
REGISTRATION AND SESSION INFORMATION

Session Location:
Montgomery

PROPOSED CALENDAR FOR PRINCIPALS & TEACHER SESSIONS

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<thead>
<tr>
<th>PRINCIPALS 1</th>
<th>TEACHERS 1</th>
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<tr>
<td>July 23</td>
<td>September 25 and 26</td>
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<th>PRINCIPALS 2</th>
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<td>November 6</td>
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<tbody>
<tr>
<td>January 15</td>
<td>January 14</td>
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Principals Session Times are: 9:00 to 3:00
Teacher Session Times are: 8:30 to 3:30

Lunch will be served at each session.

Costs:
$7950 per school and can be broken down as follows:
$1950 for principals per person for the 3-day academy,
$6000 for up to 4 teachers for the 4-day academy, and
$600 for each additional teacher up to 7.

Digital Support

Teams Improving Practice (TIP) is for principals and a TLC from their schools. It is a sustainable job-embedded professional learning project designed to transform instruction around the science of learning. The TLC first demonstrates success with a Principle of Practice (POP) and then shares with other teachers. The digital support is available to all teachers in a school and supports the TLC and principal’s efforts.

Digital support is available in multiple forms:

- Six webinars over the course of the school year that are scheduled and available to all participating schools regardless of the location.
- Webinars of 15 to 30 minutes in length to individual schools as required.
- Online resources in the form of blogs, podcasts, partial transcripts in modular form of the Sessions.
- Teacher Tryouts (TTO) with mentoring - Models are provided for the application of POPs for teachers to try out in their classrooms, teachers submit a description of the implementation and results, master teachers respond and mentor upon request.
- TTO successes shared across cohorts.
As you prepare to wrap up another school year, I want to take a moment to thank you for your tremendous efforts and unwavering passion you have displayed this year. Because of educators like you who work tirelessly each and every day, students across Alabama have been the recipients of innovative, relevant, timely, and forward-thinking instruction.

So, what's next? Three months off with sand, sun, and fun, right? Not so fast! While many of you will find time to squeeze in a vacation and some rest and relaxation, June and July are likely also packed with professional learning, lesson planning, extra-curricular sponsored camps, summer registration, and don't forget preparing your classrooms and buildings for August.

For those of you who have been around me for any length of time, you know that I am very passionate about ongoing professional learning. If I have said it once, I have said it 100 times, “You wouldn't go to a doctor who hasn't changed his practice based on current technology and research, so why would you want to send your child to a school or classroom that hasn't done the same thing? In reality, educators who resist ongoing professional growth stifle their ability to connect to their students and can become obsolete to the learning environment. Rather than providing cutting-edge instruction, educators who don't continuously grow risk becoming basic or even obsolete in today’s fast pace world. The ALSDE, in collaboration with other organizations, wants to assist LEAs in ensuring all educators have a variety of summer professional learning opportunities. Here are some opportunities we hope you can attend and can share with others in preparation for the summer!

- **AMSTI Summer Institute**
- **A+ College Ready E3 Training**
- **ARI Certified Module Facilitator Training for ARI Reading Specialists and Structured Literacy Training**
- **Computer Science Teacher Training**
- **Regional Inservice Center (RICs) Trainings**
- **Exploring Computer Science (ECS) Training with Tuskegee University**
- **ALEX Health and PE Course of Study Classroom Resource Summit; June 5**
- **Summer eLearning Courses; June 6 – July 19**
- **Alabama School Library Association (ASLA) Summer Conference; June 9 – 11**
- **ALEX Resource Development Summit; June 10 – 11, 2019**
- **Alabama Institute for Education in the Arts; June 10 - 14**
- **Institute 2019 The Art of Story: Sweet Home, Alabama; June 11 – 14**
- **Alabama Educators Technology Conference (AETC); June 12 – 14**
- **Summer Health, PE, and Adapted PE Conference; June 24 – 25**
- **Sustaining Artful Instruction and Learning (SAIL); June 24 – 28**
- **Health & PE Professional Development Day; July 10**
- **Media Specialist Day; July 10; Contact C.Dillard@alsde.edu**
- **ASAHPERD District 7 Health and PE Workshop; July 11**
- **School Librarians Professional Learning; July 11**
- **MEGA Conference; July 15 – 19**
- **CTE Summer Conference; July 29 – 31**

Please make sure you balance your learning with time off this summer, and remember that everyone needs time away from work to continue to generate innovative ideas. Thus, I hope that you have also planned visits to some exciting and exotic plac-
Invest in Yourself

Well-renowned educator and co-founder and CEO of ConnectEDD, Jimmy Casas, exclaimed “take time to invest in yourself as much as others… by doing so, I have seen the impact I can have on others is greater when I am in a better place and space.”

