

Alabama Plan 2020

ESEA Flexibility Request

Alabama State Board of Education



PLAN 2020

June 7, 2012, for Window 3
U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0581
Paperwork Burden Statement

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in “Window 3” (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

The submission due date for Window 3 is September 6, 2012.

TECHNICAL ASSISTANCE FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at:
<http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	Attachment 6
2	Comments on request received from LEAs (if applicable)	Attachment 4
3	Notice and information provided to the public regarding the request	Attachments 6 & 11
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	Attachments 14 & 15
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	N/A
9	Table 2: Reward, Priority, and Focus Schools	Attachment 24
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A
ATTACHMENTS FOR ALABAMA’S FLEXIBILITY WAIVER REQUEST		
<ol style="list-style-type: none"> 1. Plan 2020 2. Assessment and Accountability Task Force 3. Assessment and Accountability Meeting Notes and Recommendations 4. Superintendents’ Responses to New Accountability Plan (SSA Survey Report) 5. Alabama State Department of Education Organizational Chart 6. Plan 2020 Presentations 7. Governor’s Congress on School Leadership 8. Governor’s Commission on Quality Teaching 9. Alabama Continuum for Teacher Development 10. Alabama Continuum for Instructional Leader Development 11. Public Notice of Waiver and Public Input/Comments Received 12. College- and Career-Ready Delivery Plan 13. Graduation Rate Delivery Plan 14. Evidence of Adoption of State College- and Career-Ready Standards 15. Letter from Deborah S. Delisle (USDOE) Approving Alabama’s AMO Freeze Request 		

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23. Approval Criteria for Locally Designed Evaluation Systems
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25. Alabama Standards for Instructional Leaders and Alabama Quality Teaching Standards
26. State Board of Education Meeting Agendas
27. AMO/Graduation Rate Targets

Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: Alabama Department of Education	Requester’s Mailing Addr P. O. Box 302101 50 North Ripley Street Montgomery, AL 36130
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State Contact for the ESEA Flexibility Request

Name **Melinda Maddox**

Position and Office: **Assistant State Superintendent of Education
 Research, Information, and Data Services**

Contact’s Mailing Address
**Alabama State Department of Education
 P. O. Box 302101
 50 North Ripley Street
 Montgomery, AL 36130**

Telephone **334-242-9716**

Fax **334-242-9708**

Email address **mmaddox@alsde.edu**

Chief State Officer (Printed Name): Thomas R. Bice	Telephone: 334-242-9700
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Signature of Chief State Officer <div style="border: 1px solid black; width: 100%; height: 40px; display: flex; align-items: center; justify-content: center;"> (b)(6) </div>	Date September 5, 2012
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The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility as delineated in Alabama’s specific response to those principles and assurances. Any further non-statutory requirements, not contained in 20 U.S.C. 7861, will require approval from the Alabama State Board of Education.

Waivers

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

Assurances

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the

deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Alabama’s Plan 2020

This ESEA Waiver Application is not a stand-alone document: it is simply another step in a comprehensive and strategic progression, a progression that will culminate in a system that will use the college- and career-readiness of its graduates as its measure of success. PLAN 2020 (Attachment 1) is the strategic plan for education in Alabama that defines how that system will be developed, how it will be measured, and what will constitute success. As such, it constitutes the core component of Alabama’s application. The goals of the plan are grouped into four principle domains:

1. Alabama’s 2020 Learners.
2. Alabama’s 2020 Support Systems.
3. Alabama’s 2020 Professionals.
4. Alabama’s 2020 Schools/Systems.

Collectively, these four areas, and the indicators and strategies found in each, provide a comprehensive and child-centered approach to educational improvement through the year 2020. Such an important plan is unlikely to succeed if it is developed in a vacuum. Plan 2020 was not.

The goals and objectives found in Plan 2020 are consistent with the recommendations of the Governor’s Commission on Quality Teaching and the Governor’s Congress on School Leadership. It condenses the work of over 200 stakeholders into a concise and easy-to-follow plan for improvement. The plan has been vetted by various individuals and organizations across the state. To date, more than 100 civic organizations, schools, parent-teacher organizations, and professional organizations have reviewed and provided input regarding PLAN 2020. State Superintendent of Education, Dr. Tommy Bice, has made PLAN 2020 a core component of virtually every presentation he has made since early March of this year. The presentations include:

June 26	Council for Leaders in Alabama Schools (CLAS) Summer Conference
June 27	School Superintendents of Alabama (SSA) Summer Conference
July 16	Opening Session–Mega Conference (statewide educator conference)

PLAN 2020 was highlighted in the March 2012 issue of the *Alabama Education News*, the online newsletter that is disseminated to every teacher in the state. PLAN 2020 has also been a primary focus of multiple newsletters distributed by the A+ Education Partnership; *Leaders for Learners*, the Alabama Association of Schools Boards’ monthly newsletter; and several videos

found on the Alabama Learning Exchange. To date, each of the 11 Inservice Centers housed in universities across the state has provided face-to-face and/or Web-based trainings with the focus being the leading indicators, goals, and strategies contained within the plan.

The response to Plan 2020 has been overwhelmingly positive. However, critical friend input from teachers and leaders has prompted adjustments to the plan resulting in a more cohesive and connected approach. The Alabama State Department of Education (ALSDE) will continue its ongoing effort to actively solicit input regarding Plan 2020 from the professional organizations (e.g., Alabama Education Association, School Superintendents of Alabama, Council for Leaders in Alabama Schools, Alabama Association of School Boards) as well as other organization with which strong partnerships have been built (e.g., A+ Education Partnership, Alabama Best Practices Center, Alabama National Board for Professional Teaching Standards Network).

Courses of Study + College- and Career-Ready Standards

Effective teaching practice being a key component of an educational process that supports the development of students who graduate college- and career-ready is beyond debate. However, it is equally true that to maximize the benefits of effective practice, one must be teaching the appropriate subject matter. In recognition of the importance of content, the *Code of Alabama 1975*, Title 16, Sections 35-1 through 35-5 (<http://alisondb.legislature.state.al.us/acas/codeofalabama/1975/16-35-1>) clearly defines the membership of committees tasked with determining courses of study in Alabama. That said, the process undertaken to ensure maintenance of fidelity while integrating Alabama-specific standards and indicators into the Common Core State Standards (CCSS), and thus creating Alabama's College- and Career-Ready Standards (CCRS), went far beyond anything mandated in code.

The 2010 *Alabama Course of Study: Mathematics* Common Core State Standards Task Force and the 2010 *Alabama Course of Study: English Language Arts* Common Core State Standards Task Force made extensive use of the 2010 Common Core State Standards for Mathematics and Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects documents. In addition, the Task Forces reviewed the appropriate courses of studies for additional content not specified by the Common Core State Standards, used each member's academic and experiential knowledge, and discussed issues among themselves and with colleagues. Finally, Task Force members compiled what they believe to be the best possible mathematics and English Language Arts curriculums for Alabama's K-12 students.

As part of that process, the Math task force completed a correlation between the CCSS and the 2009 Alabama course of study and determined there was a 96% match between the scope and sequence of both sets of standards for math. The results of that work can be found at <https://docs.alsde.edu/documents/54/2%20%20Correlation%20of%20Alabama%20Mathematics%20Standards%20and%20CCSS.pdf>.

The English Language Arts task force completed a similar correlation between the CCSS and the 2007 Alabama course of study and determined there was a 92% match between the scope and sequence of both sets of standards for English language arts. The results of that work can be found at <https://docs.alsde.edu/documents/54/2%20%20Correlation%20of%20Alabama%20English%20Language%20Arts%20Standards%20and%20CCSS.pdf>

The timeline for the rollout of the College- and Career-Ready Standards is found below:

- | | |
|--------------------|--|
| June 24, 2010 | Presented draft of CCSS to State Board of Education |
| July 12-15, 2010 | CCRS Task Forces Convened <ul style="list-style-type: none"> • Reviewed correlation of CCSS and Alabama Courses of Study (2009 Math and 2007 ELA) using Achieve Common Core Comparison Tool and noted gaps in correlation. • Reviewed Alabama standards not addressed by CCSS and identified initial decisions regarding standards and bullets to be added to CCSS. • Wrote first draft of grade or course standards to be added to CCSS. |
| August 25-27, 2010 | Task Forces participated in second meetings to revise and make recommendations <ul style="list-style-type: none"> • Received staff and administrative review. • Reviewed and revised July draft. • Finalized draft of standards for placement on ALSDE Web site for public review and for submission to the State Superintendent as a recommendation for revision. |

Public Review and Recommendations

- | | |
|------------------------|--|
| September 23, 2010 | Updated State Board of Education on review process. |
| Sept. 28-Oct. 21, 2010 | Posted standards on ALSDE Web site for public review. |
| October 28, 2010 | Presented to State Board of Education with Final Recommendations. |
| November 18, 2010 | Presented to State Board of Education for Approval (Adoption Resolution at the following link
http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1679) |

Public Meetings

- | | |
|--------------|--------------------------------|
| September 28 | Davidson High School, Mobile |
| October 5 | Spain Park High School, Hoover |
| October 12 | Carver High School, Montgomery |
| October 19 | Decatur High School, Decatur |

In addition to actively soliciting input throughout the development of the CCRS, the state has developed a Web site in support of the College- and Career-Ready Standards. The website can be accessed at <http://www.alsde.edu/home/general/alccs.aspx>. The partnership between the ALSDE and the A+ Education Partnership, Alabama Best Practices Center (ABPC), is reaping benefits in this area as well. ALSDE personnel have been active in the Alabama Best Practices Center's Key Leaders Networks (two groups of stakeholders that meet quarterly to discuss issues pertinent to Alabama education). These meetings have provided numerous opportunities to solicit input regarding CCRS in the form of suggestions and concerns from highly effective stakeholders statewide.

Assessment and Accountability

In 2011, an Assessment and Accountability Task Force was appointed by Alabama's State Board of Education to make recommendations for a complete redesign of the State's System of Assessment and Accountability. Then-Deputy State Superintendent, Dr. Thomas R. Bice, chaired the Task Force, which included a diverse group of practitioners and stakeholders. A list of the membership of the Task Force is included in Attachment 2. The Task Force was charged with the development of recommendations for a balanced assessment and accountability system.

The Assessment and Accountability Task Force met on September 29, 2011, October 12, 2011, November 2, 2011, and December 14, 2011. Please refer to Attachment 3 for meeting notes and recommendations of the Task Force.

Many outreach activities solicited and received input into the development of Alabama's new assessment and accountability system and subsequently the waiver. Monthly updates were provided to the State Board of Education by the State Superintendent of Education, the Director of Assessment, the Assistant State Superintendent, and the Deputy Superintendent of Education. On April 26, 2012, the recommendations of the task force were presented to the State Board of Education at its Elementary/Secondary Education Work Session. The Four-Year Cohort Graduation Rate Report was made to the State Board of Education at the May 24 Elementary/Secondary Education Work Session. The status of the AMO Freeze Request and the ESEA Flexibility Request were reported to the State Board of Education on June 28, 2012. On July 10, 2012, at the State Board of Education Elementary/Secondary Education Work Session, an updated Accountability Plan was presented for consideration after incorporating recommendations received from various groups (see State Board meeting agendas in Attachment 26). Additional input was solicited and received at the Alabama Educational Technology Conference (AETC) on June 12 in Session 131. In an interactive session participants had an opportunity to share their vision for the new accountability system.

Additionally, State Superintendent Bice provided an overview of the proposed accountability system, proposed new assessment system, and the NCLB Waiver to the attendees of the Council for Leaders in Alabama Schools (CLAS) Summer Conference (June 26, 2012) and the School Superintendents of Alabama (SSA) Summer Conference on June 27, 2012. Response from the superintendents regarding the new accountability plan was 93.9% positive (see Attachment 4).

At the Alabama State Department of Education's statewide educator conference, MEGA Conference, on July 16, Dr. Bice provided to over 3,000 participants from local schools and districts an overview of the new assessment and accountability systems. At this same event, an additional session was provided for attendees to hear about and provide input into the future of Alabama's Accountability System and Alabama Data Warehouse.

Shortly after Dr. Bice took office as the newly appointed State Superintendent of Education in January 2012, he presented to the State Board of Education his eight-year strategic plan for education in Alabama, Plan 2020. The vision is for every child to be a graduate and prepared for college/work/adulthood in the 20th century. A prepared graduate was clearly defined as (1) one who possesses the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, or technical school without the need for remediation and (2) one who possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision, and

punctuality in delivery of a product, and has a desire to be a life-long learner. The objectives for students focus on (1) achievement/growth—all students performing at or above proficiency and showing continuous improvement; (2) gap closure—all students succeeding; (3) graduation rate—every student graduating from high school; and (4) college- and career-readiness—every student graduating from high school prepared.

Specific strategies were described for accomplishing these objectives. The first was to develop and implement a unified PreK through college- and career-readiness plan. Second was the development and adoption of college- and career-ready aligned standards in all core subject areas. Third, and of critical importance, was the creation and implementation of a balanced and meaningful assessment and accountability system. The fourth strategy was the alignment of available programmatic and fiscal resources to support local school needs in the area of instruction.

Superintendent Bice's first strategy in preparing to accomplish the goals of Plan 2020 was to totally restructure the Alabama State Department of Education. The new organizational chart may be found in Attachment 5. Critical in the restructuring was the grouping of personnel into teams charged with providing data-driven, jointly determined differentiated support to Alabama's districts and schools. The focus has clearly shifted from compliance to assistance and support.

Beginning on January 5, 2012, Plan 2020 has been shared with teachers, their representatives, and many diverse groups in order to obtain stakeholder input and to make adjustments/revisions accordingly. A sampling of these presentations and opportunities for public input may be found on Attachment 6. Additionally, twice-monthly newsletters are shared with all educators in the state. Through these communications, regular updates on Plan 2020 were provided and input was solicited. Copies of these newsletters are archived on the Alabama State Department of Education's Web site for ongoing access.

Significant changes/modifications have been made to Plan 2020 as a result of public input. For example, the metric for school and district success was changed from a percentage number to a total number of points to be earned. Additionally, a five-year graduation rate has been included as a measure of school success in addition to the four-year graduation rate. The timeline for implementation of end-of-course tests replacing the *Alabama High School Graduation Exam* was accelerated to begin in the spring of 2013.

Effective Teachers and Leaders

Over the course of the last five years Alabama has looked inward to create significant impetus for innovative and collaborative planning. That self-evaluation has created an environment where the needs of children now trump the desires of adults. Though this move towards a child-centered approach is critical to our future success, it cannot dull our understanding of the importance of quality teachers and leaders. The recommendations of the Governor's Commission on Quality Teaching and the Governor's Congress on School Leadership, and the goals contained in Plan 2020, will most certainly ensure that quality teachers and leaders remain a key focus of our efforts.

The Governor's Congress on School Leadership (GCSL) was convened by Governor Bob Riley in November 2004 and was followed by the Governor's Commission on Quality Teaching (GCQT), which was convened in January 2006. Collectively, the GCSL and the GCQT regularly brought together more than 200 educators, politicians, and business leaders who were tasked with making recommendations that would increase the effectiveness of teachers and leaders

across the state (For GCQT and GCSL Rosters see Attachments 7 and 8). This work constitutes the foundation of the teacher and leader effectiveness work highlighted in this waiver application.

The first products of the GCSL and GCQT were the Alabama Standards for Instructional Leaders and the Alabama Quality Teaching Standards (Attachment 25). Both sets of standards were vetted by membership of the professional organizations in the state and both went through multiple revisions based on that input.

While the standards did an admirable job of defining the parameters of the profession, they did not define what professional practice should look like within those parameters. Nor did the standards define what professional growth could and should look like. As a result, the Alabama Continuum for Teacher Development and the Alabama Continuum for Instructional Leader Development (Attachments 9 and 10) were created. Teams of teachers and leaders provided critical input in the development of both documents, which is both fortunate and appropriate since both documents have become the basis of the state's two formative assessments systems, EDUCATEAlabama (EA) for teachers and LEADAlabama (LA) for instructional leaders.

EA and LA are processes that are the products of intense stakeholder scrutiny extending over more than a year for each process. Approximately 25 teachers and leaders met semi-monthly to develop EA and further acted as conduits to a larger population of evaluators when the state was soliciting additional input regarding the process. Their collective input prompted the decision to move EA away from a paper-and-pencil assessment system to an online model. Input from a similarly sized group of stakeholders resulted in the addition of the *Vanderbilt Assessment of Leadership in Education* (VAL-ED) to the LA assessment process.

A well-communicated maxim within the ALSDE is that the key to maximizing outcomes is clarifying expectations. The Alabama Quality Teaching Standards and the Alabama Continuum for Teacher Development along with the Alabama Standards for Instructional Leaders and the Alabama Continuum for Instructional Leader Development clearly define expectations for teaching professionals in Alabama. In addition, largely because input from higher education was valued and utilized during the development of the standards and continua, those documents also constitute the foundation of teacher preparation in Alabama. Consequently, the standards and continua guide teacher development from preparation through retirement.

The A+ Education Partnership and its division, the Alabama Best Practices Center (ABPC), have partnered with the ALSDE to pilot the Instructional Partners Pilot. Now in its second year, the pilot's purpose is to maximize the effectiveness of the state-funded reading coaches by shifting their role to an instructional coach who supports adult learning in their school and connects with district and regional content specialists (Alabama Reading Initiative, Alabama Math, Science, and Technology Initiative) when needed. Focused on a partnership approach, instructional partners support the development of effective teaching practice through the use of tools such as the Alabama's teacher and leader standards, professional development standards, and best practices. They are also positioned to support effective implementation of the new College-and-Career-Ready Standards.

The Instructional Partners project is also informing the ALSDE's shift from primarily being a regulatory agency to one that partners and supports districts in their continuous improvement. Both projects are utilizing Jim Knight's *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction*. Alabama's 11 regional inservice centers, in partnership with

the ALSDE, are bringing Jim Knight to Alabama in November and have reserved a two-hour block for Dr. Knight to meet with ALSDE staff members who are serving on the regional planning teams that support districts. Further information about the Instructional Partners Pilot can be accessed at <http://www.aplusala.org/blog/?tag=alabama+instructional+partners+initiative>.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

In addition to the previously described opportunities for input, the Alabama Flexibility Waiver Request was posted for public review and comment on August 15, 2012, and remained available until August 22, 2012. See Attachment 11 for public notice and comments received.

Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Overview of SEA’s Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA’s request for the flexibility that::

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement

ALABAMA’S PLAN 2020: THE FRAMEWORK FOR COMPREHENSIVE REFORM

In the 2011-2012 school year, the state of Alabama had 56,491 children in fourth grade. If the state’s current rate of success does not improve, only 10,000 of these children will be college- and career-ready when their class graduates from high school. In February 2012 State Superintendent of Education Thomas R. Bice unveiled a vision for change in Alabama education entitled *Alabama Plan 2020* (Plan 2020). Plan 2020, which has been embraced by the State Board of Education, professional organizations, and teachers and administrators throughout the state, provides a focused but comprehensive framework for a statewide approach to education that concentrates on connecting adult activities to improved student

outcomes resulting in a continuously increasing percentage of students who are college- and career-ready. Plan 2020 provides that focus through the development of strategies found in four domains:

Alabama’s 2020 Learners

Strategies:

- Develop and implement a unified PreK through college and career readiness plan.
- Develop and adopt college- and career-ready aligned standards in all subject areas, K-12.
- Create and implement a balanced and meaningful assessment and accountability system.
- Align available programmatic and fiscal resources to support local school needs in the area of instruction.

Alabama’s 2020 Support Systems

Strategies:

- Implement an early warning system for student absences and build a community-based support and intervention system.
- Implement a Positive Behavior Support or other related student and school culture program to support student ownership of their actions that includes alternatives to traditional disciplinary sanctions.
- Implement Alabama’s Comprehensive Guidance and Counseling Plan.
- Develop and implement a Coordinated School Health and Support Program.

Alabama’s 2020 Professionals

Strategies:

- Redesign and reinvest in the Alabama Teacher Recruitment and Incentive Program (ATRIP).
- Review the admission and certification criteria for Alabama’s teacher preparation programs.
- Provide a comprehensive induction and mentoring program for new teachers.
- Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.
- Provide research-based professional growth opportunities for Alabama’s teachers and leaders based on their individual and collective professional learning plans.

Alabama’s 2020 Schools and Systems

Strategies:

- Analyze the current funding formula for public education.
- Develop a differentiated and customized support and intervention system for local school systems.
- Create a policy environment that promotes and rewards performance, innovation, and creativity.
- Conduct a study of existing capital outlay needs for school systems.

The vision of this strategic plan for educational improvement is not only completely aligned with the principles of this Elementary and Secondary Education Act (ESEA) flexibility waiver request, it is its foundation.

The Alabama State Department of Education’s (ALSDE) delivery plans are an integral part of the ALSDE strategic plan to ensure successful implementation for improved learning outcomes. These plans specifically outline key milestones, activities, timelines, parties responsible, evidence for progress, goal trajectories, resources, and potential obstacles. They further

require that entities within the department assess the success, or lack thereof, of their activities based on the impact of those activities on student learning. The ALSDE's annual strategic planning process will allow the state an opportunity to evaluate and make adjustments according to the state's overall progress in meeting the goals aligned to the principles in this waiver. Specifically, this process will require all stakeholders to reflect on strategies to determine areas of improvement.

For information about Alabama's Plan 2020 and the delivery plans developed to support it, please see Attachments 1, 12, and 13.

Plan 2020 was crafted in a manner that maintains the most promising aspects of No Child Left Behind (NCLB)—the focus on closing achievement gaps, increasing graduation rates, and moving students to proficiency—but its primary emphasis is placed on college-/career-ready goals. Such an approach addresses the needs of students in a more global manner with an eye on their futures, not just their present. Plan 2020 also provides a more balanced approach to assessment and offers annual growth expectations at the student, classroom, grade, school, district, and state levels.

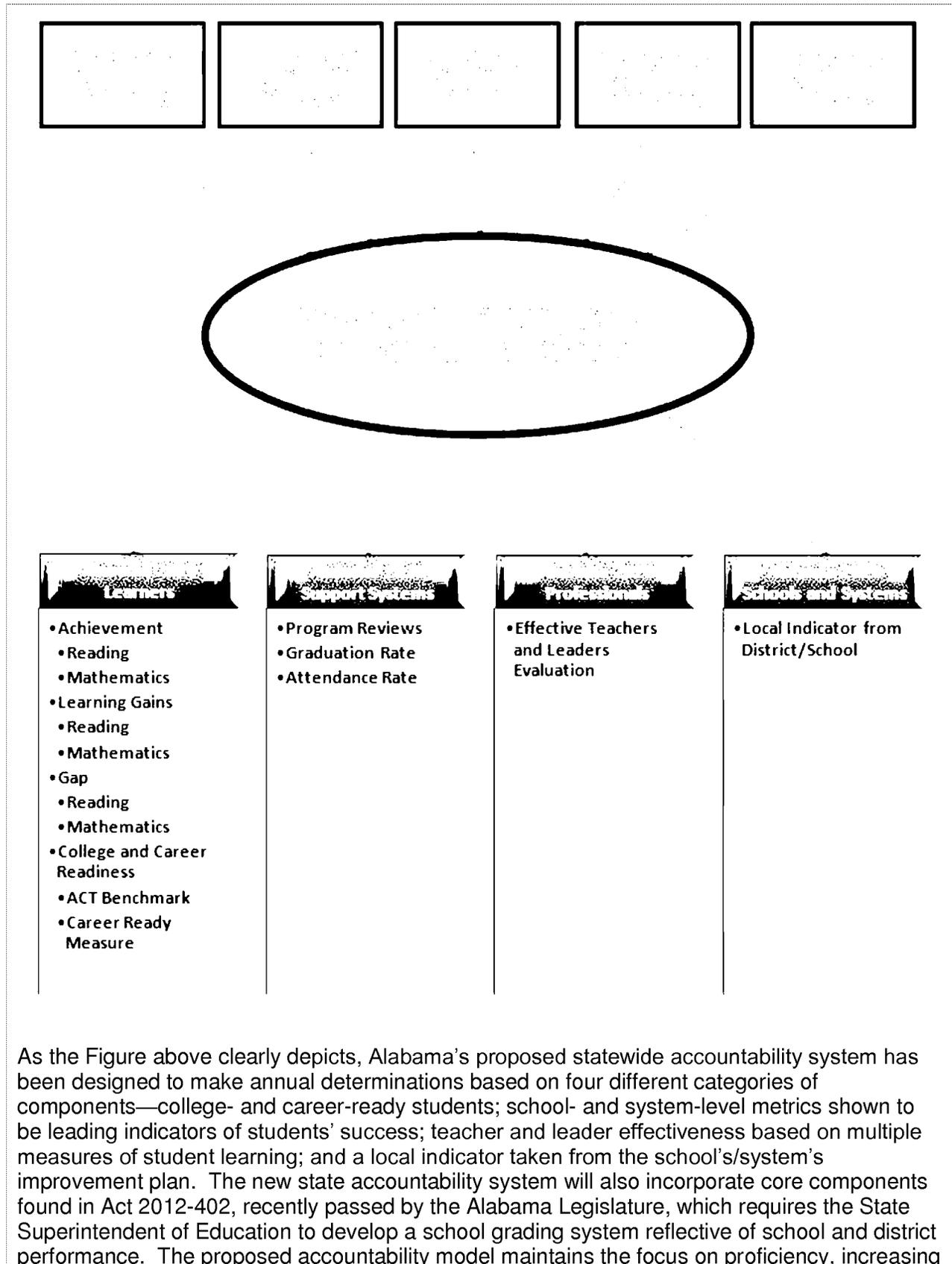
Alabama's Plan 2020 addresses all three principles of the waiver request:

- Principle 1: College- and Career-Ready Expectations for All Students
- Principle 2: State-Developed Differentiated Recognition, Accountability, and Support
- Principle 3: Supporting Effective Instruction and Leadership

Furthermore, this waiver request addresses those principles in a cohesive and focused manner that is completely aligned with Plan 2020, the eight year strategic plan for Alabama education.

ESEA Flexibility and Waiver Request/Support

The ESEA flexibility waiver request provides states an opportunity to augment federal legislation with well-developed and locally contextualized measures allowing them to leverage the positive effects of bold and innovative shifts in policy and practice. Alabama's approach to utilizing that flexibility is woven throughout this request in order to present a coherent approach to implementing the waiver principles. The state has solicited the input of various stakeholder groups, and the most commonly stated need is the development and ability to participate in a fair and balanced, comprehensive, and unified accountability system.



the quality of instruction and improved outcomes for diverse populations that was the hallmark of No Child Left Behind, but it increases the acceptable standard of achievement to college- and career-readiness while at the same time allowing schools and systems to address an issue that is specific to their own situations. Each component of the accountability model is further explained in Section 2.A.

The Alabama model uses data from achievement, gap closing, individual student growth, college-/career-readiness, graduation rates, program reviews, and teacher/leader evaluations, all leading indicators found in Plan 2020, to provide a foundation for whole school reform. Equally as important, regional teams have been created to provide the differentiated support necessary to make whole school reform a possibility. College- and career-readiness for all students is the primary goal; however, the state understands the need to close achievement gaps and has in place a plan for doing so. The move towards college- and career-readiness will drive the quality of education provided in our state while the effort to decrease or eliminate achievement gaps will ensure equity of opportunity.

The Alabama approach to accountability moves the focus of accountability off of a single test and towards a more comprehensive set of measures. This move will ensure that all schools are provided an opportunity to adequately and accurately showcase their strengths, as well as identify areas for improvement.

As the state moves towards utilizing a more comprehensive approach to determining strengths and weaknesses of schools and districts, it has developed an equally comprehensive and aligned approach to recognition, accountability, and support. Thomas Jefferson once said, ***“There is nothing more unequal, than the equal treatment of unequal people.”*** Alabama’s focus on a more promising future is mindful of the truth found in that statement from the past. Within the state there are common expectations for all schools and districts; however, when it comes to interventions and supports, one size does not fit all. On-site assessments will help determine specific strategies for improvement and support. These assessments will be based on a wide range of principles, all of which can be found in Plan 2020 and will support the identification of the root causes of challenges our schools are facing rather than issues that may simply be contributing factors. This will ensure that the state utilizes its resources more appropriately and more effectively.

Though the state will differentiate support to all schools in response to Plan 2020, special emphasis will be placed on all Priority and Focus schools. However, like the accountability system as a whole, a much broader spectrum of measures than was formerly the case will be used to determine which schools will be designated. The specific measures are fully explained in Sections 2.D. and 2.E. of this application.

Though the importance of a rigorous curriculum and the presence of mechanisms for gauging the quality of its implementation cannot be overstated, Alabama also recognizes the importance of having effective teachers and leaders in place to guide that implementation. The Governor’s Congress on School Leadership and the Governor’s Commission on Quality Teaching made high-quality evaluation of Alabama’s teachers and leaders a primary focus of their work. Out of this work arose EDUCATEAlabama and LEADAlabama, the state’s online formative assessment systems for teachers and leaders respectively. In 2010, the State Board of Education adopted a resolution stating that Alabama would tie teacher and leader effectiveness to “multiple measure of student achievement.” That work is ongoing. Plan 2020 contains similar language regarding linking educator evaluation to student achievement, which increases the push for the work to continue. Components of the EDUCATEAlabama summative

evaluation for teachers could be student growth, student achievement, professional growth, and professionalism while LEADAlabama could address student growth, student achievement, teacher growth, professional growth, and professionalism. As is the case with all other assessments contained within Plan 2020, and by extension this waiver application, teacher and leader evaluation will be multifaceted and will provide ample opportunity for a teacher or leader to show his or her effectiveness. This ESEA Waiver Application, and the flexibility that it would afford should it be approved, would provide additional impetus for the state to create a viable, valid, and reliable evaluation system that links that effectiveness to student achievement.

The plan outlined in this overview is comprehensive and focused. The major components in this waiver application were taken from Plan 2020, which is specific to the state of Alabama.

Plan 2020 was put in place to guide education in our state over the next eight years. It was developed based on the identified needs of the children, schools, and school systems of Alabama, and it is a plan for which we have broad support. We are pleased that Plan 2020 aligns well with the expectations within the ESEA waiver.

As we move forward, we would encourage even more state-led, developed, implemented, and measured efforts for advancing education. This would empower states to leverage their unique strengths and resources around rigorous expectations, with a goal of making every child a graduate and ensuring that every graduate is prepared for college, work, and citizenship in the 21st century

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt College- and Career-Ready Standards

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

Prior to submitting this request, Alabama teachers, leaders, college and university faculty, and lay citizens reviewed the Alabama standards and the Common Core State Standards and compiled the best of both into the Alabama College- and Career-Ready Standards for Mathematics and English Language Arts, reflective of the aspirations Alabamians hold for all public schools students to be prepared for college, careers, and the workforce. On November 18, 2010, the Alabama State Board of Education formally adopted these college- and career-ready content standards that meet the definition of “college- and career-ready standards” in the document titled ESEA Flexibility, as Alabama has adopted content standards that are common to a significant number of states (see Attachment 14, Evidence of Adoption of Standards) as noted in Alabama’s approved AMO Freeze Request (see Attachment 15 for the letter from Deborah S. Delisle) and in doing so affirms this as a voluntary decision by our Alabama State Board of Education and further affirms Section 9527 (a) of ESEA.

1.B Transition to College- and Career-Ready Standards

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

On November 18, 2010, Alabama joined 40 states, the District of Columbia, and the U.S. Virgin Islands in adopting the Common Core State Standards (CCSS) in Mathematics and English Language Arts (ELA). The adoption by the Alabama State Board of Education (SBOE) incorporated selected Alabama standards with those in the Common Core to create a set of internationally benchmarked college- and career-readiness standards that will prepare students for a future in the ever-expanding global environment. These standards are known as the Alabama College- and Career-Ready Standards (CCRS).

Transition Plan

Prior to Alabama adopting the CCSS in Mathematics and ELA, the Alabama State Department of Education (ALSDE) convened a task force of Alabama teachers, university professors, curriculum coordinators, and business/industry representatives to analyze and evaluate the proposed standards. A detailed review of the correlation between the existing Alabama Courses of Study (COS) for Mathematics and ELA to the CCSS was conducted. The task force used the Common Core Comparison Tool created by Achieve.org to assist in determining the relationship between state standards and the CCSS documents. The [Common Core Comparison Tool](#) can be reviewed on the ALSDE Web page. Once the correlation was determined, the task force divided the math high school standards into courses, the ELA standard into grade levels, and added Alabama-specific content standards to the CCSS. After detailed review and revision, a final draft was placed on the ALSDE Web site for public review and later submitted to the State Superintendent of Education for recommendation. Public presentations were held across the state and a public hearing was held on the day of the State Board of Education meeting, ending with a vote to adopt. Implementation of the CCRS for mathematics began early in August 2012, and the CCRS for ELA will be implemented in August 2013.

Alabama is uniquely positioned to transition to the College- and Career-Ready Standards. The Alabama Reading Initiative (ARI), after a decade of work, has transformed reading and literacy instruction in the state with students making greater gains as evidenced on the most recent National Assessment of Educational Progress report than in previous years. The ten-year-old Alabama Math, Science, and Technology Initiative (AMSTI) has moved the state to higher expectations in math and science. Results from a landmark randomized controlled study of AMSTI, funded by the United States Department of Education (USDOE), were recently released. The study found that schools that participated in AMSTI showed significant gains in student achievement over matched schools that did not participate. After one year of participating in the initiative, students in AMSTI Schools showed math gains equivalent to almost one and one-half months (28 days) of additional instruction compared to the matched, control schools. After two years, the gains in AMSTI Schools were equivalent to two and one-half months (50 days) of additional instruction compared to the controls. Gains in science were even greater than the math gains; however, scores could not be translated into additional days due to the fact that the state does not test science at every grade studied. Reading gains with AMSTI were equivalent to two months (40 days) of additional instruction after only one year of participating in AMSTI.

Recognizing that adopting standards alone would not increase the rigor of teaching and learning, a committee composed of staff across all sections of the ALSDE including the Alabama Reading Initiative (ARI) and AMSTI was convened to begin planning the professional learning that would be needed to move standards into action. These two initiatives (ARI and AMSTI) have developed a framework for effective professional learning and support that was used as the foundation for developing the College- and Career-Ready Delivery Plan. In addition, Alabama has 11 Regional Inservice Centers located at Institutions of Higher Education (IHE) that support professional learning for school systems within their regions. This structure provides a familiar method for delivery as well as existing relationships with the local education agencies (LEAs) and schools. The initial focus was on math since it will be implemented before ELA. The delivery plan has been organized into four phases: (1) Awareness, (2) Preparation for Implementation (district and school leaders, classroom teachers, and special area teachers), (3) Ongoing Support for Implementation (district and school leaders, classroom teachers, and special area teachers), and (4) Assessment of Implementation and Identification of Future Needs. A copy of the College- and Career-Ready Delivery Plan can be found in Attachment 12.

Phase I of the CCRS Math delivery plan began in summer 2011 with awareness sessions. The content of these sessions included an opportunity for teachers, principals, and district leaders to review the standards document and begin planning for implementation. Also included in this training were documents detailing the content shifts that would occur with implementation of the CCRS in August 2012. The documents provided guidance for district leaders, school leaders, and classroom teachers to prepare students for the additional rigor demanded by the new standards. Four sessions were held in each of the 11 Regional Inservice Center areas. Also, general sessions were held at the annual summer conference for teachers and administrators. Over 1200 teachers attended the awareness sessions, but this was only about 5% of the total math teachers. As a result, a Web site was developed to hold “on-demand” materials and training Webinars for use by teachers, principals, and district leaders (<http://alex.state.al.us/ccrs/node/41>). Throughout the following year, materials were developed to support teachers in the transition and were provided via the CCRS Web site. These resources included correlation documents, learning progressions, and videos featuring the writers of the CCSS.

Phase II planning began in August 2011. Once materials were secured from the Cooperative Educational Service Agency #7 (CESA7) in the state of Wisconsin, ALSDE staff began customizing these materials to prepare Alabama districts and their teachers for the transition to the new standards. *Alabama CCRS Math Explorations' Guides* training was developed as a train-the-trainer module. A series of Webinars for LEAs and schools was held in fall 2011. The October 2011 Webinar focused on content shifts, what teachers could do to prepare for implementation in the 2012-2013 school year, correlation of current and new standards, changes in graduation requirements (Algebra II for all), and anticipated changes in the assessment plan. This Webinar also included information to assist teachers of special needs students in making the shift. The CCRS Web site was introduced as a resource for assisting the awareness of and transition to CCRS (<http://alex.state.al.us/ccrs>). The November 2011 Webinar introduced districts to the *Alabama CCRS Math Explorations' Guides* and plans for training. Districts were also introduced to the Alabama Insight tool, a searchable database of unpacked standards that became available in June 2012. This Webinar included an update of resources on the state CCRS Web site as well. Each district was asked to appoint a Math CCRS Implementation Team to be trained in early 2012 on these guides.

In January and February 2012, the *Alabama CCRS Math Explorations' Guides* training sessions were held in the northern, central, and southern areas of the state. Seventy-seven of the 134 districts sent their Math CCRS Implementation Teams to this training. Districts that did not attend were contacted individually and additional sessions were held in May 2012. Twenty districts attended these sessions. The remaining 37 districts received training in July 2012.

The Alabama Insight tool was made available to districts in June 2012. Source files for this database were secured from CESA7, and the staff of the Alabama Learning Exchange (ALEX) reformatted these files and uploaded them to the ALEX Web site for use by curriculum coordinators and classroom teachers. This Web-based tool 'unpacks' the mathematics standards for understanding, skills, knowledge, vocabulary, and evidence of student attainment. Each district was provided a password to access the tool and training on district administration of the database. Included in the database are fields that have been populated by the ALSDE initiatives AMSTI and ALEX. Districts will have access to additional fields that they can populate with local resources.

Phase III will provide continued assistance with understanding of the CCRS and support for implementation during the 2012-2013 school year. Regional Planning Teams (RPTs) have been established in each of the 11 Regional Inservice Center (RIC) areas to plan with LEAs and assess the level of readiness for implementation of the CCRS. These RPTs are composed of representatives from ALSDE sections, Regional Inservice Centers, Institutions of Higher Education (IHE), and Alabama Department of Children's Affairs' Office of School Readiness (pre-K). These RPTs will plan with the LEA to develop a customized plan for support for each district based on its individual needs and capacity. Regional support staff have prepared to facilitate school- or district-based learning communities to deepen understanding of the math CCRS. This will include shared teaching experiences with classroom teachers. They will assist in organizing to address the individual training and implementation needs of districts and schools. (The College- and Career-Ready Delivery Plan is found in Attachment 12).

Much of the professional learning prior to Phase III focused on awareness, understanding, and beginning implementation for classrooms. Phase III will provide deeper support to school and district leaders as they lead this change effort. Two texts have been selected to use as a

guide, *Common Core Mathematics in a PLC at Work* and *What Principals Need to Know About Teaching and Learning Mathematics*. Each LEA has been asked to appoint a CCRS Implementation Team to direct the CCRS implementation in its district. Each of the 11 regions will host CCRS quarterly network sessions for these implementation teams to learn together and provide feedback to the ALSDE about CCRS implementation. These networks are intended to build the capacity of each school district as it implements Alabama's CCRS, develops assessment literacy, and works toward ensuring that every student is college- and career-ready.

Phase IV includes an assessment of the effectiveness of the CCRS professional learning and implementation. Though there are feedback opportunities throughout the previous phases (surveys, on-site observations and walkthroughs, and review of benchmark data), this will be a formal evaluation of the process as a whole.

The ELA roll out will follow the same four-phase process with adjustments based on the feedback and evaluation received from the math roll out. Phase I awareness sessions began in summer 2011 and will continue through 2012. As part of Phase I, the ELA subcommittee developed and delivered an awareness session for administrators and lead teachers in July 2011 at a statewide conference. This session was followed with live and recorded awareness Webinars for teachers during the 2011-2012 school year—a general overview for K-12 teachers and administrators and two sessions for K-5 teachers and two sessions for 6-12 teachers. These sessions were posted on Alabama's CCRS Web site (<http://alex.state.al.us/ccrs/node/70>) for future use by any teachers who were unable to view these Webinars live.

In March of 2012, a focus group of K-5 ELA teachers and ELA professors from IHEs across Alabama were asked to meet with the ELA subcommittee to brainstorm about what kind of professional development would be most helpful in preparing for implementation. This proved very advantageous in involving higher education in the process as well as getting good suggestions from the focus group.

The subcommittee, supplemented with additional staff members from ARI, used and adapted materials purchased from CESA7 to serve as the basis for multiple face-to-face professional learning sessions in the 11 Alabama RICs in the summer of 2012. Up to 16 sessions per inservice region were provided for Grade K-5 teachers and Grades 7-12 teachers delivered by ARI field staff and ALSDE staff. These sessions provided a more in-depth look at the new standards, including their nature, emphases, and vertical alignment.

In April 2012, a Webinar was posted to provide an initial awareness session for Grade 6-12 subject-area teachers to introduce them to the Literacy Standards. Before additional sessions were developed and delivered, another focus group was convened to determine what would be most helpful to teachers of history/social studies, science, and technical subjects for teaching the Literacy Standards.

ELA district leaders will be a part of the CCRS Implementation Teams that will meet quarterly. These sessions will provide an opportunity for LEA personnel to learn about professional learning opportunities while working toward ensuring that every student is college- and career-ready.

Plans for Phase III are currently being made to include providing a detailed correlation and gap analysis of 2007 and 2010 ELA standards, using the Alabama Insight tool for unpacking

the CCRS, and developing face-to-face professional learning sessions as well as Phase III Webinars. Phase III will, as with mathematics, be based on individual school district needs and requests.

Partnering Organizations

This work is being augmented by the “education family” in Alabama. The School Superintendents of Alabama organization devoted its summer conference to the CCRS. A+ Education Partnership, a nonprofit education advocacy and capacity-building organization—much like the Prichard Committee in Kentucky—and its divisions, the Alabama Best Practices Center (ABPC) and A+ College Ready, are supporting implementation by developing an “Expect More, Achieve More” public engagement initiative to support the CCRS and by focusing on implementation of the CCRS in the ABPC Teacher Leader Networks. Additionally, a unique partnership between the ALSDE and the ABPC is piloting an initiative to strengthen in-school instructional coaching so that teachers gain the just-in-time support needed as they implement Alabama’s new CCRS.

Alabama recognizes the important role that leadership plays in improving schools. Districts and school leaders are imperative to the successful transition to the CCRS. The Council for Leaders in Alabama Schools (CLAS), a professional organization for principals and other school leaders, has aligned its professional learning to ensure school and district leaders are prepared to lead this transition. Among the professional learning opportunities offered by CLAS is a Common Core for Principals Conference designed specifically with consideration for what principals need to know about CCRS and guidance for implementation at their schools. Facilitators of these sessions are staff members from the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).

A long-term partnership with the Alabama Education Association (further referred to as “the Association”) has yielded many benefits in the quest to provide quality education for each student in Alabama’s public schools. With the distinction of being one of the first statewide professional or educational support agencies to register support of the Common Core Standards Initiative, a position paper/white paper on Common Core Standards was developed by the Education Policy and Professional Practice Division of “the Association.” The position paper/white paper was later scheduled as an agenda topic presented at all major conferences that the Alabama Education Association scheduled throughout the state. Representing more than 100,000 certified administrators, teachers, and support personnel who are committed to effective teaching and learning, “the Association” has developed robust program partnerships with the Alabama State Department of Education to close learning gaps with limited-English proficiency students and special populations. Initiatives have included awareness training for practicing educators and well as the development of instructional guides. *Models of Collaboration* is one of the publications developed by the department and “the Association” as a framework for implementing effective teaching between certified and learning support educators of special populations. *JumpStart into Spanish* training modules have been used to increase the capacity of language proficiency and cultural awareness of educators when teaching students of Hispanic heritage.

Additional collaborative initiatives to increase teaching performance have been developed as a result of the partnership between the department and “the Association.” The initiatives include, but are not limited to, National Board for Professional Teaching Standards awareness sessions and scholarships to increase the number of educators pursuing the

national board certification, the development of a Substitute Teachers' Manual to increase the capacity of persons responsible for maintaining teaching-learning efficiency during the absence of the assigned teacher, and awareness trainings in best practices in teaching and learning for pre-service teachers matriculating in the state's institutions of higher education.

Students With Disabilities

Educators working with students with disabilities have been formally engaged in the process of analyzing, reviewing, and developing transition documents for CCRS implementation. Special education is an intentional focus in that representatives from the ALSDE Special Education Services (SES) Section serve on each of the 11 RPTs.

The *Curriculum Guide for Mathematics* is a companion document to the *2010 Alabama Course of Study: Mathematics* (Alabama College- and Career-Ready Standards) for Grades K-12. The Curriculum Guides provide a series of prerequisite and enabling skills that may be taught to help students with and without disabilities achieve grade-level content standards that were missed in an earlier grade. State assessment resources, such as the item specifications, are used to help teachers more fully understand the connections among content standards, classroom instruction, and state assessment.

To assist special education students and teachers with the transition to the CCRS, the ALSDE Special Education Services Section staff serve on the Mathematics and ELA teams that were developed to help LEAs transition from the old courses of study to the new CCRS. This transition includes providing training, resources, and support to assist LEAs in meeting the requirement of providing access to the general curriculum to students with disabilities.

The ALSDE, Special Education Services Section, in collaboration with the Auburn Transition Leadership Institute (ATLI), developed Alabama's Transition Standards. These standards were reviewed by national experts in the field of transition and adopted December 6, 2011, by the State Board of Education. These transition standards are utilized to guide the planning and delivery of transition services for high school students with disabilities. The standards address Grades 9-12 and reflect a progressive scope and sequence of transition knowledge and skill development.

The Transition Standards are divided into four strands: Academics /Training, Occupations/Careers, Personal/Social, and Daily Living. These standards provide structure to guide instruction and experiences for equipping students with the necessary skills to be active participants in their transition planning process and to attain their postsecondary and community living goals, which also support the new CCRS.