A young child aiming to become a successful basketball player will spend countless hours studying, practicing and learning new techniques in order to one day play basketball at the high school or collegiate level. Likewise, as educators, you spend countless hours of planning, preparing and professionally developing yourself throughout the summer months. By doing so, you are investing in yourself, which adds great personal value to your career.

However, administrators, in their zeal to grow as professionals, neglect the personal aspect of their lives. Have you taken the time to fellowship with friends, read a good book or spend time with your family (JUST FOR FUN)? If not, take the time to do so today. By investing in yourself, emotionally and physically, you will become the best version of yourself.

Not to mention by being a member of CLAS, you are ensured that you will continue to invest in yourself on a personal and professional level. CLAS provides quality professional learning for educators – veteran and new- through our numerous offerings. While participating in CLAS professional learning opportunities, CLAS also ensures there is time for networking with old colleagues and meeting new ones. As the Executive Director of Professional Learning, it is my goal to make certain we continue to provide quality programs that are innovative, insightful and impactful and provide networking opportunities. I look forward to working with each of you and I welcome any feedback you wish to provide on how we can continue to provide quality professional learning opportunities.
### SESSION FORMAT

| Customized Blended Learning | K-12 Principals |

### SESSION DESCRIPTION

School administrators navigate the dynamic complexities and subtleties of their schools every day. They promote, facilitate, and lead efforts to achieve both tangible and intangible results throughout the community. Their roles are crucial for school and student success. These professional development sessions will provide Alabama administrators and leaders with the depth of learning and coaching skills needed to bring the critical functions of leadership to life. Participants will focus on the following topics in the workshops throughout the year:
- Developing into an instructional leader
- Understanding effective teaching methods and programs
- Aligning instruction to educator effectiveness tools
- Skills and strategies for working with adult learners
- Creating a change plan and manageable yearly process based on a shared and agreed-upon vision
- Preparing and supporting teachers

### TIMELINE OF EVENTS

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<thead>
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<th>Event</th>
<th>Location</th>
<th>Cost</th>
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<tr>
<td>Virtual Kickoff (Early October)</td>
<td>CLAS Office (Montgomery, AL)</td>
<td>$995/participant</td>
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<tr>
<td>Day One and Two - onsite (October 23-24)</td>
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<td>Virtual Session (November)</td>
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<td>Day Three and Four - onsite (January)</td>
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<td>Virtual Session (February)</td>
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<td>Day Five - onsite (March)</td>
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</tbody>
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### HOW TO REGISTER

Call/Email:
Carter Figg
ASCD Regional Partner Manager
Email - carter.figg@ascd.org
Phone - 812.360.6094

### PROFESSIONAL DEVELOPMENT TOPICS

**VIRTUAL KICKOFF: SETTING THE VISION**
In the spirit of collaborative practice, the first session will be dedicated to visionary thinking and planning. When school leaders collaborate, there can be an immense effect on the ultimate result: increased student achievement.

**DAY ONE AND TWO: BECOMING AN INSTRUCTIONAL LEADER**
After these sessions, principals will have a better understanding of what it means to be the instructional leader. Principals will finish the session by creating an action plan for themselves to become instructional leaders.

**VIRTUAL SESSION: ENGAGING THE COMMUNITY**
Participants will examine how leader’s thinking might affect his or her leadership behaviors and how these beliefs impact the larger school community. Principals will learn how to create an environment where students are healthy, safe, engaged, supported, and challenged.

**VIRTUAL SESSION: REFLECTIVE LEADERSHIP**
Participants will learn about the meaning of reflective learner and complete a series of self-reflection questions. They will focus on how effective leadership requires continuous learning, and tools and strategies to encourage educators to be reflective in their own practice.

**DAY THREE AND FOUR: BECOMING THE LEAD LEARNER**
Participants will be introduced to the tools and strategies needed to create embedded professional learning that supports building capacity of all teachers. They will have opportunities to: create action plans, establishing best practices, aligning Curriculum/Instruction/Assessment, protocols, and practice giving feedback for positive change.