Professional development is provided by SES and ATLI through live Webinars and the Training in Transition Modules (TNT). The live Webinars are conducted twice annually, and the modules can be accessed through the Auburn Transition Leadership Institute Web site. In addition, SES and ATLI host the annual Transition Conference in Opelika, Alabama, as well as present at the annual Special Education Conference in Mobile, Alabama.

English Language Learners

Alabama participated in an alignment process to analyze the linguistic demands of the CCSS for English learners (ELs). In November 2010, World-Class Instructional Design and Assessment (WIDA) provided member states with the results of an alignment study that

examined the relationship between the CCSS and the Model Performance Indicators (MPIs) of the WIDA ELP standards. An analysis was presented in a published report, *Alignment Study Between CCSS in English Language Arts and Mathematics and the WIDA ELP Standards, 2007 Edition*. As a member state since 2004, Alabama has been involved in a process to provide additional feedback on a standards amplification project to review and provide feedback on the amplified 2012 version of the *English Language Development (ELD) Standards* (publication—Fall 2012). Classroom teachers integrate these WIDA Consortium English Language Proficiency (ELP) standards with the CCRS to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency.

Involvement in this analysis process has allowed Alabama to present the most up-to-date information and create a focused effort on providing professional learning opportunities to all educators, but specifically to EL educators. The SAMUEL (School Assistance Meetings for Understanding English Learners) series was implemented during the 2010-11 school year. These quarterly regional sessions were designed for a broad audience including K-12 EL teachers, general education teachers, administrators, counselors, and anyone who had limited knowledge of EL and who desired to advance their understanding and application of recommended instructional and assessment practices for ELs. The ALSDE develops these topics from statewide needs assessments and a variety of data collection tools from the prior year. SAMUEL sessions are presented to EL Coaches, and topics addressed in these sessions include Sheltered Instruction Strategies, Interaction and Differentiated Instruction for EL, and Continuous Improvement Plan Goals/Action Steps.

Additional professional learning opportunities will be developed around the amplified 2012 WIDA Standards using instructional materials aligned with the standards and using data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction. The Alabama Learning Exchange (ALEX) provides a multitude of resources to support K-12 educators in supporting our EL students in classrooms across the state (<http://alex.state.al.us>). Materials are developed and uploaded throughout the year to support teachers in providing academic support to EL students.

EL Coaches work with districts not making Annual Measurable Achievement Objective (AMAO) on data analysis and targeted improvement goals as well as provide monthly support for districts being served. Additionally, during the 2012-2013 year the Virtual Sheltered Instruction Observation Protocol (SIOP) Institute will be provided for districts in AMAO Improvement. During the transition to the CCRS, Alabama is providing Teacher Compass Suite to AMAO Improvement districts and one to each district statewide. Teacher Compass Suite is designed to increase the academic language and content achievement of ELs and struggling students. The suite is aligned to Alabama's WIDA Consortium English Language Proficiency (ELP) Standards, the Alabama College- and Career-Ready Standards, and research-based instructional strategies to improve academic language and content knowledge of English Learners (ELs).

Advanced Placement

Alabama's Advanced Placement component of the College- and Career-Ready Delivery Plan (Attachment 12) specifies the strategies for increasing the number of students that are college- and career-ready with a strong emphasis on increasing the innovative pathways for students as options for acceleration. This acceleration includes an increased emphasis on Advanced Placement courses and dual-enrollment opportunities. The focus of Advanced Placement in Alabama is on increasing rigor in the classroom, promoting equity among the

population of successful AP students, and supporting instruction that encourages every child to graduate high school college- and career-ready.

Currently, Alabama’s Advanced Placement (AP) Initiative partners with A+ College Ready, a division of the A+ Education Partnership, to expand access to the College Board’s trademark AP mathematics, science, and English (MSE) courses across the state and to increase the number of qualifying scores on MSE AP exams. Teachers of pre-AP and AP courses have the opportunity to participate in professional learning that includes vertical alignment, accelerated course options, and curriculum training. More than 2,500 Alabama teachers have been trained in Laying the Foundation® (LTF) workshops held the past four years. These lessons and strategies provide concrete ways to fully implement the CCRS. To maximize LTF implementation, A+ College Ready convened teams of teachers from throughout the state to create curriculum documents that align the CCRS in English 9 and Algebra I, LTF lessons and strategies, as well as formative and summative assessments in order to raise the rigor in classes that will be prepare students for not only Advanced Placement classes, but also for college and career pathways. A curriculum document for ninth-grade biology was developed as well. During 2012–2013, courses in English 10, Algebra II, and Chemistry will be similarly developed. In addition to these opportunities for middle and high school teachers, this program provides test fee resources, technical support, and after-school study sessions. Also available are student, teacher, and administrator financial incentives for student qualifying scores on MSE AP exams. The initiative continues to expand statewide.

Alabama also supports the International Baccalaureate (IB) program in Alabama school districts that participate in its high-quality education through its three continuously evolving and globally widely respected programs for students aged 3 to 19. The three “programmes”—Primary Years (aged 3-12), Middle Years (aged 11-16), and Diploma (aged 16-19)—offer an integrated model with four core elements: a curriculum framework, rigorous student assessment, professional development, and “programme” authorization and evaluation. Currently, there are eight school districts and 11 IB high schools participating in Alabama. The program continues to expand statewide.

Communication

In addition to the extensive professional learning for educators to transition to the CCRS, there is a need for ongoing communication and feedback with the public, professional associations, and IHEs. Alabama’s plan includes a targeted effort on the part of various Public Information Officers (PIOs) across the state to use all resources at their disposal to further explain CCRS. Individual school publications, Web sites, on-hold phone messaging, and other forms of communication will be used to get the message out. The ALSDE will issue a common toolkit for all state PIOs that will serve as a template for explaining the importance of CCRS and for answering frequently asked questions (FAQs). The tool kit will include sample Op-ed submissions for local and statewide newspapers, brochures, and letters written to various audiences (parents, educators, business community, etc.). In addition to the static FAQs, the ALSDE is implementing an interactive blog accessible on the main ALSDE Web site that will be available to the public. Entries on this blog will get personal responses from an ALSDE official. Social media (Facebook, Twitter) will be used to keep the public informed. Written positive public support from statewide daily newspapers, third-party verifiers such as external education advocates, noted education organizations, and military personnel shows a broad reach in support of CCRS.

The ALSDE also has a speaker's bureau of individuals who can be sent across the state on request to speak at civic and community organizations, PTA meetings, and other gatherings.

To target the corporate and business community, as well as acquire buy-in from major employers, support from established entities that support CCRS will be promoted. The Business Roundtable, a national collaboration of American companies with specific interests in science, technology, engineering, and math, supports CCRS. The philosophy behind why these companies support these standards that are internationally benchmarked will be used to drive the message from a corporate perspective. The Alabama State Advisory Council for Career and Technical Education is composed of representatives from business and industry sectors, Regional Workforce Development Councils, the 16 National Career Cluster sectors, postsecondary institutions, and associations/organizations. The Advisory Council provides another venue for communicating the role that career and technical education plays in preparing students, through rigorous and relevant course offerings, to master the college- and career-ready standards.

Alabama's Work With IHEs

The ALSDE will continue to work with IHEs to better prepare new teachers to teach all students and new administrators to support teachers as they provide instruction aligned to the CCRS. In 2005, the SBOE adopted the Alabama Standards for Instructional Leaders recommended by the Governor's Congress on School Leadership. Thirteen (13) Alabama IHEs were deemed to meet the new Class A standards for the preparation of Instructional Leaders. Thus, Alabama has successfully navigated the transition from preparing administrators to preparing instructional leaders. Also, individuals who prepare in other states and wish to earn an Alabama certificate must provide a valid and renewable professional educator certificate from another state along with documentation of at least three years of employment as an assistant principal, principal, assistant/associate superintendent, or superintendent in a P-12 school or school district.

The Alabama Quality Teaching Standards (AQTS), recommended by the Governor's Commission on Quality Teaching, were adopted by the SBOE in 2007. The AQTS, applicable to all programs, lead to the initial preparation of teachers through IHE-based programs and assist in preparing new teachers to teach all students. (Additional IHE information is contained in Attachment 16.)

After adoption of the CCRS by the SBOE in November 2010, information about the standards was shared with deans of education on numerous occasions. Early in 2012, a survey was sent to the deans to determine what activities were underway to ensure that prospective teachers and administrators were made aware of the new standards. A range of activities was reported. Several deans of education reported that members of their faculty had participated in designing CCRS training modules or had attended training sessions with their LEA partners.

On July 16, 2012, the SDE mathematics specialist spoke to the deans of education about the CCRS for mathematics and the host of resources available to prospective and employed teachers. A similar presentation will be made for ELA at the appropriate time. All materials accessible to employed teachers will be accessible to teacher educators and prospective teachers.

Faculty and staff from IHEs are included on the RPTs to allow for input from higher education faculty and staff. One of the functions of those teams will be focused on facilitating the transition to the new mathematics standards and making sure that the CCRS are being addressed in teacher preparation programs as well as in Alabama schools.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Timeline for Implementation of Assessments

School Year	Grades K-2	Grades 3-7	Grades 8-12	
			End-of-Course Assessments	College- and Career-Ready Assessments
2012-13	Formative/Interim/Benchmark Assessments (LEA Determined)	ARMT+ (Grades 3-8)	English 9 English 10 Algebra I Geometry Biology (AHSGE Grades 11-12)	EXPLORE (Grade 8) PLAN (Grade 10)
2013-14	Formative/Interim/Benchmark Assessments (LEA Determined)	New	Above assessments plus: English 11 Algebra II Chemistry U.S. History (AHSGE Grade 12)	EXPLORE (Grade 8) PLAN (Grade 10) ACT Plus Writing (Grade 11)
2014-15	Formative/Interim/Benchmark Assessments (LEA Determined)	New	Above assessments plus: English 12 Pre-Calculus Physics (AHSGE for exited students)	EXPLORE (Grade 8) PLAN (Grade 10) ACT Plus Writing (Grade 11) WorkKeys (Grade 12)
2015-16	Formative/Interim/Benchmark Assessments (LEA Determined)	New	Above assessments	Above assessments

At the same time that the work on the CCRS was occurring, work on the assessment system began with the goal of increasing rigor and alignment to college- and career-ready standards. On September 10, 2009, the Alabama State Board of Education (SBOE) began phasing in college- and career-ready assessments with the approval of recommendations for a student assessment plan that had as its goal to measure the essential skills and knowledge students need to be ready to succeed in entry-level, credit-bearing academic college courses in two- and four-year institutions and highly skilled careers. The recommendations were made by the Committee for Accountability and Accelerating Student Learning (CAASL), a broad-based committee of stakeholders. The new state testing system is focused on measuring college- and career readiness from Grade 3 to Grade 12 and uses the ACT test as the capstone assessment to determine college readiness. This plan includes a phase-in of ACT's EXPLORE, PLAN, ACT Plus writing, and WorkKeys assessments. The phase-in began with eighth graders of 2010-2011 who were administered EXPLORE in the fall of 2010. These eighth graders will be administered PLAN as tenth graders in the fall of 2012. The ACT Plus Writing will be administered to this same class as eleventh graders in 2013-2014. WorkKeys will be administered to this same class as twelfth graders in 2014-2015. The recommendations also included a phasing out of the current comprehensive high school graduation exam and a phasing in of end-of-course assessments.

In a State Board of Education (SBOE) resolution dated July 12, 2011, the SBOE approved the appointment of an Assessment and Accountability Task Force to review the current student assessment and accountability systems and to make recommendations for needed changes in the current systems that would assure that Alabama is in compliance with federal law, rules, and regulations and to assure that Alabama's assessment and accountability plans meet the needs of Alabama's students, educators, and citizens. This task force also was a broad-based group of stakeholders that included K-12 educators (superintendents, central office staff, principals, and teachers) as well as postsecondary educators, business partners, parents, and representatives from various state educational organizations.

On April 26, 2012, the recommendations of this task force were presented to the SBOE. The recommendations of the task force supported and complemented the recommendations of CAASL and Alabama's newly adopted PLAN 2020 that was designed to ensure that every child would not only graduate, but that every graduate would be prepared for college, work, and adulthood in the 21st century. The vision of both the task force and Plan 2020 included a balanced assessment system that integrates formative data, benchmark data, and summative data in making instructional decisions. The proposed plan includes universal screeners, summative assessments, a formative/benchmark/interim assessment repository, project-based assessments, and career interest and aptitude assessments (see Attachment 18).

Alabama's accountability plan provides a College or Career Indicator that measures the preparedness of students for college or careers upon exiting the Alabama K-12 school system. Alabama defines a student as college- or career-ready if the student earns benchmark scores on the reading and math sections of the ACT test, earns a qualifying score on an AP or IB exam, earns transcribed college or postsecondary credit while in high school, earns a Silver Level on the ACT WorkKeys, earns an approved industry credential, or earns a benchmark score on the Armed Services Vocational Aptitude Battery (ASVAB). These College or Career Indicator measures will be incorporated as the data sets mature.

The new testing system is linked from Grade 3 to Grade 12 and focuses on college readiness standards. Students taking the tests from Grades 3 to 12 will know if they are on the path toward college- and career-readiness. Alabama's new testing system is explained in the narrative below.

High School Testing Model

ACT

The ACT is the capstone test in the new Alabama assessment system and is administered annually to Alabama high school juniors in the spring. ACT is based on more than 50 years of research and provides a measure that shows the probability of student success in the first year of college. ACT has clearly defined standards and benchmarks for the subjects of reading, English, mathematics, and science. ACT was an important player in the development of the Common Core State Standards, and the ACT standards and test are highly aligned with the Common Core work. Students who make the benchmarks are deemed ready for college courses. Students who do not meet benchmarks receive intervention and assistance to increase their readiness level.

Alabama recognizes that some students may follow a career readiness path that does not include college; however, Alabama also recognizes that many jobs in the workforce call for strong technical and academic skills. Academic skills are measured by meeting a benchmark

on the ACT WorkKeys test. The *Carl D. Perkins Career and Technical Education Act of 2006* mandated that states design an accountability measure that requires students enrolled in career and technical education programs to demonstrate attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards if available and appropriate. A unit, course, or program business-industry credential and/or license may be used to assess student skill attainment in a specified course(s) or program. The credential and/or license must be approved by the ALSDE. A list of approved business-industry credentials and/or license is located on the Alabama SDE Program Grid that is revised quarterly. The current Program Grid can be found at www.alcareerinfo.org. The Career and Technical Education Section of the ALSDE is continuously working with local school systems to identify and approve third-party technical assessments that are aligned with the approved Alabama Courses of Study that do not have an appropriate industry-based credential for career and technical education.

ACT, INC. PLAN

In addition to the ACT, beginning in the fall of 2012 all sophomores in Alabama will take the ACT, Inc. PLAN test. The PLAN test is statistically linked to the ACT and provides an early prediction of how well a student will perform on the ACT test and provides objective strengths and weaknesses of a student. This early warning test can be used to locate students in the fall of the sophomore year who need additional intervention.

ACT, INC. QUALITY CORE® END-OF-COURSE TESTS

Alabama has embarked on an ambitious end-of-course testing program. The ACT Quality Core® tests in English 9, English 10, Algebra I, Geometry, and Biology will be administered in 2012-13 to all high school students completing these courses. In Alabama, all students must have these courses on their transcript to earn a diploma. Over the next three years, 12 end-of-course assessments will be phased in. The ACT Quality Core® testing program is a comprehensive curriculum-based test measuring standards with a high match to the Common Core Standards. The ACT test scores also can be used as part of the student's final grade, thus providing high motivation for a student to do well in the course. But, more importantly, the test scores are linked to predicting how a student will perform on the ACT or PLAN test. The predicted scores create highly rigorous, college-based expectations for high school teachers and students in Alabama.

The Alabama testing program at the high school level has an unbroken chain of links between the ACT capstone test and the ACT PLAN and the ACT Quality Core® tests. The ACT PLAN predicts an ACT score, and the ACT Quality Core® predicts an ACT or PLAN score. These correlations between courses and tests provide Alabama high schools, for the first time, with a common set of definitions and standards for aligning instruction to a rigorous model of college readiness.

The Middle School Testing Program

ACT, INC. EXPLORE

Beginning in the 2010-11 school year, all Alabama public school students in Grade 8 took the ACT EXPLORE test in October. This will continue as an annual assessment. This test, based on a set of curriculum standards with high correlation to the CCSS, provides a predicted score on the ACT PLAN test. The ACT EXPLORE measures achievement in reading, English,

mathematics, and science. Eighth-grade students are being held to the same rigorous definition of college and career benchmarks that will apply to them as high school students. ACT EXPLORE also includes a career exploration component that assists students in beginning to identify career options that are based on their personal characteristics.

The Assessment and Accountability Task Force recommended assessments be administered in Grades 6-7 in English, writing, mathematics, science, and reading beginning in 2013-2014 using an assessment that is aligned with Alabama's College- and Career-Ready standards. The assessment reports will include an indication as to whether or not students are "on track" for being college- and career-ready. The new system of assessments will address the gap between the skills students are learning in school and the skills they will need to succeed in college and careers in the increasingly competitive global economy. ACT research indicates that assessment and intervention provided earlier in students' academic careers improves their chances of succeeding in school and reaching their college and career goals.

These assessments will offer an integrated, multidimensional approach to college- and career-readiness that focuses on measuring achievements and behavior relative to goals. It will fully connect student performance from early elementary to middle school, helping students know exactly where they are and providing insights on how to build on strengths and address weaknesses, both in and out of the classroom. The timeline for implementation of these assessments can be found on the Timeline for Implementation of Assessments.

The Elementary School Testing Program

The Assessment and Accountability Task Force recommended assessments to be administered in Grades K-5 in reading/English language arts, mathematics, science, and writing that are aligned to college- and career-ready standards. Grades K-2 will administer formative/interim/benchmark assessments. Grades 3-5 will administer new assessments in English, writing, mathematics, science, and reading beginning in 2013-2014 using an assessment that is aligned with college- and career-ready standards. The reports will include an indication as to whether or not students are "on track" for being college- and career-ready. The resulting reports will include benchmarks indicating whether students are on target toward college- and career-readiness. These assessments are addressed in the previous section. The timeline for implementation of these assessments can be found on the Timeline for Implementation of Assessments.

Formative Assessment

As mentioned earlier, the Assessment and Accountability Task Force recommended a more balanced assessment program focused on formative assessment and benchmark assessments. Alabama has contracted with GlobalScholar to provide the formative assessment component of the assessment program through its Achievement Series and Performance Series platforms. GlobalScholar offers a Student Assessment Management and Delivery System (SAMDS) that provides computer-adaptive tests (CAT) covering mathematics and reading, language arts, and science. Math and reading assessments support students in Grade K to 12. Language arts and science assessments support students in Grades 2 through 8. Because it adjusts to a student's level of performance it can provide an accurate diagnostic of student needs independent of grade level. The research-supported validity and reliability of these assessments provide support of these scores contributing to a "Growth Model" measurement of professional performance.

Criterion Referenced Tests (CRT) can also be created and delivered by the SAMDS in any subject. The assessments and items will be aligned to Alabama’s College- and Career-Ready Standards, which incorporate the CCSS. The system contains approximately 35,000 test items owned by GlobalScholar. While these items support CRTs in math, language arts, reading, science, and social studies, tests may be developed with items from locally owned and proprietary sources. This component will allow the ALSDE to develop assessments in subject areas not supported by CRTs. The repository of resources for Grades 3-12 will include a pool of aligned items to each standard at each grade level within each assessment content area that will be used to inform instructional practices and include links to instructional resources aligned to the standards.

One provision of this assessment program is CATs that provide a baseline measurement of a student’s prior achievement and a final measure of student’s growth over the course of an academic year. This diagnostic data is aligned to specific skills as defined by the Alabama CCRS, the CCSS, and ACT College- and Career-Ready measures. These assessments are custom-tailored to the student’s ability level, and the results are delivered immediately with a valid and reliable scaled score that can be used to measure academic growth and evaluate student abilities at or above or below grade level.

The Performance Series provides a pinpoint on a continuum of the learning process. It measures where a student is instead of focusing on where a student is not. Performance Series is more than just a measure of proficiency; it accurately provides educators in the classroom with specific information for targeted intervention. By identifying multiple pinpoints through time, a true measurement of academic growth can be obtained.

The reporting features and capabilities of the Performance Series provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. The reports can be manipulated to develop custom learning plans for each student immediately after the first assessment. Users can create groups, such as Free/Reduced Lunch, Before-School/After-School Programs, etc., to measure gains by specific groups. In addition, within the reports the user is able to select students according to specified demographics, such as ethnicity, gender, etc. All Alabama school districts will be provided access to this set of assessment resources.

Alabama currently provides a database management system for teachers to use with their students as they begin to make educational and career decisions about their future. This database assists teachers with connecting directly with students as they make informed, real-time educational program decisions. Students use the data management system to plan their future education and prepare for careers by learning about their interests, skills, and work values and exploring their options using a variety of interactive tools.

ACCESS for ELS

Alabama has been a member of World-Class Instructional Design and Assessment (WIDA), a consortium of 28 states, since 2005. The role of WIDA is to advance academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. WIDA’s English language proficiency assessment, *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS for ELLs), has been administered annually to English language learners (ELs) in the state of Alabama since joining the consortium in 2005. During the 2011-12 school year, over 17,000 students were assessed

with ACCESS for ELLs.

ACCESS for ELLs is a standards-based, criterion-referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English, as well as the language associated with language arts, mathematics, science, and social studies, within the school context, across four language domains, including reading, writing, speaking and listening. In order for students to demonstrate English language proficiency, a composite proficiency level of 4.8 must be attained. Once a student attains this score, he/she is determined to be English language proficient and will no longer be assessed with ACCESS for ELLs.

WIDA is in the final stages of developing its 2012 Edition of the English Language Development Standards, which include a direct connection to the Common Core English language arts and mathematics standards. In addition, *Alternate ACCESS for ELLs* will be administered in Alabama for the first time this school year. This assessment was developed through an Enhanced Assessment Grant (EAG) and is administered to the most severely, cognitively disabled EL students. WIDA is also the recipient of the ASSETS grant that will allow for the development of the next generation, technology-based English language proficiency tests available for all consortium states in 2016. Alabama will be a part of this effort as well.

Alabama Alternate Assessment (AAA)

ALSDE staff members from assessment and special education are working to revise the Alabama Extended Standards and the *Alabama Alternate Assessment (AAA)*. Plans are to have the Alabama Extended Standards for mathematics and ELA developed by the spring of 2013 for optional implementation during 2013-14 and required implementation of the standards for both mathematics and ELA during 2014-15. Since the general education science standards are currently under revision and due to be adopted in March 2013 with implementation in fall of 2015, extended standards for science will begin revision immediately following the March 2013 adoption of general standards with implementation of extended standards beginning 2015-2016 with optional implementation for 2014-2015, just as the regular standards are scheduled to be implemented.

The *Alabama Alternate Assessment* will be revised to reflect the new Alabama Extended Standards in ELA and mathematics for implementation in the spring of 2015. Science will follow with implementation in the spring of 2016. New assessments will be as follows:

- Since the new assessments in Grades 3-7 will include English, reading, writing, math, and science, alternates will be developed in those grades and subjects.
- Since the ACT assessments given in Grades 8, 10, and 11 will include English, reading, math, and science, alternates will be developed in those grades and subjects. Writing will also be developed for Grade 11 since writing will be a part of the ACT.
- An alternate assessment will be developed in Grade 9 in English, reading, math, and science. This will give consistency across Grades 3-12.
- Since WorkKeys, scheduled to be given in Grade 12, will include Applied Mathematics, Locating Information, and Reading for Information, alternates will be developed in reading (to include locating information) and mathematics.

A timeline for the rollout of new assessments, the proposed accountability model, and the rewards and interventions plan can be found in Attachment 19.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Overview of Alabama’s Plan 2020 Accountability Model

The goal of the Alabama State Department of Education (ALSDE) is to develop an accountability model that can be easily understood by all stakeholders. Each school and district will receive an annual overall score, referred to as the School/District Performance Index, based on four components:

1. Alabama Learners.
2. Alabama Support Systems.
3. Alabama Professionals.
4. Alabama Schools and Systems.

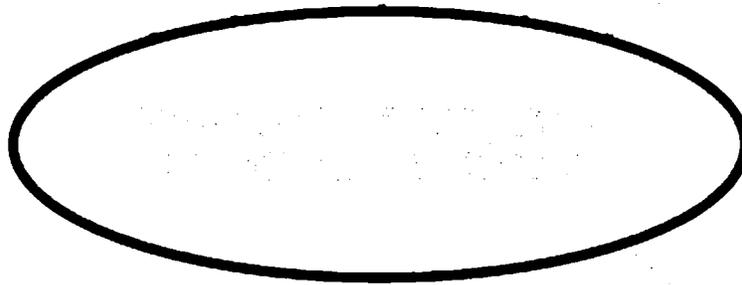
This single School/District Performance Index will be the trigger for recognition and support for schools and districts.

The new state accountability system includes the requirements of Act 2012-402 (Attachment 20) recently passed by the Alabama Legislature so there is one system of differentiated recognition, accountability, and support. Act 2012-402 requires the State Superintendent of Education to develop a school grading system reflective of school and district performance and to create the Legislative School Performance Recognition Program.

This act requires a plan be developed by December 2012. This system will utilize a traditional A–F grading system to give parents, educators, and students an easy-to-understand system for comprehending student performance. At the same time, the grading system will provide an awareness of school performance in local communities throughout the state. The School/District Performance Index places the school and district into one of five categories of A, B, C, D, or F: Each of these has a variety of indicators used to calculate the School/District Performance Index. The overall number incorporates a robust set of success factors but remains strongly focused on the learning gains of individual students.

Each of the performance indicators is weighted differently. These weights reflect Alabama’s Plan 2020 values. Although all of the performance indicators provide evidence of a school’s success in preparing students for college and careers, growth is the leading indicator of progress towards this, and postsecondary and workforce measures most closely reflect actual preparedness.

The figure below illustrates how the model works.



Alabama 2020 Learners	Alabama 2020 Support Systems	Alabama 2020 Professionals	Alabama 2020 Schools and Systems
<ul style="list-style-type: none"> • Achievement • Reading • Mathematics • Learning Gains • Reading • Mathematics • Gap • Reading • Mathematics • College and Career Readiness • ACT Benchmark • Career Ready Measure 	<ul style="list-style-type: none"> • Program Reviews • Graduation Rate • Attendance Rate 	<ul style="list-style-type: none"> • Effective Teachers and Leaders Evaluation 	<ul style="list-style-type: none"> • Local Indicator from District/School

The following explains in detail how the School/District Performance Index is computed.

This model will offer a multi-dimensional approach that incorporates all aspects of school and district work organized around the Alabama State Board of Education’s four strategic priorities: Alabama 2020 Learners, Alabama 2020 Support Systems, Alabama 2020 Professionals, and Alabama 2020 Schools and Systems. The following chart identifies the indicators and data sources included in Alabama’s model around each of the Plan 2020 priorities, and outlines the performance measures for each category in Alabama 2020 Learners and two areas of Alabama 2020 Support Systems.

Plan 2020: College- and/or Career-Ready for All					
Alabama 2020 Learners	Alabama 2020 Support Systems	Alabama 2020 Professionals	Alabama 2020 Schools and Systems	=	2020 Schools/Districts
Achievement (Proficiency)	Program Reviews	Percent Effective Teachers	Local Indicator(s)		Overall School Performance Index (using data from each category)
Gap	Graduation Rate	Percent Effective Leaders			Revised Report
Learning Gains (Growth)	Attendance Rate				
College-/Career-Readiness					

The first two priorities of Alabama’s Plan 2020 accountability model, Alabama 2020 Learners and Alabama 2020 Support Systems (graduation/attendance rates), are anchored in college- and career-readiness for all students. Unlike the current model, the 2020 model will provide a more in-depth view of student achievement by calculating learning gains and achievement gaps. This model will continue annual public reporting of disaggregated student outcome measures in required content areas. In addition, emphasis will be placed on college- and career-readiness and high school graduation rates. Attendance rates will also be a factor for schools without a Grade 12.

Grade Range	Achievement	Gap	Learning Gains	College- and Career-Readiness	Attendance	Graduation Rate
Elementary	Tests: Reading and Mathematics	Tests: Reading and Mathematics	Tests: Reading and Mathematics		Attendance Rate	
Secondary	End-of-Course Tests*	End-of-Course Tests*	Tests: Reading and Mathematics	College- or Career-Ready Indicator		Cohort Model

* End-of-Course tests in 2013-2014 include Algebra I, Geometry, English 9, and English 10.

The School/District Performance Index for school districts and K-12 unit schools will include all factors above. Schools with no tested grades will be linked with the school into which the students feed since the school has no assessment data of its own. Schools with ninth grade only will be linked with the secondary school into which the students feed since the ninth-grade school will not have complete measures such as ACT and Cohort Model. Scores will be banked for students who take the Algebra I and/or Geometry End-of-course test prior to Grade 9 and/or 10.

Achievement

Achievement incorporates student performance on state-required assessments in two content areas—reading/English and mathematics. Alabama’s new assessment system includes criterion-referenced tests in Grades 3-12; ACT’s Quality Core® program for end-of-course tests in Algebra I, Geometry, English 9, English 10; and Alabama Alternate Assessment for Grades 3-12.

The performance percent for each school and content area is the combined result of all three assessment types (where applicable). This combination will be used to calculate achievement results for all subgroups. Schools and districts earn full credit for students scoring proficient or above. The lower student performance levels do not receive credit in the accountability model.

Gap

Gap—Alabama’s goal is 100 percent proficiency for all students. The Gap category of Alabama 2020 Learners focuses specifically on student groups that perform traditionally below the achievement goal. Gap uses the same student test results as those included under achievement. The distance from that goal or gap is measured by creating a Student Gap Group—an aggregate count of student groups that have historically had achievement gaps. Student groups combined into the Student Gap Group include ethnicity/race (African American, Hispanic, Native American), special education, poverty (free/reduced-price meals) and limited-English proficiency that score at proficient or higher.

The percent of students performing proficient or above in the Gap Group is reported annually for each content area. To calculate the combined student Gap Group, students who score proficient or higher and are in the student groups would be summed. No individual student counts more than one time and all students belonging to included groups are counted once. The N-count is based on total school population, not grade-by-grade enrollment, thus causing almost every school in Alabama to have a focus on Gap Groups. By measuring progress and performance for the Student Gap Group rather than considering each of the five groups individually, we are able to hold more schools accountable for necessary progress in these high-needs areas. Disaggregated subgroups will still be reported individually. The N-count used will be 20.

Learning Gains (Growth)

Learning Gains (Growth)—Based on the percentage of students in each subgroup demonstrating learning gains in mathematics or reading performance over the previous year. The growth percent for each school and content is the combined result of all assessment types. Learning gains will be determined based upon what is considered typical or higher levels of gain/growth.

College- or Career-Readiness

Alabama’s vision as stated in Plan 2020 is “Every Child a Graduate—Every Graduate Prepared for College/Work/Adulthood in the 21st Century.” Alabama defines a prepared graduate as a student who possesses the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses in a two- or four-year college, trade school, or technical school without the need for remediation. Alabama further defines a prepared graduate as a student who possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, utilize precision and punctuality in delivery of a product, and demonstrate the desire to be a life-long learner.

The College or Career Indicator is a percentage calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college or career with the total number of graduates. The College or Career Indicator measures the preparedness of students for college or careers upon exiting Alabama’s K-12 school system. Alabama defines a student as college- or career-ready if the student earns at least one of the following:

- Benchmark scores on the reading and math sections of the ACT test.
- Qualifying score on an AP or IB exam.
- Approved transcribed college or postsecondary credit while in high school.
- Benchmark level on the ACT WorkKeys.
- Approved industry credential.
- Benchmark score on Armed Services Vocational Aptitude Battery (ASVAB).

These college or career indicator measures will be incorporated as the data sets mature and agreements are in place. In addition, Alabama is working with the Education Delivery Institute to develop delivery plans for college- and career-ready, graduation rate, and teacher/principal effectiveness. The College- and Career-Ready Delivery Plan and the Graduation Rate Delivery Plan are in Attachments 12 and 13.

Overview of Proposed Alabama Accountability Model

To be implemented in two phases over the next three years.

Overall Reporting for Plan 2020 School Performance Index

The School Performance Index will be implemented in phases.

Phase-In of Components—The four components of Alabama Plan 2020 will be implemented over a three-year period. In 2012-13, the mathematics college- and career-readiness standards will be implemented in Grades K-12. Schools will begin administering end-of-course tests. *EXPLORE* and *PLAN* will be administered to Grades 8 and 10 respectively. In 2013-14, the reading/language arts college- and career-readiness standards will be implemented in Grades

K-12. The new assessment in Grades 3-7 will be administered. End-of-course tests, EXPLORE, and PLAN will continue to be administered. The ACT will be administered to eleventh graders.

Therefore, by 2013-14, Phase I of the School Performance Index will be implemented followed by Phase II in 2014-15. See chart below:

Phase I-2013-14						
Grade Range	Achievement	Gap		College- and Career-Readiness	Graduation Rate	Attendance
Elementary	Tests: Reading and Mathematics	Tests: Reading and Mathematics				Attendance Rate
Secondary	End-of-Course Tests*	End-of-Course Tests*		College- or Career-Ready Indicator	Cohort Model	
Phase II-2014-15						
Grade Range	Achievement	Gap	Learning Gains	College- and Career-Readiness	Graduation Rate	Attendance
Elementary	Tests: Reading and Mathematics	Tests: Reading and Mathematics	Tests: Reading and Mathematics			Attendance Rate
Secondary	End-of-Course Tests	End-of-Course Tests	Tests: Reading and Mathematics	College- or Career-Ready Indicator	Cohort Model	
Program Reviews*						
Effective Teacher/Leader Evaluations*						
Local Indicators*						

The School Performance Index will be used to determine the A-F grade of the school/system. The points will be converted into the A–F grades below using a grading scale to be determined after the baseline data are collected. These points will be reported publically. As required in Alabama Act 2012-402, the grading system shall utilize the traditional A, B, C, D, or F framework.

- (1) Schools receiving a grade of “A” are making excellent progress.
- (2) Schools receiving a grade of “B” are making average progress.
- (3) Schools receiving a grade of “C” are making satisfactory progress.
- (4) Schools receiving a grade of “D” are making less than satisfactory progress.
- (5) Schools receiving a grade of “F” are failing to make adequate progress.

We will publicly make available the performance results under this flexibility in the fall of 2014.

Participation

Recognizing the importance of ensuring all students participate in the assessment program, schools with less than 95 percent participation in mathematics or reading/English language arts will fail to make their performance target. Schools not meeting the 95 percent tested rule will be identified and reported in the accountability results. Schools will be subject to consequences if they fail to achieve 95% participation for any subgroup. Consequences will escalate for schools that do not meet the participation rate standards over multiple years as outlined in the description of Priority and Focus schools.

Alabama 2020 Support System

The Alabama 2020 Support System is composed of program reviews, graduation rate, and attendance rate. Programs reviews will be developed in Phase II of the new accountability system. They will cover areas that are typically not covered by standardized tests and could include areas such as the availability of the arts, surveys of stakeholders, etc. Attendance and graduation rates for each school and district will be reported annually as a category of Alabama support systems. Attendance rates for each school and district will be reported annually for students in Grades K-8. By using Option A to reach an attendance rate using a goal of 95% by 2018, reduce the percentage of absentees by 50% (one-half) in relation to the 95% goal based on the base year. The graduation rate will be calculated using both four-year and five-year cohort graduation rates. Graduation rates will be disaggregated by subgroups. Targets will be established using the same methodology as used with AMOs. Graduation rate goals will increase in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years.

Additional Information

Currently, college/career preparations are emphasized in Grades 9-12. As part of Alabama Plan 2020, this will be pushed down to Grade 8. As a result, the eighth grade will be used as a transition year from the criterion-referenced test to the college- and career-ready assessments. This will be implemented by assessing eighth grade students on the *EXPLORE*. *EXPLORE* is part of the series of college- and career-readiness assessments through *ACT*. The subject areas tested are English, mathematics, reading, and science. *EXPLORE* results serve a twofold purpose. The results will provide educators, students, and parents the opportunity to see if students are on track for college and/or career paths, as well as provide information on student performance in the tested subject areas.

Alabama 2020 Professionals

The third component of Alabama’s proposed new accountability system is Alabama 2020 Professionals. *EDUCATE*Alabama is Alabama’s new formative teacher assessment system, and *LEAD*Alabama is the formative assessment system for leaders in Alabama. *EDUCATE*Alabama includes the formative components of self-assessment, collaborative dialogue, professional learning plan, and evidence. *LEAD*Alabama includes the formative components of self-assessment, collaborative dialogue, professional learning plan, evidence, and 360 feedback. It is the intent of the Alabama State Department of Education to meet the goal established in Plan 2020. These goals include the development and implementation of a

professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement and to provide research-based professional development growth opportunities for Alabama’s teachers and leaders based on their individual and collective professional learning plans. Both teachers’ and leaders’ formative and possible new summative assessments systems are described in detail in Principle 3 to be implemented into the accountability system in Phase II.

Alabama 2020 Professionals reporting will share at an aggregate level the percent of teachers and leaders meeting a benchmark score. Alabama will not report individual teacher or leader evaluation data.

The Alabama Plan 2020 includes four major components: Learners, Support Systems, Professionals, and Schools/School Systems. The Professionals component includes three objectives, namely:

- Every child is taught by a well-prepared, resourced, supported, and effective teacher.
- Every school is led by a well-prepared, resourced, supported, and effective leader.
- Every school system is led by a prepared and supported visionary instructional leader.

Teachers

The Alabama standards that colleges and universities must meet to achieve approved program status and recommend program completers for initial certification in a teaching field include the Alabama Quality Teaching Standards (AQTS) applicable to all teaching fields. The AQTS specify the knowledge and abilities that prospective teachers must demonstrate prior to program completion and include five major components:

1. **Content knowledge**: “To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.” Major components of this AQTS include: academic disciplines and curriculum.
2. **Teaching and learning**: “To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.” Major components of this AQTS include: human development, organization and management, learning environment, instructional strategies, and assessment.
3. **Literacy**: “To improve student learning and achievement, teachers at all levels K-12 use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.” Major components of this AQTS include: oral and written communications, reading, mathematics, and technology.
4. **Diversity**: “To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs, exceptionalities, and learning styles affect student motivation, cognitive processing, and academic performance.” Major components of this AQTS include:

cultural, ethnic, and social diversity; language diversity; special needs; learning styles; and other learner and family characteristics.

5. Professionalism: “To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.” Major components of this AQTs include: collaboration; continuous, lifelong professional learning; Alabama-specific improvement initiatives; school improvement; ethics; and local, state, and federal laws and policies.

In addition to being used with teaching field-specific standards to assess the knowledge and abilities of prospective teachers, the AQTs provide the framework for the Alabama Continuum for Teacher Development. In turn, that continuum was the basis for the creation of EDUCATEAlabama, the technology-based, annual, formative assessment system implemented in 2011-2012 and available at no cost to all Alabama public school systems.

Of 134 Alabama local education agencies (LEAs), only four have chosen not to use EDUCATEAlabama during 2012-2013, electing instead to use an LEA-developed and State Department of Education (SDE)-approved evaluation system. Thus, almost all public school teachers in Alabama will use the same format to rate themselves at one of five levels: pre-service and beginning, emerging, applying, integrating, or innovating. Once the teacher has completed a self-evaluation early during the school year, the teacher will confer with the principal or designee to decide on the standards indicators in which the teacher will engage in professional development activities in order to improve practice to benefit students. Hundreds of professional development modules are accessible to teachers as part of the assessment system and are available at no cost to the teacher.

Beginning with the 2012-2013 school year, each of Alabama’s 11 Regional Inservice Centers (RICs) will serve as the base for a team of educators (SDE staff, representatives of higher education, agency personnel, and other stakeholders) whose responsibility will be to help each LEA, and/or each school within an LEA, to analyze data as a basis of deciding what type of assistance is needed. The one-size-fits-all delivery model of SDE and RIC service delivery will no longer exist. The services provided to LEAs and schools will be based on locally identified needs, although a major effort will be to ensure that Alabama teachers know how to implement Alabama’s College- and Career-Ready Standards (CCRS) for mathematics beginning with the 2012-2013 school year. The CCRS for Language Arts will be a major focus for 2013-2014.

Another advantage of the technology-based EDUCATEAlabama system is that program completion data will be available to Alabama’s 27 educator preparation institutions for use in evaluating and revising preparation programs based on novice teachers’ identified areas of need for professional development. After Alabama decides how to measure and what weight to give to student achievement as a component of expanded teacher and instructional leader evaluation systems, that information will also be shared with Alabama’s educator preparation providers.

When Alabama’s standards for the approval of educator preparation programs are updated, a major area of focus will be to ensure the preparation of new teachers to address the Alabama College- and Career-Ready Standards. Another focus will be the EDUCATEAlabama data on teachers’ perceived areas of need.

Instructional Leaders

Current Alabama standards for the initial preparation of instructional leaders include knowledge and abilities spread across eight major components:

1. Planning for continuous improvement
2. Teaching and learning
3. Human resource development
4. Diversity
5. Community and stakeholder relationships
6. Technology
7. Management of the learning organization
8. Ethics

In the same manner that the Alabama Continuum for Teacher Development is based on the Alabama Quality Teaching Standards, Alabama's Continuum for Instructional Leader Development is based on Alabama's Standards for Instructional Leaders. That continuum, in turn, served as the basis for the development of LEADAlabama, the technology-based, annual, formative instructional leader assessment system to be implemented in 2012-2013 and available at no cost to all Alabama public school systems. The same procedures will be followed in terms of self-assessment, followed by a conference, the development of a professional learning plan, and the availability of professional development modules. The Vanderbilt Assessment of Leadership in Education (VAL-ED) is a component of LEADAlabama. VAL-ED will provide teacher perceptions of principal leadership as part of the full leader evaluation system. Data will be accessible to the 13 institutions that prepare instructional leaders as a basis for program evaluation and improvement.

Alabama 2020 Schools and Systems

In Phase II each local district will have the opportunity to declare one indicator with an AMO that is unique to that district and is part of its School System Improvement Plan. The Alabama State Department of Education will review and approve local indicators. The following year each district will be required to report data on its local indicator. The district must use at least one indicator declared for at least three years with yearly AMOs. After three years, the district may change the indicator if its School System Improvement Plan indicates a new indicator and target. A district may declare more than one local indicator (examples include an exemplary arts program, a foreign language academy, an increase in AP participation, an increase in National Board for Professional Teaching Standards teachers).

District Reporting

We propose to classify districts using the same factors as used to classify schools. Alabama believes that the district should be the entry point for the state's accountability and assistance work and not the school. The state's focus should be on building the district's capacity to support and guide improvement efforts in individual schools. A strong accountability system is not enough to ensure continuous improvement. However, when it comes to interventions and supports, one size does not fit all. An accurate and comprehensive on-site assessment of the lowest performing districts will determine precise strategies for improvement and support. Differentiated support will be based on the districts' priorities as determined from a review and analysis of each school's continuous improvement plan and the on-site assessment. Alabama is committed to moving away from the "one-size fits all" method required under NCLB.

	Achievement	Gap	Learning Gains	College- and Career- Readiness	Attendance	Graduation Rate
District	Tests: Reading and Mathematics and End-of-Course Tests*	Tests: Reading and Mathematics and End-of-Course Tests*	Tests: Reading and Mathematics	College- or Career- Ready Indicator	Attendance Rate	Cohort Model

* End-of-Course tests in 2013-2014 include Algebra I, Geometry, English 9, and English 10.

Public Reporting

The Alabama State Department of Education will publish each school's annual measurable objectives (AMOs) and whether they were met on an annual basis. As part of a system of accountability and performance metrics, these targets will help schools, districts, and community stakeholders more fully understand the performance of the schools by identifying both strengths and areas of improvement (see Principle 2.B. for additional information on AMOs).

Alabama is currently partnering with the Alabama Supercomputer Authority to develop a new state accountability reporting data system. This system will build upon the recently implemented statewide student management system and the Alabama State Department of Education data warehouse system. Alabama's goal is to report all data in a way that makes the information transparent, understandable, accessible, and useful. Through authentication, districts, schools, and teachers will have access to student-level data through a series of reports.

Data that is currently available on www.alsde.edu will be enhanced to include all areas of the new accountability system. Users can disaggregate data in myriad ways using data for the past eight years. The inclusion of additional indicators will add even more measures for disaggregation and research. The department's website, www.alsde.edu, is also undergoing a reimagining to be more user-friendly so data are easier to find for the user.

All schools, Title I and non-Title I, are eligible to be Reward, Priority, or Focus Schools. All schools will be placed on the same distribution scale; however, the reports will be generated that show Title I and non-Title I Reward, Priority, and Focus Schools.

The new Alabama Plan 2020 uses multiple indicators to measure progress in the areas of Alabama's Learners, Alabama's Support Systems, Alabama's Professionals, and Alabama's Schools/Systems to determine a single school performance index. This single school performance index will be the trigger for recognition and support for schools and districts. The overall number incorporates a robust set of success factors but remains strongly focused on the learning gains of individual students.

The new state accountability system will be incorporated into the plan required by Act 2012-402 passed by the Alabama Legislature so there is one system of differentiated recognition, accountability, and support. Act 2012-402 requires the State Superintendent of Education to develop a school grading system reflective of school and district performance and to create the Legislative School Performance Recognition Program (see Attachment 20).

This act requires a plan be developed by December 2012 and implemented in 2013-14. This system will utilize a traditional A–F grading system to give parents, educators, and students an easy-to-understand system for comprehending student performance. At the same time, the grading system will provide an awareness of school performance in local communities throughout the state.

The new state accountability system will prompt all stakeholders to ask difficult questions about increasing academic achievement and raising instructional quality within Alabama’s schools. An Accountability Delivery Plan will be developed that focuses on the implementation of the new ESEA Flexibility that will include the following:

1. Recognizing and embracing “collective ownership of the problems/struggles/achievements of public schools” by entire communities.
2. Increasing the transparency of the accountability system so that all stakeholders have access to and an understanding of the metrics utilized to measure system, school, and student success.
3. Creating professional development opportunities for teachers and leaders aligned with and descriptive of the new accountability system.