**DAY FIVE: COMPLETING AN ACTION PLAN FOR FUTURE WORK**
Participants will finish by establishing systems and structures that will support ongoing professional learning. Session will be dedicated to reflecting on the year - what worked and where is there room for growth? Principals will update action plans with series of steps for continuing work forward for capacity building.
Strong Finish: Giving Jackson County Graduates the Tools to be College and Career Ready

The Jackson County School District is located between the robust and growing economies of Huntsville and Chattanooga. We have US Highway 72, railroads, and the Tennessee River to easily move goods to and through our area. We would love to add industry and services to our county to give our students jobs and keep our talent at home. To meet the need of the industry, we must ready our students. We must graduate our students AND ensure that they are college and career ready (CCR).

Our district began discussions on how to improve the graduation and CCR rates. In 2016-17 our graduation rate was 87.6% and the CCR rate was 67.73%; both numbers were concerning. Students that do not graduate really struggle to find jobs and earn a living wage. However, the more concerning number was the CCR to the graduation gap. Why were 20% of our graduates not college or career ready?

The first area we focused on was career tech credentials. Only 13.79% of our 2016-17 seniors earned the credentials. We examined the available credentials and encouraged our students to work towards them. We offered additional classes and support to help our students succeed. We encouraged students to take classes at our districts shared career center, the Earnest Pruett Center of Technology (EPCOT). For the 2017-18 seniors, 35.61% earned the credential!

We also offered more dual enrollment and AP classes that students took and gained credentials in. This past year our largest high school, North Jackson, and its feeder schools started A+ College Ready. They added three AP classes and hope the work leads to not only more pre-AP and AP classes, but more importantly, students ready to take them. We will be adding an additional school, Skyline, to the A+ College Ready for this coming year.

To improve our ACT results, the teachers reviewed the pre ACT results taken by our 10th-grade students to identify gaps in their learning and make corrective actions. We brought in ACT prep expert, Amber Barnes, in the early spring of 2018 to give our schools tips and technics to improve ACT scores. We saw a nearly 4% increase, 46.31% (2016-17) to 50% (2017-18) with just a few weeks of instruction. We had Mrs. Barnes do a one day intensive with all of our core teachers this fall, and we are looking forward to seeing the results.

The ACT WorkKeys is emphasized and encouraged by our teachers to their students. It gauges career readiness and the workplace skills the test taker has. By simply talking about the importance of the test and encouraging the students to take it seriously, we are seeing growth. Our students performed 7.5% better from 2016-2017 to 2017-2018.

The areas of CCR that we did not achieve growth are International Baccalaureate (IB) and military. We do not offer IB courses. We have been more active this year in allowing military recruiters more access to our students by including them in job fairs and career days. We would like to improve both areas by maybe offering a JROTC program at EPCOT.

For the 2017-2018 seniors, our graduation rate was 91%. This was an improvement of 3.4% from 2016-2017. Even more exciting was our growth in CCR. We climbed to 81.84%, an improvement of 13.11% from the previous year. We have closed the graduation to CCR gap to less than 10%. We are not satisfied but still excited about the progress. We want our Jackson County graduates to FINISH STRONG.
Another School Year is Closing

It is hard to imagine that another school year is closing. The graduating seniors will be off to their next chapter in life, eighth graders will be pondering what the high school will be like, and fifth graders are already wondering how to navigate the corridors of middle school. I guess the old cliché is true, “time flies when you are having fun.”

As you approach the end of the school year, take the time to celebrate your achievements. Reflect on the lives that you impacted or how your school/students embraced the changes you implemented. Evaluate your personal growth and professional growth. How would you respond to Principal Kafele’s question, “is your classroom/school better because you lead it?”

As president-elect of the Alabama Association of Supervisors and Curriculum Directors (AASCD), I would like to thank you for being involved in your district or schools. It has been another challenging year for education, but because of strong leadership and perseverance, we were able to change the lives of many of our students. My involvement granted me the opportunity to visit successful school districts and collaborate with knowledgeable educators. I am always eager to read positive comments and success stories on district/school social media pages.

As we approach the end of the school year, reflect on the incredible opportunities presented to you and your district, as well as planning for the near future. With elections on the horizon, there will be numerous conversations concerning education on the state and national levels. However, these conversations are not just limited to the state and national arena; they begin in our districts.