Recognition, Support, and Accountability

The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and career. All ALSDE efforts to support this goal will be customized for each of the districts based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports, one size does not fit all. An accurate and comprehensive on-site assessment of the lowest performing districts will determine precise strategies for improvement and support. This assessment will be based on the eight turnaround principles:

1. **School Leadership:** The principal has the ability to lead the turnaround effort.
2. **School Climate and Culture:** A climate conducive to learning and a culture of high expectations are evident.
3. **Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students.
4. **Curriculum, Assessment, and Intervention System:** Teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards that have been adopted.
5. **Effective Staffing Practices:** The district and school have skills to better recruit, retain, and develop effective teachers and school leaders.
6. **Enabling the Effective Use of Data:** There is schoolwide use of data focused on improving teaching and learning, as well as climate and culture.
7. **Effective Use of Time:** Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning.
8. **Effective Family and Community Engagement:** There is a system for increasing academically focused family and community engagement.

Alabama has eleven Regional Inservice Centers (RICs) that have existing relationships with all of the districts within their regions. Regional Planning Teams (RPTs) have been established in each of the RIC areas to plan with LEAs for two purposes: (1) to facilitate transition to the College- and Career-Ready Standards and (2) to provide precise and differentiated support based on district and school needs as determined by data analysis and joint planning. RPTs are composed of representatives from ALSDE sections, Regional Inservice Centers, institutions of higher education, and the Alabama Department of Children’s Affairs’ Office of School Readiness (Pre-K). Other members may be added throughout the year as needed. Differentiated support will be based on the districts’ priorities as determined from a review and analysis of each school’s continuous improvement plan and the on-site assessment mentioned above. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked in initiatives in the ALSDE supporting specific programs. They have reorganized into instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise.

The guiding principle is to work in “partnership” with districts and schools. While Alabama has had a long history of school improvement support, it has primarily been a predetermined set of actions for all school situations. Though there may have been some immediate improvement, once the external assistance was removed, the school often reappeared on the school improvement list. Alabama is seeking to provide the kind of assistance that will result in significant and sustainable improvement. Over the last six months, RPTs have participated in training on Jim Knight’s *Unmistakable Impact*, which outlines the partnership principles that have proven to be effective in working with schools and districts to sustain improvement efforts. Alabama recognizes that transparency of practices and data are imperative for change. Transparency occurs when there is a trusting relationship. This partnership approach to designing, supporting, and monitoring school improvement efforts will foster trust and transparency. The Differentiated Support Component of the Alabama College- and Career-Ready Delivery Plan is found in Attachment 12.

Priority Schools

When a Priority School is identified, the RPT will meet with the LEA to make a plan for gathering the data and information needed to make an informed decision about the appropriate improvement model to be selected. This collaborative effort will include a multi-day, on-site assessment related to the eight turnaround principles, a review of the feeder schools’ data to determine whether a feeder pattern intervention is needed as opposed to a single school intervention, and a more in-depth review of the school’s data. Recent school improvement research from Leithwood and Harris (2010) indicates the importance of recognition of the interdependence between the elementary and secondary schools that serve the same families. Alabama has some experience in working with feeder patterns in which one or more of the schools were considered low performing. The process to work with Priority Schools will build from that experience and include an assessment of the feeder schools. The RPT will review models of school improvement that reflect the eight turnaround principles with district leadership and feeder pattern leadership. These models will not be one size fits all and will be customized to meet the specific needs and priorities of the schools.

The Continuous Improvement Plan (CIP) is the means for collecting, reviewing, and prioritizing data and needs. The Continuous Improvement Leadership Teams that include teachers and

administrators will develop 30-60-90 day plans to address immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. ASSIST is an electronic planning and monitoring process supported by the Southern Accreditation for Colleges and Schools (SACS). Once the specific and precise intervention strategies are determined by the collaborative planning of the RPT and LEA, then appropriate Regional Support Staff (RSS) will be assigned to the district and/or schools. RSS will be assigned based on the identified needs of the district and/or schools matched with the expertise and skills of the RSS. A three-year commitment will be required and the plan will be adjusted each year based on data and evaluation.

Focus Schools

When a Focus School is identified, the RPT will meet with the LEA to gather the data and information needed to make a plan that includes precise and strategic actions and support. This collaborative effort will include a multi-day, on-site assessment related to the eight turnaround principles, a review of the feeder schools' data to determine whether a feeder pattern intervention is needed as opposed to a single school intervention, and a more in depth review of the school's data. The Continuous Improvement Plan (CIP) is the means for collecting, reviewing, and prioritizing data and needs. The Continuous Improvement Leadership Teams that include teachers and administrators will develop 30-60-90 day plans to address immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. Once the specific and precise intervention strategies are determined by the collaborative planning of the RPT and LEA, then appropriate Regional Support Staff (RSS) will be assigned to the district and/or schools. RSS will be assigned based on the identified needs of the district matched with the expertise and skills of the RSS.

Reward Schools

Recognition of effective practices that produce results is critical to the sustainability of improvement efforts. Schools will be identified for specific improvement results such as student growth, closing the achievement gap, and increasing the number of prepared graduates. These Reward Schools will receive a monetary award (if funds are allocated by the state legislature) and be deemed a demonstration site for other schools. The teachers and administrators at the Reward Schools will be tapped to lead professional learning in their areas of expertise for other educators throughout the region and state. Reward Schools will also provide a site for RPT and RSS professional learning.

Maximum Impact of Differentiated Support

To make maximum impact, Alabama is requesting a waiver of the following:

- Components in NCLB, Section 1116, including the processes associated with the identification of school districts and Title I schools for improvement, corrective action, or restructuring if they fail to make AYP for the specified number of years; the requirement that 1003(a) funds may only be used for schools identified for improvement, corrective action, or restructuring; and the requirements regarding how 1003(a) funding may be used.
- Limitations of participation in and use of Title VI REAP funds related to school improvement.

- The requirement that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program.
- The restrictions on the use of rewards funding.

These waivers will allow Alabama the flexibility to combine:

- 1003(a) funds.
- The 20% of the local Title I allocation previously reserved for Supplemental Education Services (SES) and transportation funding.
- Any other available federal funds in accordance with the requirements of those programs.

This will allow services such as:

- Focusing on greater individualization of school plans and differentiation of support as determined through the planning and monitoring tool and on-site assessment.
- Incentivizing and spotlighting effective practices that produce results by identifying and targeting rewards schools as demonstration sites for Priority and Focus Schools.
- Providing additional training and support of teachers and leaders in sustaining change and improvement efforts.
- Supplementing the availability of an electronic formative assessment system that is an integral part of the improvement efforts.

Other activities specifically focused on improving the performance of English language learners and students with disabilities can be found in the Delivery Plan in Attachment 13. EL Coaches will work with districts not making Annual Measurable Achievement Objective (AMAO) on data analysis, CIP development, and targeted improvement. Beginning in the 2012-2013 school year, Alabama will provide Teacher Compass Suite to AMAO Improvement districts and one to each district statewide. Teacher Compass Suite is designed to increase the academic language and content achievement of ELs and struggling students. The suite is aligned to Alabama's WIDA Consortium English Language Proficiency (ELP) Standards, the Common Core Standards, and research-based instructional strategies to improve academic language and content knowledge of English language learners.

The ASSIST tool will provide a quality planning and monitoring process for districts and schools. Also, it will provide information that will assist the Regional Planning Team in identifying possible professional learning and resources to allow for more individualized and differentiated services to schools and districts. These will be determined through a collaborative process to ensure district ownership and thus increase the likelihood of sustainability. This data will also inform the training and professional learning for the Regional Planning Team members and the Regional Support Staff.

Alabama's Response to Instruction (RTI) process can be found in Attachment 21. Alabama is committed to embedding RTI into the instructional process so that it becomes a regular part of instruction. Professional learning for RTI has been provided and will continue to be a focus in the RIC areas. Intervention strategies for these groups of students will be monitored through the ASSIST tool.

Alabama will use the flexibility to target efforts and differentiate services as well as build capacity of the districts and schools through the RPTs and RSS. Teacher and leader effectiveness will be a focus, and high-quality professional learning will facilitate efforts toward

this goal. Alabama believes strongly in building the capacity of districts through a partnership approach to planning, supporting, and monitoring improvement efforts. Student learning is the ultimate goal and will be monitored regularly during this process. A state-funded electronic formative assessment system will be available to all systems in the 2012-2013 school year. All Priority Schools and Focus Schools will be required to use the formative assessment system to monitor the impact of strategies and efforts on student learning. RPTs will review the results with the districts three times during the year. RSS will review the results at more frequent intervals to continue to differentiate services and support.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Each school will have a set of targets for all subgroups across all indicators to ensure that schools are accountable for the college- and career-readiness of all students. Note that because Alabama’s new model will hold schools accountable for all new college- and career-ready indicators in 2013-14, we will reset all targets (both AMOs and state targets) using 2013-14 as a new baseline year. The methodology used to set AMO targets will be Option A. AMOs will increase in annual equal increments toward a goal of reducing by half the percentage of

students in the “all students” group and in each subgroup who are not proficient within six years. By using this method, the AMOs require districts, schools, and subgroups that are further behind to make greater rates of annual progress. The percentage of targets met across all indicators that have sufficient data will be reported. In alignment with current practices for reporting, any subgroup results will be noted as ID (insufficient data) if the N-size does not meet or exceed 20. See chart in Attachment 27.



2.C Reward Schools

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The new state accountability system includes the requirements of Act 2012-402 recently passed by the Alabama Legislature so there is one system of differentiated recognition, accountability, and support. Act 2012-402 requires the State Superintendent of Education to develop a school grading system reflective of school and district performance and to create the Legislative School Performance Recognition Program.

Identification of Reward Schools

Alabama’s letter grade system based on the School Performance Index will be an effective measure for communicating school and district performance. As part of the School Performance Index, the emphasis on the new learning gains measure will produce information to drive the state’s recognition and rewards of schools.

Specifically, Reward Schools shall be:

1. High Performing Schools—Schools that are ranked an “A” on the new letter grade system and have demonstrated continued meaningful growth over a period of time by improving their School Performance Index by at least three (3) points each year for three consecutive years or being ranked in the top 5% overall and are not classified as a Focus School.
2. High Progress Schools—Schools demonstrating meaningful overall growth on the School Performance Index (i.e., 10 points) and are not classified as a Focus or Priority School.

High Performing Schools will be identified in Year One of Phase II of the accountability system. The scores will be rank-ordered from top to bottom.

2.C.ii Provide the SEA’s list of reward schools in Table 2. (Did the SEA’s request identify both highest-performing and high-progress schools as part of its first set of identified reward schools? (Table 2)

Because the assessment learning gains growth measure is just beginning, Alabama will not name specific Reward Schools at this time. Additional information will be available upon request.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The recognition and, if applicable, rewards proposed by the ALSDE for its High Performing and High Progress schools will be released and published in accordance with the methods and procedures for public notifications. The requirements of Act 2012-402, recently passed by the Alabama Legislature, provide for one system of differentiated recognition, accountability, and support. Act 2012-402 requires the ALSDE State Superintendent of Education to develop a school grading system reflective of school and district performance and to create the Legislative School Performance Program.

Recognition for districts and/or schools will be an approved state Web logo and other promotional materials designated by the Alabama State Board of Education that reflect the category of recognition earned. Subject to availability of funds, financial rewards may be used in conjunction with other recognition activities, including special professional growth opportunities, support to enable recognized schools or districts to partner with and mentor lower-performing schools or districts, and recognition as a “best practice” school or district in the state.

2.D Priority Schools

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Identification of Priority

From the pool of “All Schools,” “Priority school” will be the classification for:

1. Any school that is a Tier I or Tier II school improvement grant (SIG) school as of September 30, 2012.
2. Any school with an All Students participation rate of less than 95% for two or more years.
3. Any school with a graduation rate of 60% or below for two or more consecutive years.

OR

4. The lowest ranking scores using the School/District Performance Index so that at least 5% of the Title I schools are classified as Priority based on achievement and lack of progress.

2.D.ii Provide the SEA’s list of priority schools in Table 2?

See Attachment 24.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and careers. All ALSDE efforts to support this goal will be customized for each of the districts based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports,

one size does not fit all. An accurate and comprehensive on-site assessment of the lowest-performing districts will determine precise strategies for improvement and support.

Priority Schools

Upon identification as a Priority School through the assessment scores, the school and the district are required to undergo a comprehensive assessment of their leadership practices, curricular and instructional structures, culture and climate, and family/community engagement. The results of this multi-day, on-site assessment will provide information that will be considered to determine whether the school and district have the capacity to lead the intervention process. The ALSDE is committed to providing the level of intervention needed to ensure students have an optimal learning environment.

The intervention process is managed through the 11 Regional Inservice Centers. They are located throughout the state at institutions of higher education (IHEs) to provide local support and professional learning. A Regional Planning Team (RPT) has been established in each of the 11 regions. RPTs are composed of representatives from ALSDE sections; Regional Inservice Centers; institutions of higher education; and the Alabama Department of Children's Affairs, Office of School Readiness (pre-K). Training has begun for a core group of turnaround specialists to assist each of the RPTs in planning with the Priority Schools.

The comprehensive assessment results will also inform the RPT and district of specific needs so that precise strategies, resources, and support can be identified and activated. The RPT will plan with the district to determine if any additional data and information are needed to make an informed decision about the appropriate improvement model to be selected. This collaborative effort will include a review of the feeder schools' data to determine whether a feeder pattern intervention is needed as opposed to a single school intervention and a more in-depth review of the school's data. The RPT will review models of school improvement that reflect the eight turnaround principles (listed in 2.A.i.) with district leadership and feeder pattern leadership. These models will be customized to meet the specific needs and priorities of the schools. Differentiated support will be based on the districts' priorities as determined from a review and analysis of each school's continuous improvement plan and the on-site assessment mentioned above. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked within initiatives in the ALSDE supporting specific programs. The RSS have reorganized into instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise.

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing data and needs. The Continuous Improvement Leadership Teams that include teachers and administrators will develop 30-60-90 day plans to address immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. Alabama has had a continuous improvement planning process in place for many years, and the schools and districts are accustomed to this process. Modules to support the development of the different elements of the CIP are available on the Alabama Learning Exchange (ALEX) Web site at <http://alex.state.al.us>. The RPT will use this planning process with the districts to analyze data, identify areas of priority, and develop specific strategies for improvement. Common requirements of the CIP are:

- Conducting a comprehensive analysis of student achievement, student growth, culture, and climate data.
- Aligning curricular targets to the Alabama College- and Career-Ready Standards.
- Establishing time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identifying professional learning opportunities based on the identified needs reflected in the data.
- Engaging family and community.
- Developing goals and strategies to target areas of need for students and teachers.
- Addressing non-academic factors including safety and discipline.
- Identifying resources and technical assistance needed to accomplish goals.

Once the precise intervention strategies are determined by the collaborative planning of the RPT and district, then appropriate Regional Support Staff (RSS) will immediately be assigned to the district and/or schools. RSS will focus support on the 30-60-90 day plans. The RPT and district will meet regularly throughout the year to assess progress and make adjustments. The long-range plans (ASSIST) will be reviewed mid-year in order to begin activating appropriate strategies. A three-year commitment will be required in order to build capacity and ensure sustainability. The plan will be adjusted each year based on data and evaluation.

Priority Districts

Schools need the guidance and support of an organized and effective district governance. Priority Districts will be required to write a System Improvement Plan (SIP) using student achievement and progress data, leadership and community engagement data, and teaching and learning conditions data. ALSDE regional planning teams that have received extensive training in the partnership approach will partner with district and school leaders. The System Improvement Plan must address:

- Curriculum alignment to Alabama College- and Career-Ready Standards.
- Instructional support to schools (may be in-district or from ALSDE).
- Leadership support to principals (may be in-district or from ALSDE).
- Evaluation and assessment strategies to continuously monitor progress.
- Professional learning that reflects needs as determined by student data and teacher and leader evaluation.
- Strategies to address gaps and college/career readiness.
- Strategies to engage families and community.

During the planning process with the Regional Planning Team, the districts will be provided with examples and strategies for improvement such as:

- Redesigning the school month, day, or year to include additional time for student learning and teacher collaboration.
- Organizing data for use by providing a structure and process for collecting, analyzing, communicating, and using data to improve student learning.
- Establishing a communication and feedback loop with family, community, and business partners to increase engagement in the planning and delivery of services.
- Developing organizational and management structures, procedures, and processes to facilitate school safety, discipline, and organizational effectiveness that impact student learning.

The implementation of customized support and strategies to address the needs of Priority Schools and Districts will increase the quality of instruction to all students, improve the effectiveness of leadership and teaching, decrease achievement gaps, and improve student achievement of students.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Alabama will provide a tentative identification of Focus Schools/Districts based on the 2011-2012 assessment scores. Full implementation of the model will occur with the identification of schools following the administration of the 2012-2013 assessment.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

A Priority School may apply to exit this designation after two years if it can meet the required criteria, which demonstrate potential for sustained improvement and growth.

1. The school no longer meets the definition of a Priority School.
2. The school’s GAP Group and Non-GAP Group meet its AMO targets in reading and math for two consecutive years.
3. Follow-up district and school audits show that the required interventions are being faithfully implemented.
4. High schools that had a graduation rate of less than 60% must show improvement by increasing the graduation rate to 70% or above for two consecutive years.

2.E Focus Schools

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Identification of Focus Schools

From the pool of schools not identified as Priority pursuant to Step A, “Focus School” will be the classification for:

1. Any school with a gap index score 5 points or more below the state gap index score for the gap group for each subject. The disproportionate gap performance index is calculated as follows: statewide gap index score in subject–school gap index score in subject. Schools are selected from this list based on the largest difference until 10% of the Title I schools in the state have been identified as Focus.
2. Any school with a within-school achievement gap that is among the largest gap between the highest and lowest performing subgroup index scores within a subject. This is calculated by rank-ordering schools based on the difference between the highest subgroup index score and the lowest subgroup index score from each subject.

- 2.E.ii Provide the SEA’s list of focus schools in Table 2. See Attachment 24.
- 2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and careers. All ALSDE efforts to support this goal will be customized for each of the districts based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports, one size does not fit all. An accurate and comprehensive onsite assessment of the lowest-performing districts will determine precise strategies for improvement and support.

Focus Schools

The support of the Focus Schools mirrors the process for Priority Schools. The ALSDE is committed to providing differentiated support to all districts with more intense assistance to Priority and Focus Schools. Upon identification as a Focus School, the school and the district will be required to undergo a comprehensive assessment of their leadership practices, curricular and instructional structures, culture and climate, and family/community engagement. The results of this multi-day, on-site assessment will provide information that will be considered to determine whether the school and district have the capacity to lead the intervention process. This assessment will be conducted within 30 days of identification as a Focus School. The ALSDE will provide the level of intervention needed to ensure students have an optimal learning environment.

The intervention process is managed through the 11 Regional Inservice Centers. They are located throughout the state at institutions of higher education (IHEs) to provide local support and professional learning. A Regional Planning Team (RPT) has been established in each of the 11 regions. RPTs are composed of representatives from ALSDE sections; Regional Inservice Centers; institutions of higher education; and the Alabama Department of Children’s Affairs, Office of School Readiness (pre-K). A core group of turnaround specialists have been trained to assist each of the RPTs in planning with the Focus Schools.

The comprehensive assessment results will also inform the RPT and district of specific needs so that precise strategies, resources, and support can be identified and activated. The RPT will plan with the district to determine if any additional data and information are needed to make an informed decision about the appropriate improvement model to be selected. This collaborative effort will include a review of the feeder schools’ data to determine whether a feeder pattern intervention is needed as opposed to a single school intervention, and a more in-depth review of the school data. Differentiated support will be based on the districts’ priorities as determined from a review and analysis of each school’s continuous improvement plan and the on-site assessment mentioned above. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked within initiatives in the ALSDE supporting specific programs. The RSS have reorganized into

instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise.

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing data and needs. After the on-site assessment, the Focus Schools will have 30 days to assemble their Continuous Improvement Leadership Teams that include teachers and administrators. They will develop 30-60-90 day plans to address immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. Alabama has had a continuous improvement planning process in place for many years, and the schools and districts are accustomed to this process. Modules to support the development of the different elements of the CIP are available on the Alabama Learning Exchange (ALEX) Web site at <http://alex.state.al.us/si>. The RPT will use this planning process with the districts to analyze data, identify areas of priority, and develop specific strategies for improvement. Common requirements of the CIP are:

- Conducting a comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligning curricular targets to the Alabama College- and Career-Ready Standards.
- Establishing time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identifying professional learning opportunities based on the identified needs reflected in the data.
- Engaging family and community.
- Developing goals and strategies to target areas of need for students and teachers.
- Addressing non-academic factors including safety and discipline.
- Identifying resources and technical assistance needed to accomplish goals.

Once the precise intervention strategies are determined by the collaborative planning of the RPT and district, then appropriate Regional Support Staff (RSS) will immediately be assigned to the district and/or schools. RSS will focus support on the 30-60-90 day plans. The RPT and district will meet regularly throughout the year to assess progress and make adjustments. The long-range plans (ASSIST) will be reviewed mid-year in order to begin activating appropriate strategies. A three-year commitment will be required in order to build capacity and ensure sustainability. The plan will be adjusted each year based on data and evaluation.

Focus Districts

Schools need the guidance and support of an organized and effective district governance. Focus Districts will be required to write a System Improvement Plan (SIP) using student achievement and progress data, leadership and community engagement data, and teaching and learning conditions data. ALSDE regional planning teams that have received extensive training in the partnership approach will partner with district and school leaders. The System Improvement Plan must address:

- Curriculum alignment to Alabama College- and Career-Ready Standards.
- Instructional support to schools (may be in-district or from ALSDE).
- Leadership support to principals (may be in-district or from ALSDE).
- Evaluation and assessment strategies to continuously monitor progress.

- Professional learning that reflects needs as determined by student data and teacher and leader evaluation.
- Strategies to address gap and college/career readiness.
- Strategies to engage families and community.

During the planning process with the Regional Planning Team, the districts will be provided with examples and strategies for improvement such as:

- Redesigning the school month, day, or year to include additional time for student learning and teacher collaboration.
- Organizing data for use by providing a structure and process for collecting, analyzing, communicating, and using data to improve student learning.
- Establishing a communication and feedback loop with family, community, and business partners to increase engagement in the planning and delivery of services.
- Developing organizational and management structures, procedures, and processes to facilitate school safety, discipline, and organizational effectiveness that impact student learning.

This plan must be written within 30 days after the on-site assessment. The implementation of customized support and strategies to address the needs of Focus Schools and Districts will increase the quality of instruction to all students, improve the effectiveness of leadership and teaching, decrease achievement gaps, and improve achievement for all students.

Timeline

Alabama will provide a tentative identification of Focus Schools/Districts based on the 2011-2012 assessment scores. Full implementation of the model will occur with the identification of schools following the administration of the 2012-2013 assessment.

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

A Focus School may apply to exit this designation after one year if it can meet the required criteria, which demonstrate potential for sustained improvement and growth.

1. The school no longer meets the definition of a Focus School.
2. The school's GAP Group meets its AMO targets in reading and math.
3. Annual monitoring indicates that required interventions are being faithfully implemented.

2.F Provide Incentives and Supports for other Title I Schools

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Alabama’s new accountability system is designed to provide all schools with a framework needed to stay on course for curriculum rigor and relevance while transitioning to the College- and Career-Ready Standards. Both Title I and non-Title I schools will benefit from a cross-discipline network of ALSDE education professionals designed to build capacity at both the district and school levels. Network activities planned will help engage districts and schools in learning effective practices proven to positively impact student achievement, reduce achievement gaps in subgroups, promote student engagement, and increase the number of graduates prepared for real work and world experiences. The overarching goal of the ALSDE is to build capacity at the district levels by differentiating its support to all districts. District-level strategies include involving central offices in a variety of positive actions designed to build the case for support for instructional change, if needed, and helping districts in planning for implementing change and motivating students, parents, teachers, and other staff for change.

The ALSDE efforts to support this goal will be customized for each of the districts and schools based on their current data and capacity to deliver support for schools, thereby differentiating the impact. The common expectation for all districts and schools will be continuous and sustainable improvement. To that end, the Regional Planning Teams (RPTs) will complete accurate and comprehensive on-site assessments with all of the 134 Alabama school districts, which are clustered in 11 geographic regions around regional inservice centers. The RPT for each of the 11 Regional Inservice Centers (RICs) will collaboratively plan with the districts and schools in the region to determine the effectiveness of the transition to the College- and Career-Ready Standards and to provide precise and differentiated support based on district and school priority needs. Differentiated support for delivering services will be based on the district’s/school’s priorities as determined from a review and analysis of the continuous improvement plan and the on-site collaboration described above. The regional support staff (RSS), consisting of more than 300 specialists/coaches with individual expertise and experience, will be able to provide professional learning. Some examples might include teaching effective techniques for mastery of content; improving classroom and school culture; and creating and sustaining caring, safe, and supportive learning environments. Again, the RSS support will be matched with specific schools and/or districts based on their needs and capitalizing on the areas of strengths of the regional support staff.

Using this partnership approach to work with districts and schools, the ALSDE is seeking to provide assistance for all districts and schools that will result in significant and sustainable improvements.

Importantly, for the last six months, members of the ALSDE on RPTs have participated in professional learning activities based on Jim Knight’s book *Unmistakable Impact*, which outlines the partnership principles that have proven to be effective in working with schools and districts to sustain improvement efforts. This partnership approach for designing, supporting, and monitoring school improvement efforts will foster the trusting relationships and transparency needed for change. The Differentiated Support Component of the College- and Career-Ready Delivery Plan is found in Attachment 12.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The Alabama State Department of Education (ALSDE) has undergone a major reorganization to provide aligned, coordinated, and differentiated accountability, support, and recognition for districts and schools. Alabama’s new Plan 2020 describes the goals and multiple indicators to measure progress in the areas of Alabama’s Learners, Alabama’s Support Systems, Alabama’s Professionals, and Alabama’s Schools/Systems. A single school performance index will be the trigger for recognition and support for schools and districts. The overall number of the indicators incorporates a robust set of success factors but remains strongly focused on the learning gains of individual students. Plan 2020 has led to a cross-sectional effort in the ALSDE to develop a system that matches the needs of districts and schools to the skills and knowledge of state and regional support staff, therefore providing targeted and specific support.

As a result, a new planning, support, and accountability process has been developed. Rather than individual departmental sections operating as independent units, they have been reorganized into Regional Planning Teams (RPTs). Each section is represented on the team allowing for a comprehensive support system to districts and schools within a small regional area. Alabama has 11 Regional Inservice Centers (RICs) that have existing relationships with all of the districts within their regions. The Regional Planning Teams have been established in each of the RIC areas to plan with LEAs for two purposes: (1) to facilitate transition to the College- and Career-Ready Standards and (2) to provide precise and differentiated support based on district and school needs as determined by data analysis and joint planning. In addition to ALSDE staff, RPTs include representatives from the Regional Inservice Centers, Institutions of Higher Education, and the Department of Children’s Affairs’ Office of School Readiness (Pre-K). Other members may be added throughout the year as needed. The RPTs will plan with the LEAs within their region to determine areas of need and priorities for the greatest impact. The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and career. Joint planning by the RPTs and LEAs will foster shared accountability and ownership of the identified areas of need and plans of action and therefore have a greater likelihood of being sustained.

Differentiated support will be based on the districts' priorities as determined from a review and analysis of each school's continuous improvement plan and a comprehensive on-site assessment. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked in initiatives in the ALSDE supporting specific programs. They have reorganized into instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise.

The guiding principle is to work in "partnership" with districts and schools. While Alabama has had a long history of school improvement support, it has primarily been a predetermined set of actions for all school situations. Though there may have been some immediate improvement, once the external assistance was removed, the school often reappeared on the school improvement list. Alabama is seeking to provide the kind of assistance that will result in significant and sustainable improvement. Over the last six months, RPTs have participated in training on Jim Knight's *Unmistakable Impact*, which outlines the partnership principles that have proven to be effective in working with schools and districts to sustain improvement efforts. Alabama recognizes that transparency of practices and data are imperative for change. Transparency occurs when there is a trusting relationship. This partnership approach to designing, supporting, and monitoring school improvement efforts will foster trust and transparency. The Differentiated Support Component of the College- and Career-Ready Delivery Plan is found in Attachment 12.

Though support will be customized for each of the districts based on their current data and capacity, there are common expectations for all districts and schools to plan for continuous improvement. The Continuous Improvement Plan (CIP) is the means for collecting, reviewing, and prioritizing data and needs. The Continuous Improvement Leadership Teams that include teachers and administrators will develop 30-60-90 day plans to address immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. Alabama has had a continuous improvement planning process for many years to which the districts and schools are accustomed. Online modules to support district and school planning are available on the Alabama Learning Exchange website (<http://alex.state.al.us>). The RPT will use this process with districts to analyze data, identify areas of priority, develop specific strategies for support, and a plan for monitoring progress.

This new reorganization and focus has garnered much enthusiasm and optimism both at the ALSDE and in the local districts. Under the guidance of a new State Superintendent of Education, every policy and practice is being evaluated to foster shared accountability. The ALSDE plans to take this opportunity to consolidate and target federal funding to ensure districts and schools can successfully implement the interventions needed to improve and turnaround their schools.

Support and accountability for Priority and Focus Schools and Districts is explained in 2.D and 2.E.

Alabama plans to use the following federal funding to support implementation of its differentiated accountability, consequences, and support system:

- 1003 (a) funds will be targeted toward academic achievement and building capacity in Priority and Focus Schools and Districts.
- Any present 1003 (g) funds will be awarded to Priority Schools using 1003(g) criteria.
- Title I, Part A, 1003(a) district “set asides” will be used to support school improvement activities particularly in Priority and Focus Schools under the guidance of the ALSDE and its Districts.
- Priority and Focus Schools that do not meet the 40% poverty guidelines for eligibility to operate a schoolwide program will be allowed to become schoolwide programs if other requirements are met.
- Title I funding will be allowed for rewards in Title I Reward Schools.

Specific Uses of Federal Funds

Federal funds will be utilized to supplement state and local funds for targeted, precise interventions with an emphasis on building local capacity for sustaining the improvements and changes. Funds will be used to address low achievement and achievement gaps in the schools and districts of greatest need. In addition, funds will be used for:

- Comprehensive on-site assessments to determine the status of schools and districts as related to the principles of school turnaround and their capacity for leading the turnaround.
- Greater individualization of school plans and differentiation of support.
- Additional staffing to support the turnaround processes in Priority and Focus Schools.
- Ongoing training of turnaround specialists in the RICs.
- Training for turnaround schools and follow-up.
- Incentivizing and spotlighting effective practices that produce results by identifying and targeting Rewards Schools as demonstration sites for Priority and Focus Schools.
- Providing additional training and support of teachers and leaders in sustaining change and improvement efforts.
- Supplementing state funds for an electronic formative assessment system for districts and schools to include training, coaching, and follow up.
- Development and successful implementation of ASSIST planning and monitoring tool.

Support to Assure Successful Interventions

Alabama is working closely with the EDI (Education Delivery Institute) to ensure Plan 2020 is a living document that holds the ALSDE accountable for goals, plans, and results. Delivery plans for the strategies described in this waiver are included in Attachments 12 and 13. “Stocktake” meetings are held regularly with the State Superintendent to ensure that the plans are being implemented and monitored. The Regional Planning Teams are part of a structure that provides support but also communicates progress between the LEAs and the ALSDE. Accountability for actions and monitoring results is at the core of this support system.

The ASSIST tool will also provide a real-time assessment of each district’s progress. Through regularly monitoring by the RPT, immediate intervention and support can be provided.

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Governor’s Congress on School Leadership

The Governor’s Congress on School Leadership was convened by Governor Bob Riley and State Superintendent Dr. Joseph B. Morton in November 2004. The Governor’s Congress included 100 delegates from K-12 education, higher education, the State Department of Education, education foundations and agencies, professional associations, businesses, and communities. The Congress was responsible for researching best practices and for making recommendations regarding leadership standards, principal preparation, certification, evaluation, and working conditions. Supported by the work of the Wallace Foundation and the Southern Regional Education Board, two results of the Congress were the *Alabama Standards for Instructional Leaders*, a set of eight standards with explanatory indicators adopted by the State Board of Education in 2005, <http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1070>, and The *Alabama Continuum for Instructional Leader Development*, <http://alex.state.al.us/leadership/Ala%20Continuum%20for%20Instructional%20Leaders.pdf>, which describes leadership practice for each standard indicator across a continuum of five practice levels: Pre-Service Leadership, Developing Leadership, Collaborative Leadership, Accomplished Leadership, and Distinguished Leadership.

Governor’s Commission on Quality Teaching

The Governor’s Commission on Quality Teaching (GCQT) commenced its work in January 2006 with a charge to 90 representative stakeholders from Governor Bob Riley “to examine, recommend, and work to implement laws, policies, and practices affecting teachers and teaching effectiveness to ensure student success in Alabama’s public schools” and to “promote the aggressive recruitment, preparation, support, retention, and growth of quality teachers in order to raise student achievement in Alabama.” From the Commission’s work, *The Alabama Quality Teaching Standards* were adopted by the Alabama State Board of Education in 2006, <http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1259>, and provide the framework for the *Alabama Continuum for Teacher Development*, <http://alex.state.al.us/leadership/Alabama%20Continuum%20for%20Teacher%20Development.pdf>.

The Commission’s work was informed by research on the relationship between teaching quality and increased student achievement. Early initiatives of the Commission focused on two critical pieces of its overall mission:

- Improving the readiness of new teachers coming into the profession.
- Promoting the continual learning, growth, and effectiveness of teachers throughout their careers.

In conjunction with the New Teacher Center, a research and best practices organization founded in 1998 as part of the University of California at Santa Cruz whose primary focus is improving the effectiveness of teachers across the country, the Commission created the *Alabama Continuum for Teacher Development* to help address and provide support for increased teacher learning and development through informed self-reflection. The *Alabama Continuum for Teacher Development* describes teaching practice for each standard indicator across a continuum of five practice levels: Pre-Service and Beginning, Emerging, Applying, Integrating, and Innovating.

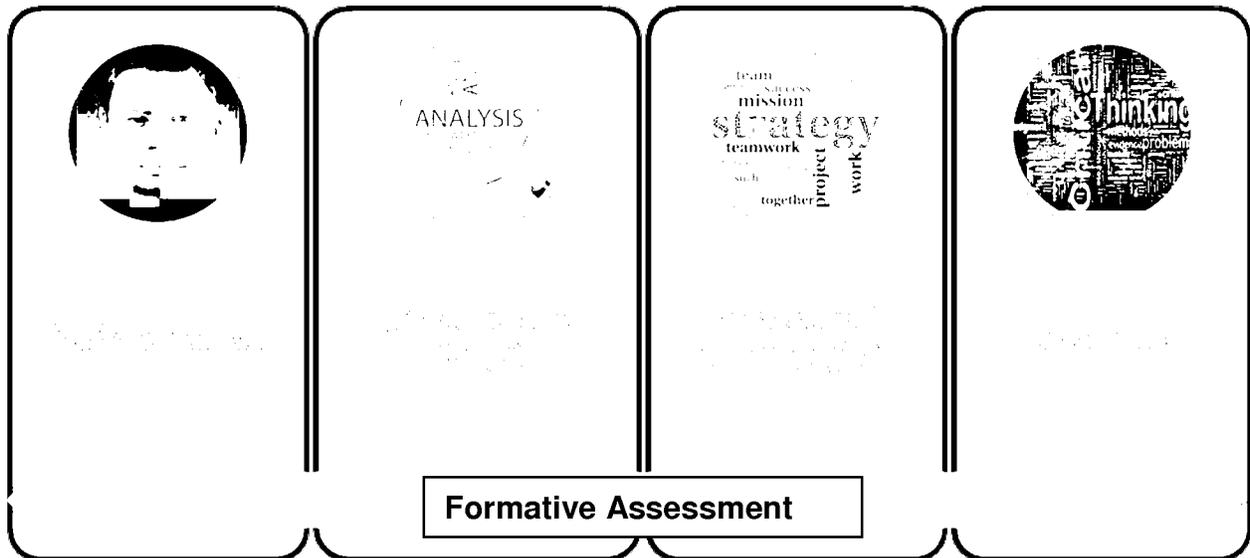
Plan 2020

In 2012, the Alabama State Board of Education adopted Plan 2020, which is a map of the future for education in Alabama (<https://docs.alsde.edu/documents/55/plan%202020.pdf>). Among the goals for insuring teacher and leader effectiveness, Plan 2020 requires the following:

- Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.
- Provide research-based professional growth opportunities for Alabama’s teachers and leaders based on their individual and collective professional learning plans.

Developing EDUCATEAlabama and LEADAlabama

From the leadership and teaching standards and the accompanying continua that describe professional practice at five levels, multiple stakeholders came together to begin the development of new teacher and leader evaluation systems with both formative assessment and summative evaluation. EDUCATEAlabama (<http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1526>) is the new formative teacher assessment system, and LEADAlabama is the new formative assessment system for leaders. These assessment systems are online and replace a paper-and-pencil system. Below are visuals of each formative component of the systems with accompanying explanation.

EDUCATEAlabama (Formative)

Self-Assessment: The EDUCATEAlabama Self-Assessment is completed and used to focus a conversation with the instructional leader about professional practice and areas needing improvement. When data are available, the self-assessment should reflect concerns over student growth data (online and interactive).

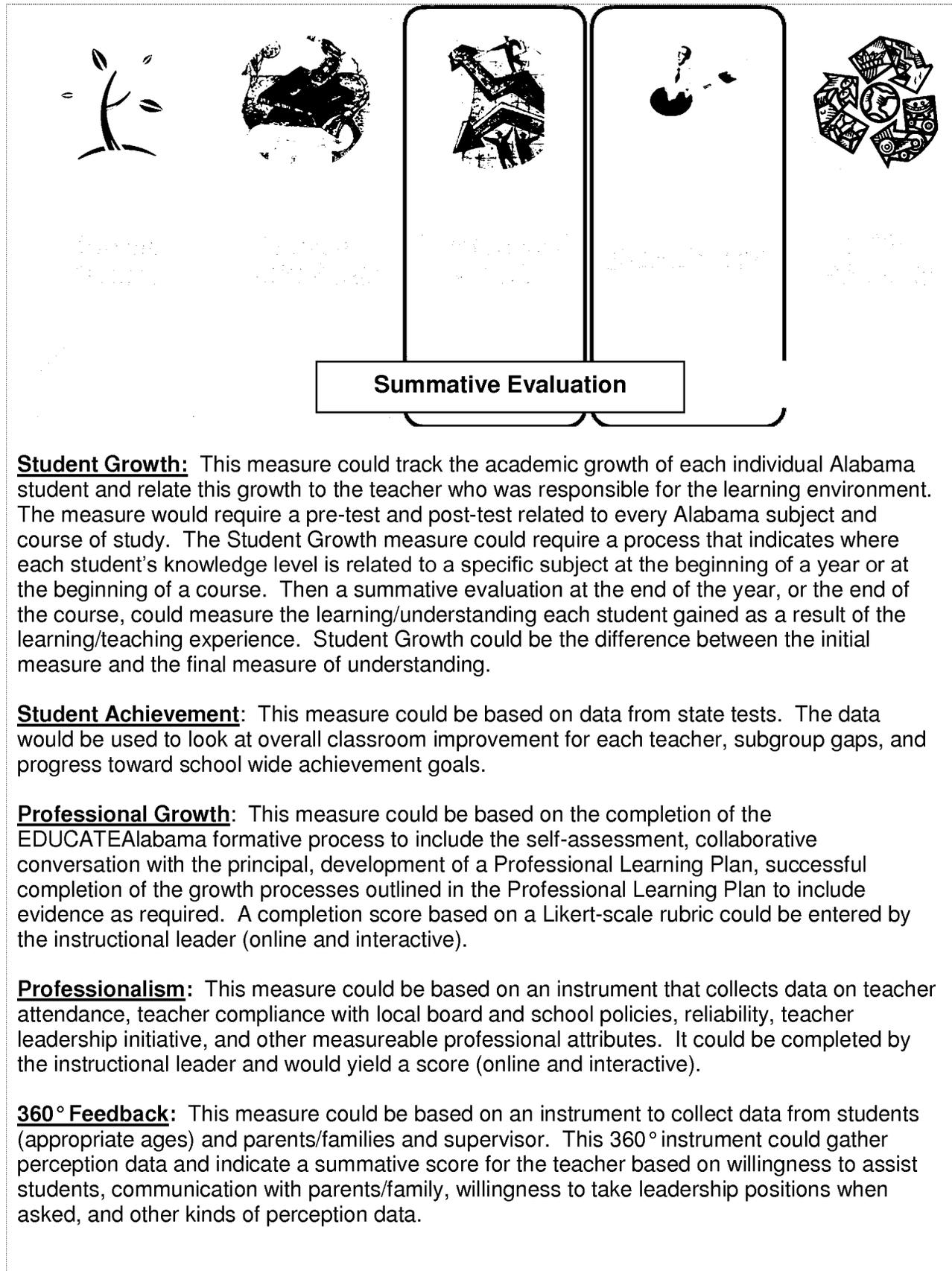
Collaborative Dialogue: A conversation with the instructional leader is completed to inform the Professional Learning Plan. The teacher and instructional leader determine the content of the Professional Learning Plan. When data are available, the Collaborative Dialogue should reflect concerns over student growth data (online and interactive).

Professional Learning Plan (PLP): This collaboratively developed plan must be completed to include professional learning goals tied to Alabama Quality Teaching Standard Indicators needing improvement. When data are available, the PLP should reflect concerns over student growth data. Numerous online professional development opportunities are attached to every indicator to support teacher professional growth. These online opportunities include modules from the IRIS Center at Vanderbilt University (online and interactive).

Evidence: A Professional Learning Plan completely enacted with evidence of active work towards improvement for each selected Standard Indicator that is expected to lead to improved student growth is the evidence (online and interactive).

EDUCATEAlabama (Summative, Teacher Effectiveness)

The following graphic indicates current thinking about the summative elements of EDUCATEAlabama as required by Plan 2020. A design committee is currently meeting to determine which elements will be included in the final analysis and the weight each element will carry in the summative evaluation.



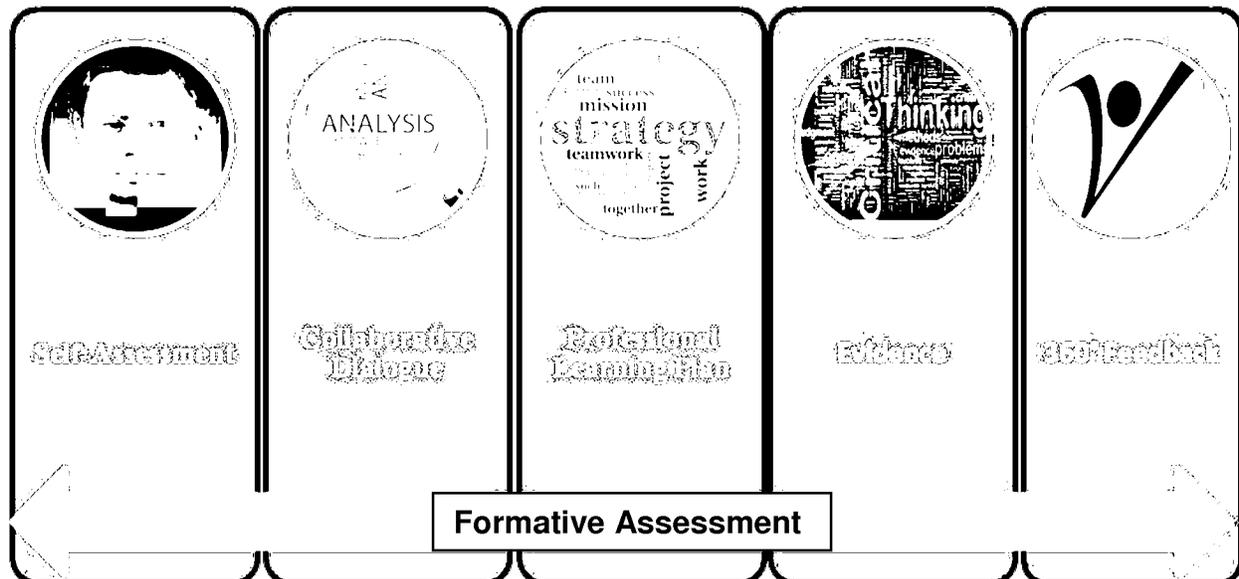
Student Growth: This measure could track the academic growth of each individual Alabama student and relate this growth to the teacher who was responsible for the learning environment. The measure would require a pre-test and post-test related to every Alabama subject and course of study. The Student Growth measure could require a process that indicates where each student's knowledge level is related to a specific subject at the beginning of a year or at the beginning of a course. Then a summative evaluation at the end of the year, or the end of the course, could measure the learning/understanding each student gained as a result of the learning/teaching experience. Student Growth could be the difference between the initial measure and the final measure of understanding.

Student Achievement: This measure could be based on data from state tests. The data would be used to look at overall classroom improvement for each teacher, subgroup gaps, and progress toward school wide achievement goals.

Professional Growth: This measure could be based on the completion of the EDUCATEAlabama formative process to include the self-assessment, collaborative conversation with the principal, development of a Professional Learning Plan, successful completion of the growth processes outlined in the Professional Learning Plan to include evidence as required. A completion score based on a Likert-scale rubric could be entered by the instructional leader (online and interactive).

Professionalism: This measure could be based on an instrument that collects data on teacher attendance, teacher compliance with local board and school policies, reliability, teacher leadership initiative, and other measureable professional attributes. It could be completed by the instructional leader and would yield a score (online and interactive).

360° Feedback: This measure could be based on an instrument to collect data from students (appropriate ages) and parents/families and supervisor. This 360° instrument could gather perception data and indicate a summative score for the teacher based on willingness to assist students, communication with parents/family, willingness to take leadership positions when asked, and other kinds of perception data.