- How will your district voice their educational concerns?
- How will you use media to share your message?
- What social media platforms will you use?
- How will you guarantee everyone hears the same message?
- Who will tell your story?
- What percentage of your budget should go into marketing your programs?

Daniel Chesser, Public Relations Director with Auburn City Schools, shared the importance of using social media as a positive outlet for school systems. He encouraged educators to use social media to introduce the daily responsibilities involved in preparing our students for the future. Social media is an excellent platform for schools to promote their programs and teachers to voice their concerns.

As you prepare to create your master schedules, formulate goals for ACIPs, and plan for the upcoming school year, please take the time to develop a plan to celebrate the success of your students and market the instructional programs in your district. As you plan, encourage your coworkers to share their success stories on social media. Social media can be used to highlight student accomplishments, build positive relationships with parents, and provide valuable information to the students, the parents, and the community.

Have a great summer!

Dr. Carlos Nelson
President-Elect
Alabama ASCD
For 15 years, school accountability focused on achieving adequate yearly progress. That experiment ended when educators and policymakers recognized that federal solutions did not fit local circumstances and that progress was neither adequate nor yearly. What can leaders do to make sure that the improvements that they make in their districts and buildings leads to ongoing improvement? Based on experience and research, AdvancED I Measured Progress has identified four key ways that school leaders spark continuous improvement:

1. **Fostering an engaged school culture.** Our research shows that schools that encourage students to be owners of their learning, collaborate with peers, and engage in activities that require movement, voice, and thinking and that actively work with parents tend to be higher-performing overall.

2. **Developing talent and managing resources.** Leaders must put the right people into the right roles, then support them with the right resources. In our research, the correlation between managing resources and school quality was significant, with 35-40 percentage point differences in these measures of resource management between high- and low-performing schools.

3. **Consistent knowledge.** Leaders must help staff gain a common understanding of the school’s core goals and its commitment to ensuring that all students excel. In our research, staff at the lowest-performing schools demonstrated little agreement that their schools were focused on student success, while the highest-performing ones saw near unanimous agreement on making student success a clear priority.

4. **Execution.** Successful leaders take decisive and specific actions to address the priorities identified through the continuous improvement process. Even the best-planned, most effectively targeted initiatives often falter at this critical stage, because they often don’t do adequate monitoring and make immediate changes.

We provide districts with highly accurate and actionable information from student assessment and school quality indicators and decision-making tools to refine instruction, improve learning environments, better allocate resources, and address other factors that research says affect student and school performance.

In Alabama, we provide accreditation, STEM certification, and personalized consulting services to more than 1,600 public and nonpublic institutions as well as education service organizations. AdvancED also works with Alabama educators seeking to earn an Alabama Council on Leadership Development Professional Learning Unit by participating in customized professional learning sessions and/or serving on AdvancED Review Teams. School board members can receive credit for our two-hour Whole Board Training as required by the Alabama School Board Governance Act.

**A New Continuous Improvement System**

Our new continuous improvement system, introduced in 2017, ensures that measuring quality is not
something that happens only when schools are accredited, but is a process that occurs daily to allow leaders to review data and adjust to what is happening right away. We also have introduced a state-of-the-art productivity online platform that supports institutions with classroom observations, student engagement surveys, strategic planning and more. Several institutions have embarked in this new improvement journey and hosting Accreditation Engagement Reviews across our state.

As your partner, we are proud to support your efforts to provide exemplary educational opportunities for students. Please visit www.advanc-ed.org or contact me at aharrison@advanc-ed.org for additional information. Remember, we are here to serve you.
2019 CLAS ANNUAL SUMMER CONVENTION
June 9-12, 2019 | Montgomery, Alabama
Renaissance Montgomery Hotel & Spa and
Montgomery Performing Arts Centre

REGISTRATION

(PLEASE PRINT CLEARLY)

Full Name: _________________________________________
Preferred First Name for Badge: ________________________
Twitter Handle: @ ____________________________________
Position: ____________________________________________
School System: ______________________________________
School: _____________________________________________
Phone: ___________________  Fax: ____________________
E-mail Address: ______________________________________
(Required for confirmation)
Invoice To:  _________________________________________
Billing Address: ______________________________________
City, State, Zip: ______________________________________

1. CONVENTION REGISTRATION
(Includes meals, breaks, door prizes, sessions, and president’s reception)

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<thead>
<tr>
<th>Circle the appropriate registration fee</th>
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<tr>
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<td>REGULAR REGISTRATION</td>
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<tr>
<td>ON-SITE REGISTRATION</td>
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<td>----------------------------------------</td>
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<tr>
<td>MEMBER       $ 288  $ 324  $ 354</td>
</tr>
<tr>
<td>NON-MEMBER  $ 468  $  504  $  534</td>
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TOTAL Section 1 ............................................ $ _____________

2. MEALS (No charge for paid registrants, but reservations are required)

Awards Luncheon .........................Tuesday, June 11
☐ I will attend (No charge for paid registrants)
☐ I need _____ extra ticket(s) at $40 each

Closing Breakfast Session ............Wednesday, June 12
☐ I will attend (No charge for paid registrants)
☐ I need _____ extra ticket(s) at $30 each

TOTAL Section 2 ............................................. $ _____________

GRAND TOTAL (Sections 1 & 2) ............... $ _____________

3. SPECIAL ACCOMMODATIONS
☐ I have special health/dietary needs (list below):

4. EMERGENCY CONTACT

Name: ________________________________
Relationship: _________________________
Daytime Phone: ______________________
Other Phone: ________________________

5. PAYMENT
(Refunds granted only upon written request. No refunds granted after May 31, 2019)

☐ Check (enclosed) # _______________________
☐ Purchase Order # _______________________
☐ Credit Card (Visa/MC/Discover)
  ☐ Visa  ☐ Master Card  ☐ Discover

Card Number: ____________________________
Expiration Date: _______/_________ CVV: _______________
Cardholder Name: _________________________
Cardholder Address: _________________________
Cardholder Phone: _________________________
Cardholder Signature: _____________________

Register online at www.clasleaders.org/conv, email your form to tammy@clasleaders.org, fax registration form to (334) 265-3611, or mail the completed form to:

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

Room Reservations: Hotel reservations may be made by calling the Renaissance Montgomery at (877) 545-0311 and asking for the Council for Leaders in Alabama Schools, Summer Convention 2019 room rate of $129 per night plus taxes and fees. Reservations are subject to availability and must be made by May 8, 2019, to receive this rate. Online room reservations - https://goo.gl/eBNVHd

Questions?  Call (800) 239-3616 or visit us online at www.clasleaders.org

Online Registration available at convention.clasleaders.org
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<tr>
<td>Brenda Rickett</td>
<td>President</td>
<td>Retired</td>
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<tr>
<td>Ashley Catrett</td>
<td>Immediate Past President, CLAS Board Rep.</td>
<td>Crenshaw County</td>
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<tr>
<td>Carlos Nelson</td>
<td>President-Elect, CLAS Board Rep.</td>
<td>Sheffield City</td>
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<tr>
<td>Vicky Ozment</td>
<td>Vice President Membership</td>
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<tr>
<td>Lisa Beckham</td>
<td>Treasurer &amp; CLAS Board Rep.</td>
<td>Mountain Brook City</td>
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<tr>
<td>Natalia Dooley</td>
<td>Secretary</td>
<td>Madison City Schools</td>
</tr>
<tr>
<td>Amy Murphy</td>
<td>Technology Director</td>
<td>Jefferson County Schools</td>
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<tr>
<td>Jane Cobia</td>
<td>Executive Director &amp; Higher Ed Rep.</td>
<td>Samford University</td>
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<tr>
<td>Carlos Nelson</td>
<td>Region 1 Representative</td>
<td>Sheffield City</td>
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<tr>
<td>Donald Turner, Jr.</td>
<td>CLAS Board Rep.</td>
<td>Calhoun County</td>
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<td>Jan Tribble</td>
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<td>Patrick Chappell</td>
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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>Cherie Humphries</td>
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<td>Anita Kilpatrick</td>
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<td>Jodie Jacobs</td>
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<td>Kristi B. Pair</td>
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<tr>
<td>Andrew Maxey</td>
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<tr>
<td>Wendy Story</td>
<td>Assistant for Technology</td>
<td>SDE</td>
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<tr>
<td>Elisabeth Davis</td>
<td>SDE Representative</td>
<td>Alabama A&amp;M University</td>
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<td>Higher Ed Representative</td>
<td>Retired/Talladega County</td>
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<tr>
<td>Nancy Cotter</td>
<td>Executive Director Emeritus</td>
<td>CLAS</td>
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<tr>
<td>Demica Sanders</td>
<td>CLAS Advisor</td>
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