LEADAlabama (Formative)

Self-Assessment: LEADAlabama Self-Assessment is completed and used to focus a conversation with the instructional leader’s supervisor about professional practice and areas needing improvement. When data are available, the self-assessment should reflect concerns over student and teacher growth data (online and interactive).

Collaborative Dialogue: A conversation with the instructional leader’s supervisor is completed to inform the Professional Learning Plan. The instructional leader and supervisor determine the content of the Professional Learning Plan. When data are available, the Collaborative Dialogue should reflect concerns over student and teacher growth data (online and interactive).

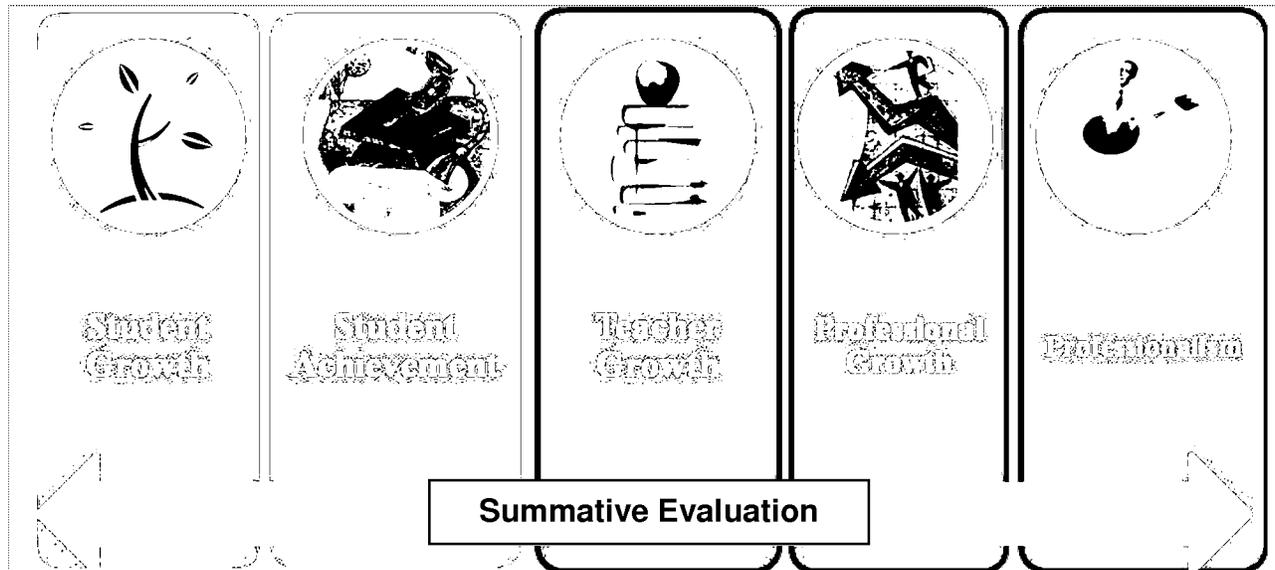
Professional Learning Plan (PLP): This collaboratively developed plan must be completed to include professional learning goals tied to Alabama Standards for Instructional Leader Indicators needing improvement. When data are available, the PLP should reflect concerns over student and teacher growth data and data from the Vanderbilt Assessment of Leaders in Education (VAL-ED) (online and interactive).

Evidence: A Professional Learning Plan completely enacted with evidence of active work towards improvement for each selected Standard Indicator that is expected to lead to improved leadership to support student and teacher growth is the evidence (online and interactive).

360° Feedback: This measure would be based on data from the Vanderbilt Assessment of Leaders in Education (VAL-ED). This 360° instrument will gather perception data concerning leadership from all teachers and the supervisor. These data should be used to inform the Professional Learning Plan.

LEADAlabama (Summative, Leader Effectiveness)

The following graphic indicates current thinking about the summative elements of LEADAlabama as supported by Plan 2020. A design committee is currently meeting to determine which elements will be included in the final analysis and the weight each element will carry in the summative evaluation.



Student Growth: The Student Growth measure could require a process that indicates where each student’s knowledge level is related to a specific subject at the beginning of a year or at the beginning of a course. Then a summative evaluation at the end of the year, or the end of the course, could measure the learning/understanding each student gained as a result of the learning/teaching experience. Student Growth could be the difference between the initial measure and the final measure of understanding. For the instructional leader, Student Growth could be calculated using data from all students in the school to determine a percentage of students who met growth goals and those who did not.

Student Achievement: This measure could be based on data from state tests. The data would be used to look at overall classroom improvement for each teacher, subgroup gaps, and progress toward school wide achievement goals. For the instructional leader, Student Achievement could be calculated using data for the entire school.

Teacher Growth: This measure could be based on the completion of the EDUCATEAlabama formative process by all teachers in the instructional leader’s school to include the self-assessment, collaborative conversation with the principal, development of a Professional Learning Plan, successful completion of the growth processes outlined in the Professional Learning Plan to include evidence as required. A completion score based on a Likert-scale rubric could be entered by the instructional leader (online and interactive).

Professional Growth: This measure could be based on the completion of the LEADAlabama formative process to include the self-assessment, collaborative conversation with the supervisor, development of a professional learning plan, and successful completion of the growth processes outlined in the Professional Learning Plan to include evidence as required. A completion score based on a Likert-scale rubric could be entered by the supervisor (online and interactive).

Professionalism: This measure could be based on an instrument that collects data on leader attendance, compliance with local board and school policies, reliability, leadership initiative, and other measurable professional attributes. It could be completed by the supervisor and could yield a score (online and interactive).

The Alabama State Department of Education will continue to involve key stakeholders in the development of teacher and leader evaluation systems. Current and future design committees include teachers, assistant principals, principals, superintendents, and State Board of Education members. Always at the table are representatives of professional associations including the Alabama Education Association, Council for Leaders in Alabama Schools, School Superintendents of Alabama, and Alabama Association of School Boards. University and college partners also participate in all design decisions. All decisions concerning definitions of teacher and leader effectiveness, the measures included in the definition, and the weight carried by each measure will be recommended by a stakeholder group broadly representing all stakeholders and approved by the State Board of Education.

It is the intent of the Alabama State Department of Education to meet the goal established by Plan 2020. These goals include the development and implementation of a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement and provide research-based professional growth opportunities for Alabama's teachers and leaders based on their individual and collective Professional Learning Plans. The formative elements of both the teacher evaluation system, EDUCATEAlabama, and the leader evaluation system, LEADAlabama, are currently being implemented. The summative measures to define teacher and leader effectiveness are currently being researched. The intent is to design summative components of EDUCATEAlabama and LEADAlabama and submit the design to the State Board of Education and the United States Department of Education in 2012-2013 with full implementation in 2014-2015.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The teacher and leader evaluation systems approved by the Alabama State Board of Education were developed by a large group of stakeholders. The state-adopted evaluation systems are available for use to all LEAs at no cost to the LEA. However, LEAs are also given the option to design their own evaluation systems provided they meet specific criteria, address the state teacher and leader standards, and are approved by the Alabama State Department of Education for use. (See Attachment 22, which is a copy of the letter from the State Superintendent of Education giving permission to local superintendents to use locally designed evaluation systems and requiring that they be submitted for approval.) (See Attachment 23, which describes the approval criteria that must be met.)

Alabama State Board of Education



PLAN 2020

Our Vision

Every Child a Graduate – Every Graduate Prepared



for

College/Work/Adulthood in the 21st Century

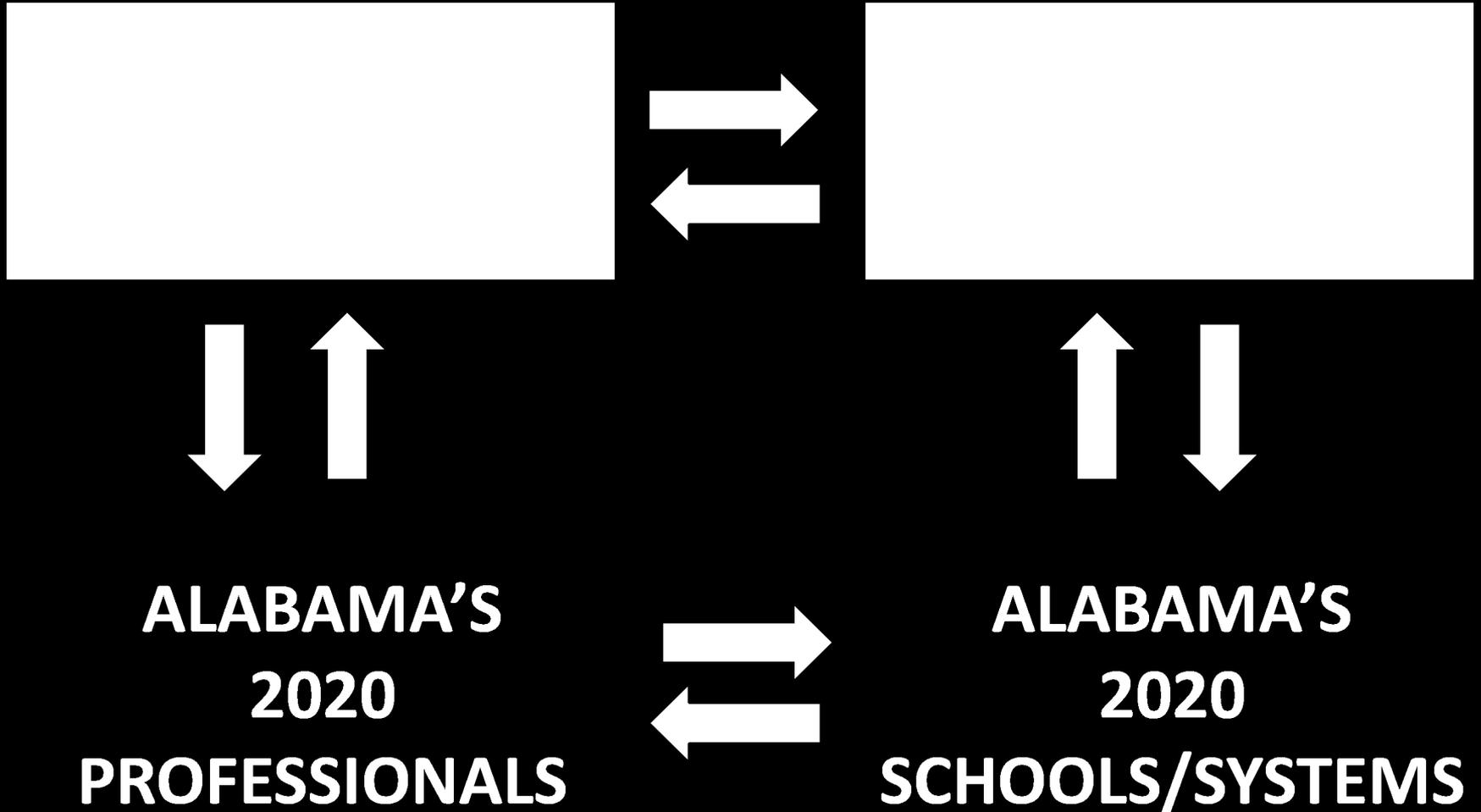
Prepared Graduate Defined

Possesses the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, technical school without the need for remediation.



Possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision and punctuality in delivery of a product, and a desire to be a life-long learner.

Alabama's PLAN 2020 Priorities



Alabama's 2020 Learners



Objectives

1. All students perform at or above proficiency and show continuous improvement (achievement/growth).
2. All students succeed (gap closure).
3. Every student graduates from high school (grad rate).
4. Every student graduates high school prepared (college and career readiness).

Plan 2020 STRATEGIES for Learners

Develop and implement a unified PreK through 20 College and Career Readiness Plan

Develop and adopt college- and career-ready aligned standards in all core subject areas

Develop and disseminate a model curriculum framework

Create and implement a balanced and meaningful assessment and accountability system

Develop and implement a unified School Readiness Plan



Plan 2020 Learners

Indicators/Targets Graduation Rate

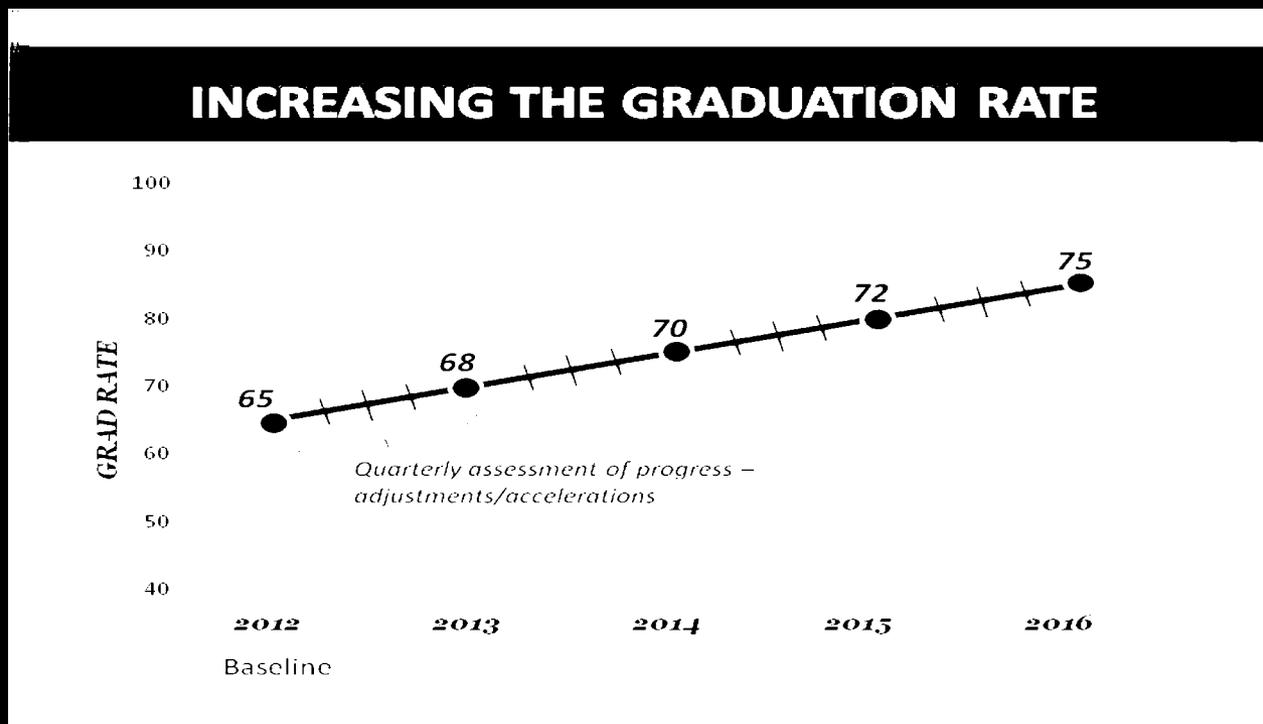
Indicator: By 2016, increase the 4-year Cohort Graduation Rate to 75%.

Baseline: 65%

1-year target: 68%

4-year target: 75%

8-year target: 85%



Plan 2020 Learners

Indicators/Targets College and Career Ready

Indicator: By 2016, increase the percentage of students who are college- and career-ready as measured by the High School Graduate College and Career Readiness Index.

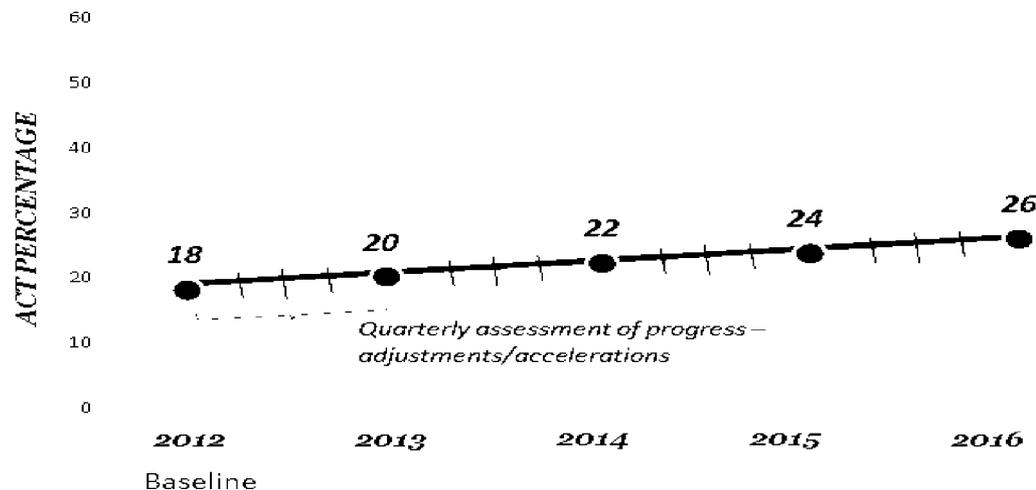
Baseline: 18%

1-year target: 20%

4-year target: 26%

8-year target: 40%

INCREASING THE COLLEGE/CAREER READY RATE



Plan 2020 Learners

Indicators/Targets Remediation Rate

Indicator: By 2016, reduce the number of students requiring remedial courses in Reading and Mathematics in two- and four-year colleges.

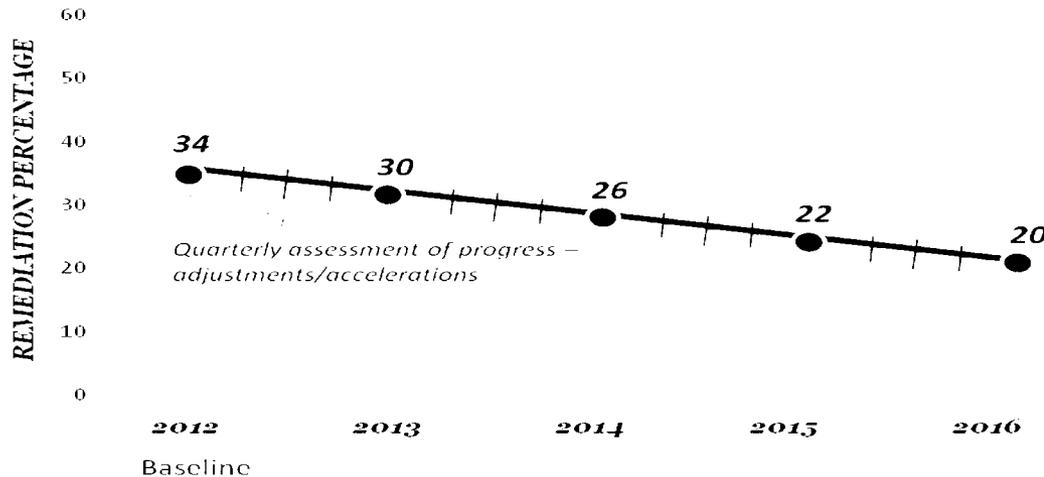
Baseline: 34%

1-year target: 30%

4-year target: 20%

8-year target: 10%

DECREASE COLLEGE REMEDIATION RATE



Plan 2020 Learners

Indicators/Targets Industry Credentials

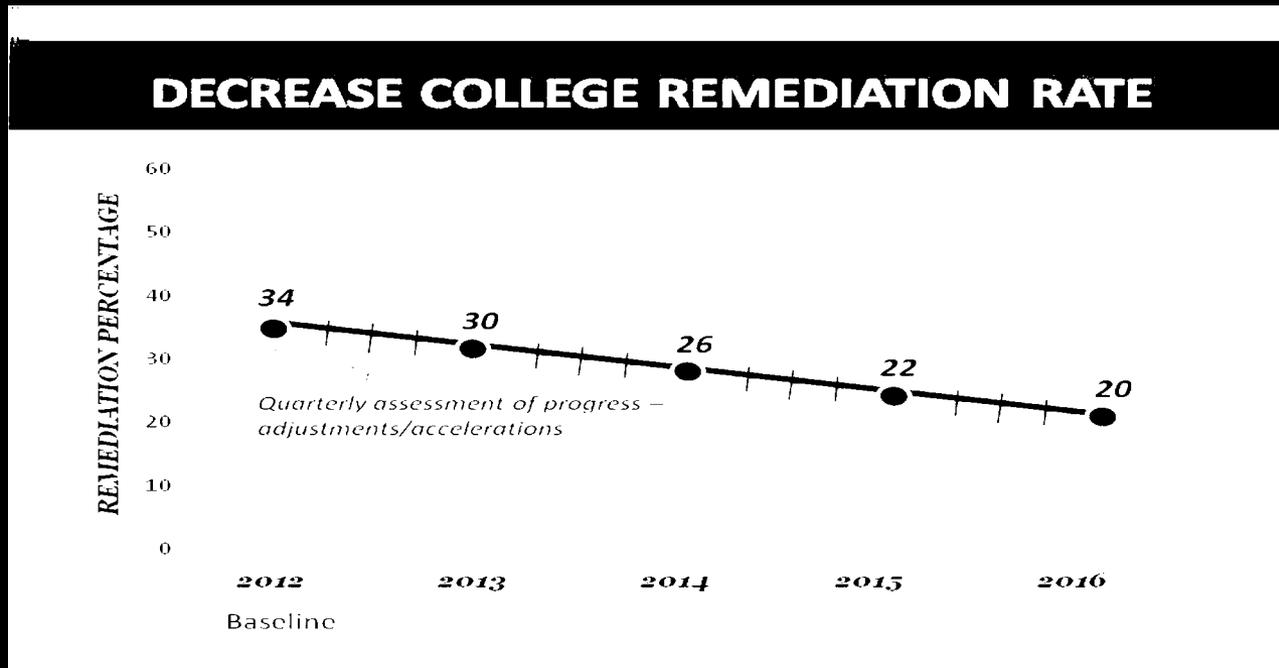
Indicator: By 2016, increase by 50% the percentage of students graduating from high school with Industry-Recognized credentials.

Baseline:

1-year target:

4-year target:

8-year target:



Plan 2020 Learners

Indicators/Targets

Indicator: By 2016, improve the percentage of students performing at or above proficiency on the *Alabama Reading and Mathematics Test (ARMT)** in 3rd through 8th grade reading.

3rd grade reading

Baseline:

2-year target:

4-year target:

4th grade reading

Baseline:

2-year target:

4-year target:

5th grade reading

Baseline:

2-year target:

4-year target:

6th grade reading

Baseline:

2-year target:

4-year target:

7th grade reading

Baseline:

2-year target:

4-year target:

8th grade reading

Baseline:

2-year target:

4-year target:

*Redefined proficiency based on college and career readiness not AYP

Plan 2020 Learners

Indicators/Targets

Indicator: By 2016, improve the percentage of students performing at or above proficiency on the *Alabama Reading and Mathematics Test (ARMT)** in 3rd through 8th grade mathematics.

3rd grade mathematics

Baseline:

2-year target:

4-year target:

4th grade mathematics

Baseline:

2-year target:

4-year target:

5th grade mathematics

Baseline:

2-year target:

4-year target:

6th grade mathematics

Baseline:

2-year target:

4-year target:

7th grade mathematics

Baseline:

2-year target:

4-year target:

8th grade mathematics

Baseline:

2-year target:

4-year target:

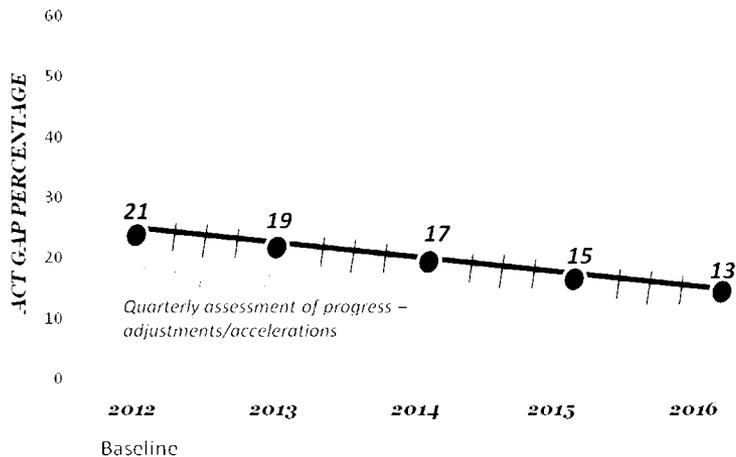
*Redefined proficiency based on college and career readiness not AYP

Plan 2020 Learners

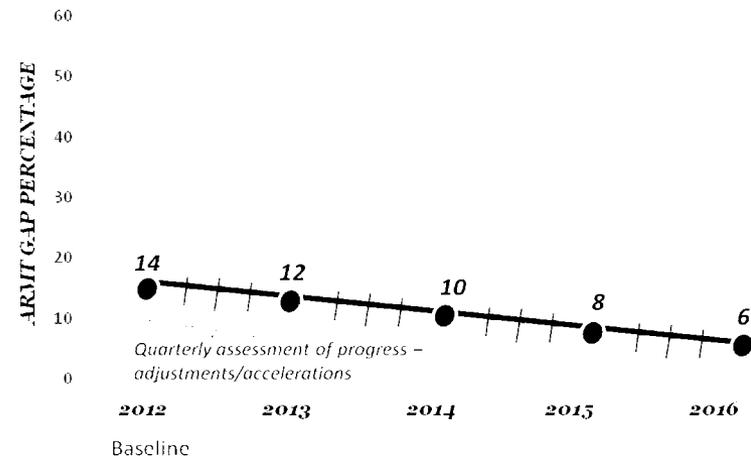
Indicators/Targets

Indicator: By 2016, decrease the gap* on the *Alabama Reading and Mathematics Test (ARMT)* combined reading and mathematics scores for 3rd through 8th grade students and the composite ACT score.

DECREASE THE ACHIEVEMENT GAP



DECREASE THE ACHIEVEMENT GAP



*Gap is defined as the difference in at or above basic performance between a composite of African American, Free and Reduced Lunch, and Limited-English Proficient students

Alabama's 2020 Support Systems

Objectives

1. All students will attend school daily and be engaged in rigorous and relevant learning environments.
2. All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.
3. All students will be provided with individual and group counseling services.
4. All students will enter 9th grade prepared and with a 4-year plan that addresses their individual academic and career interest needs.
5. All students will be provided with healthy meals, physical education and health instruction supported with needed medical and related services.



Plan 2020 Strategies for Support Systems

Implement an early warning system for students absences and build a community-based support and intervention system.

Implement a Positive Behavior Support or other related students and school culture program to support student ownership of their actions that includes alternatives to traditional disciplinary sanctions.

Implement Alabama's Comprehensive Guidance and Counseling Plan.

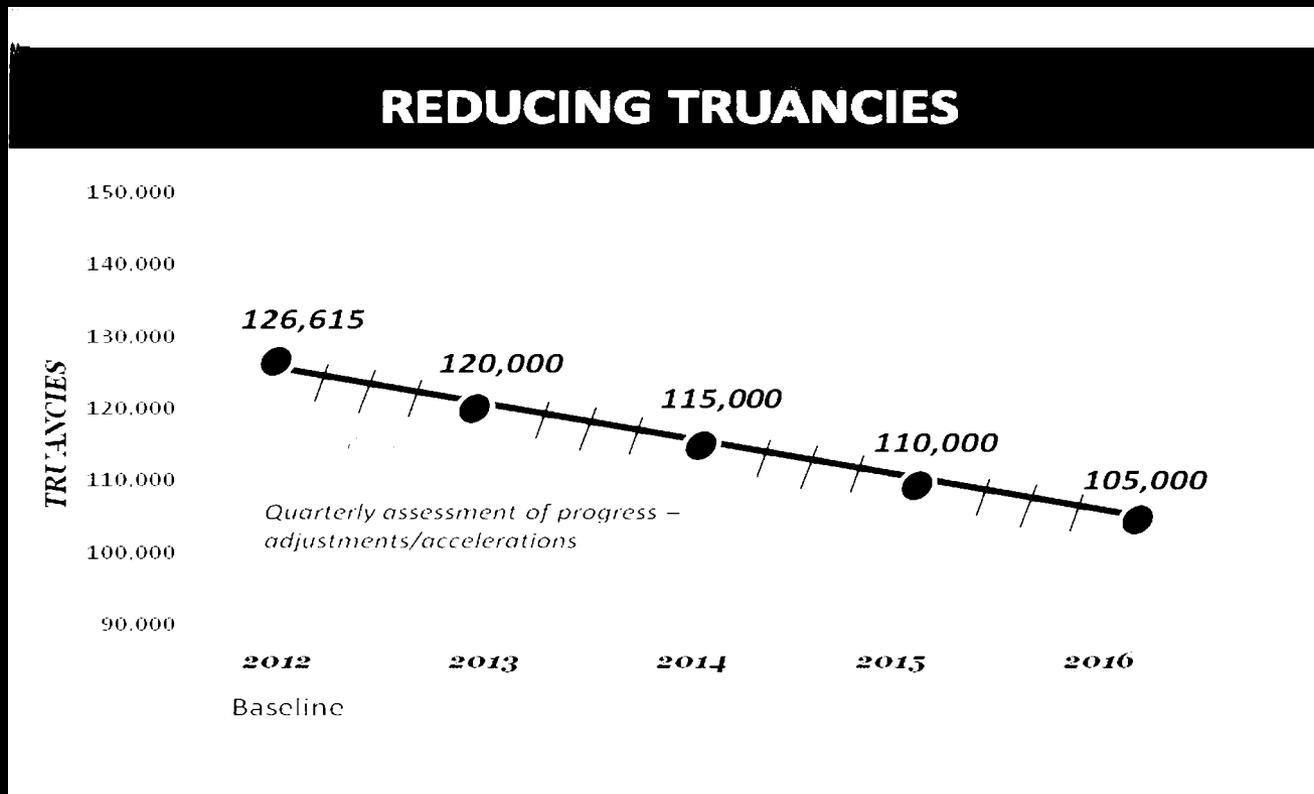
Develop and implement a Coordinated School Health and Support Program.



Plan 2020 Support Systems Indicators/Targets

Indicator: By 2016, reduce the number of unexcused absences.

Baseline: 126,615
1-year target: 120,000
4-year target: 105,000



Plan 2020 Support Systems Indicators/Targets

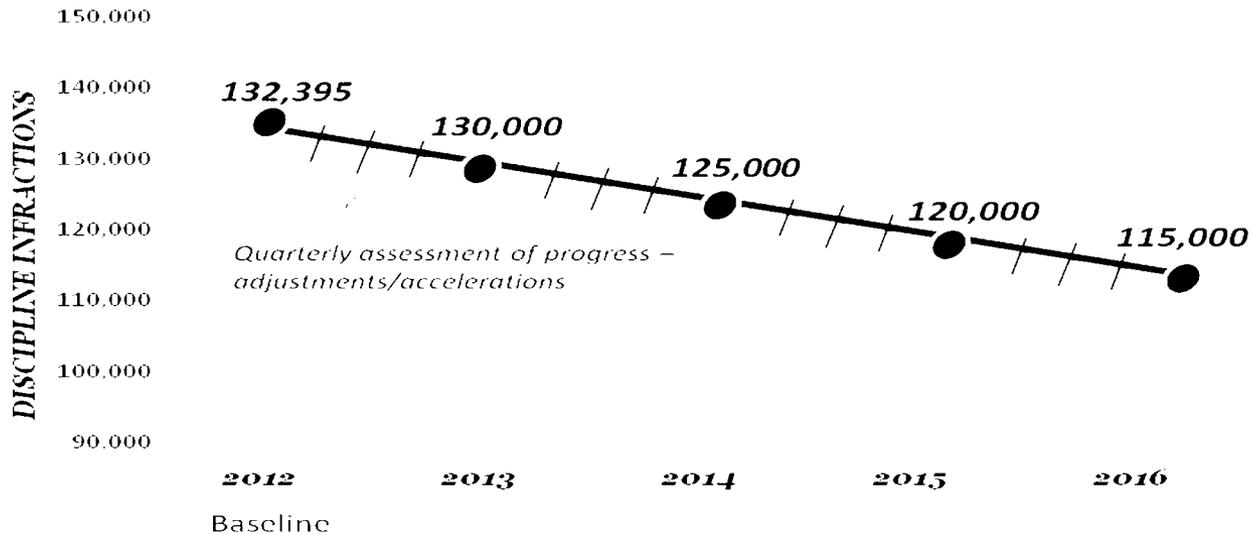
Indicator: By 2015, reduce the number of disciplinary infractions.

Baseline: 126,615

1-year target: 120,000

4-year target: 115,000

REDUCING DISCIPLINE INFRACTIONS



Plan 2020 Support Systems

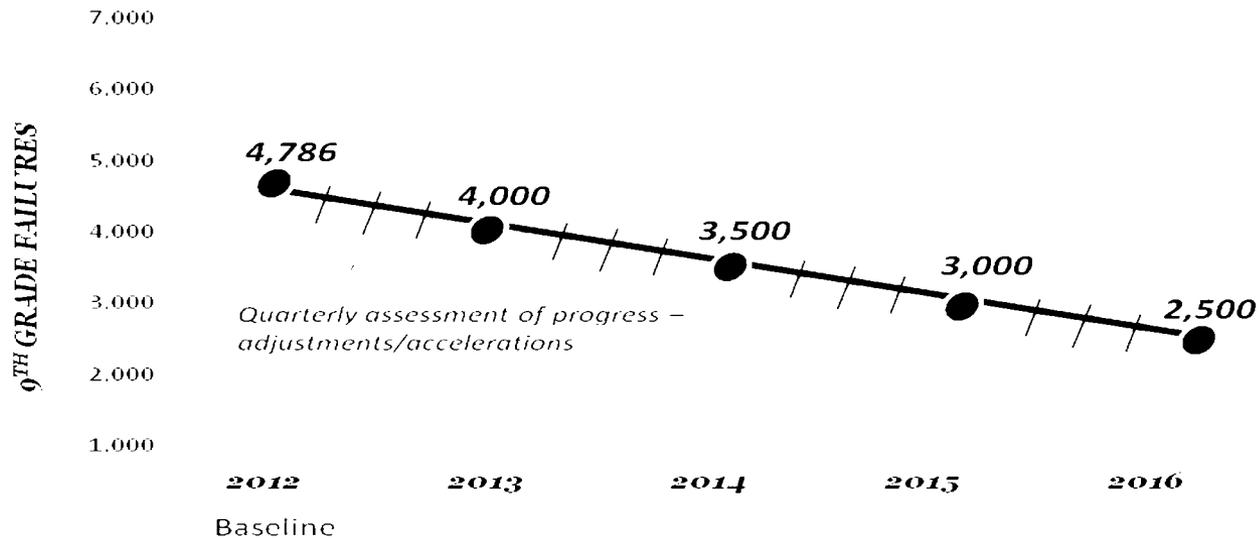
Indicator: By 2016, reduce the number of 9th grade failures.

Baseline: 4,786

1-year target: 4,000

4-year target: 2,500

REDUCING 9TH GRADE FAILURES



Plan 2020 Support Systems

Indicators/Targets

Indicator: By 2016, reduce the number of student visits to the school nurse for chronic health issues.

Baseline:

1-year target:

4-year target:

Alabama's 2020 Professionals



Objectives

1. Every child is taught by a well- prepared, resourced, supported, and effective teacher.
2. Every school is led by a well- prepared, resourced, supported, and effective leader.
3. Every school system is led by a prepared and supported visionary instructional leader.

Plan 2020 Strategies for Professionals

Redesign and reinvest in the Alabama Teacher Recruitment and Incentive Program (ATRIP).

Review the admission and certification criteria for Alabama's teacher preparation programs.

Provide a comprehensive induction and mentoring program for new teachers.

Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.

Provide research-based professional growth opportunities for Alabama's teachers and leaders based on their individual and collective professional learning plans.



Plan 2020 Professionals

Indicators/Targets

Indicator: By 2016, increase the percentage of effective teachers and leaders as measured by EDUCATEAlabama, LEADAlabama and multiple measures of student performance.

Baseline: TBD

1-year target:

4-year target:

8-year target:

Plan 2020 Professionals Indicators/Targets

Indicator: By 2016, increase the percentage of effective teacher and leader preparation programs as measured by EDUCATEAlabama, LEADAlabama and multiple measures of student performance.

Baseline: TBD

1-year Target:

4-year Target:

8-year Target:

Alabama's 2020 Schools and Systems

Objectives

1. All schools and systems will receive adequate funding to meet the individual and collective needs of their students.
2. All schools and systems will be resourced and supported based on identified need as determined from the state's accountability plan and additional indicators at the local level.
3. Schools and Systems will be granted flexibility to innovate and create 21st century learning environments to meet the individual and collective needs of their students.
4. Schools and Systems are resourced to create a 21st century learning environment for their students including infrastructure, building renovation/improvements, and technology.



Plan 2020 Schools and Systems

Indicators/Targets

Indicator: Increase the % of schools/systems rated at or above standard on the Revised Alabama Accountability System/Report Card once a baseline is set.

Baseline: TBD 2013

1-year Target: Revise school/system accountability system/report card to align with Alabama's revised accountability system.

Plan 2020 Schools and Systems

Indicators/Targets

Indicator: By 2016, Increase the number of systems designated as an Innovation School System.

Baseline: 2

1-year target:

4-year target:



**“We can whenever we choose
successfully teach all
children whose schooling is
of importance to us.**

**We already know more than
we need to do that.**

**Whether or not we do it must
finally depend on how we
feel about the fact that we
haven't so far.”**

Ron Edmunds

MEETINGS OF ASSESSMENT AND ACCOUNTABILITY TASKFORCE

September 29, 2011

October 12, 2011

November 2, 2011

December 14, 2011

Assessment and Accountability Task Force ENVISION

Meeting Agenda – October 12, 2011

10:00 – 10:15 Reframing Previous Work

Review of summary document from our first meeting

10:15 – 11:00 Dispersing Summative to Formative to Create Balance

Six table groups will use the ACT-Based Summative Assessment Draft to discuss how to disperse it across the balanced assessment chart

11:00 – 11:45 Continued from above

Six table groups will be regrouped into three table groups to share their ideas from the prior session and condense into shared recommendations

11:45 – 12:00 Report Out

12:00 – 1:00 Lunch

1:00 – 1:30 Accountability

Overview of current and next generation models of accountability

1:30 – 2:15 Components of a Balanced Accountability System

Six table groups will discuss the components that should be included in a Balanced Accountability System

2:15 – 2:30 Break

2:30 – 3:15 Components of a Balanced Accountability System

Six table groups will be regrouped into three table groups to share their ideas from the prior session and condense into shared recommendations

3:15 – 3:30 Next Steps

Assessment and Accountability Task Force – ENVISION

During the first meeting of the **ENVISION** Task Force, the following was the overall thinking of the group:

1. A Balanced Assessment System is based on a clearly articulated and rigorous K-12 curriculum inclusive of all grades and subjects, is an integrated component of the teaching and learning process and has as its overarching goal that every student graduate from high school college and career ready.
2. A Balanced Assessment System utilizes the above referenced articulated curriculum to provide each student with a clearly aligned K-12 learning trajectory across all grades and subject areas which is inclusive of academic knowledge and skills, career interest and career aptitude resulting in multiple pathways for students to achieve the same goal of college and career readiness.
3. A Balanced Assessment System is comprised of formative, benchmark and summative assessments that hold equal value, are based on growth versus status, are flexible in format and use based on the learning needs of students and teachers, and are meaningful to students, teachers, leaders and parents.
4. A Balanced Assessment System is supported by organizational structures that allow for data-informed decision making by groups of teachers and leaders, on-going and job-embedded professional learning and a comprehensive guidance and counseling program that views guidance and counseling as a function shared by all adults having influence over student learning and decision making.

In the second meeting of the task force, building upon the thoughts captured in the first meeting, the group proposed the following:

With College and Career Readiness as the overarching goal for all students, given the fact that the ACT and its suite of assessments is already a part of the Alabama Assessment Plan, the fact that the ACT is an established benchmark of public education in Alabama and shared by public and private state institutions of post-secondary and higher education, and the fact that the ACT

is based on College and Career Readiness - an ACT aligned assessment program for Alabama would look like the following:

Grade	Assessment(s)		
12	WorkKeys	}	<div style="border: 1px solid black; padding: 5px;"> <u>End-of-Course/ACT Quality Core</u> English 9, 10, 11, 12 Alg I, Geometry, Alg II with Trig, Pre-Cal Biology, Chemistry, Physics US History </div>
11	ACT w/Writing		
10	PLAN		
9	Transition Year		
8	EXPLORE		
7	ARMT+	}	<div style="border: 1px solid black; padding: 5px;"> ARMT+ (Reading/ELA, Math, Science and Writing/Social Studies Based) aligned to ACT College and Career Ready Benchmarks </div>
6	ARMT+		
5	ARMT+		
4	ARMT+		
3	ARMT+		
2	Developmentally Appropriate Assessment(s)		<div style="border: 1px solid black; padding: 5px;"> Career Interest and Career Aptitude Assessments at the 4th and 6th grades </div>
1	Developmentally Appropriate Assessment(s)		
K	Developmentally Appropriate Readiness Benchmarks		

Since this framework is based on an overall summative perspective, the logical next step was to determine how to “distribute” these assessment across the multiple components of a balanced assessment system so there is truly a balance of the formative, benchmark and summative assessments throughout the system.

Technical Advisory Committee (TAC)

Subsequent to the presentation to the State Board of Education of the recommendations by the Assessment and Accountability Task Force, the Technical Advisory Committee (TAC) was convened for input. The Technical Advisory Committee was formed to offer technical and psychometric advice related to the testing and accountability programs for Alabama, including technical guidance related to the implementation of No Child Left Behind requirements. The committee has guided the state testing program in Alabama since the early 80s. Names and positions of TAC members may be found on page X of the Appendix.

The Technical Advisory Committee (TAC) met on January 24, 2012, at the Gordon Persons Building in Montgomery, Alabama. TAC members present at the meeting were Dr. Glennelle Halpin, Dr. Scott Snyder, and Dr. James E. McLean. State Department of Education (SDE) staff present included Dr. Thomas Bice, Dr. Gloria Turner, Ms. Kanetra Germany, Ms. Rhonda Patton, Ms. Nannette Pence, Ms. Susan Beard, Ms. Rebecca Mims, Dr. Melinda Maddox, Mr. Jerome Browning, Ms. Shanthia Washington, Ms. Alfredia Griffin, and Mr. Tony Thacker. Invited guests in attendance were Dr. Sonja Harrington and Dr. Jennifer Good.

Issues Discussed

The following items were addressed:

- **Vision for New Assessment and Accountability Systems**

Dr. Bice set the tone for the meeting by providing the vision for the new assessment and accountability systems. He shared with the TAC the draft recommendations from the Assessment and Accountability Task Force (Task Force) that had been meeting since fall 2011. The Task Force was charged with development of recommendations that reflect a balanced assessment system (formative, benchmark, and summative) and an accountability system that provides flexibility in determining if students are college and career ready.

The TAC reviewed and discussed the draft recommendations from the Task Force. The TAC recommended that a timeline be established in implementing the changes in the assessment and accountability programs in order for them to be defensible. Timing of the rollout of the new systems is critical and should include transition time if there will not be parallel systems in place. The TAC suggested that the issue of instructional validity be addressed for phasing in the new assessment and accountability systems without running parallel systems. Following discussion, the TAC provided the following comments:

Proposed Assessment System Recommendations

Positives – Overall, the TAC was pleased to see that the ultimate goal is to provide a logical, linear relationship all the way down to kindergarten with the assessment program. The TAC viewed the proposed assessment system as a coherent, comprehensive, and integrated program across grades. They were especially pleased that the proposed plan included end-of-course assessments.

Cautions – Most of the cautions were related to ensuring appropriate technical requirements are met within the tight timeline requirements. These include the following:

Alignment studies
Instructional validity studies (especially if the assessments count as part of grades)
Content and bias reviews
Consequential validity studies
Equity studies

Additional concerns are as follows:

Use of test as part of final grade - In use of a test score as part of the final course grade for end-of-course assessments, the TAC was concerned about differential consequences that could result for specific subgroups of students; thus the need for consequential validity studies. For instance, what are the consequences for the C and D students who may be more negatively impacted than the A and B students? What are the consequences for students in different geographical locations within the state? The TAC recommended that the SDE consider percentages lower than **20%** for the test score to count towards the final grade and to determine if one administration of one test is reliable enough to be used as 20% of a student's final grade.

Through-course assessment by standards - The TAC had concerns with the through-course idea proposed for summative purposes that would allow LEAs to test one standard at a time and roll the scores up at the end of the year for an overall summative score. They thought that the need for significant technical and logistical support and instructional validity by standard makes it almost impossible to do. Paper-pencil delivery would be a huge problem in a through-course assessment by standard as would security.

Use of test scores to determine effective teachers - If test scores are used to determine teacher/leader effectiveness, scores should be validated for such purposes.

On target for college and careers –Given the project that the SDE has entered into with ACT to establish benchmarks indicating “on target” to be college and career ready, the TAC was interested in seeing data across several years in validating the “on target” scores. The TAC suggested that projected ACT scores at all grade levels might also be established given the current work with ACT

Project-based assessments - The TAC suggested that the project-based assessments might be part of a grade, but not part of the summative assessment. It was suggested

that there would need to be a great deal of professional development in order to ensure validly- and reliably-scored projects as well as comparability across schools.

Proposed Accountability System Recommendations

Positives - The TAC thought the approach to the accountability system is good and especially liked the combination of gaps, growth, and achievement.

Cautions - The TAC suggested the need to consider different types of growth models and to be cautious in the use of growth percentiles. An additional challenge in implementing the new system will be in establishing comparability across systems with the differentiated, individualized system-level improvement component. The TAC suggested that if this component is added to the accountability system that guidelines need to be developed as to what can be included in the system-level improvement component and that there be standardization in the scoring of this component.

- **Graduation Rate**

Minimum N – The TAC recommended the minimum N should not be lower than 40, the minimum N currently implemented for proficiency rates and participation rates. They also recommended that impact data related to the number of subgroups that would be eliminated with the recommended minimum N be considered in making the final decision. This is data that the USDOE will probably request as well.

Current Graduation Rate Goal of 90% - The TAC indicated that the graduation rate is a policy decision rather than a technical one.

FINAL SSA Survey Report

7/16/2012 8:24 PM

Parks

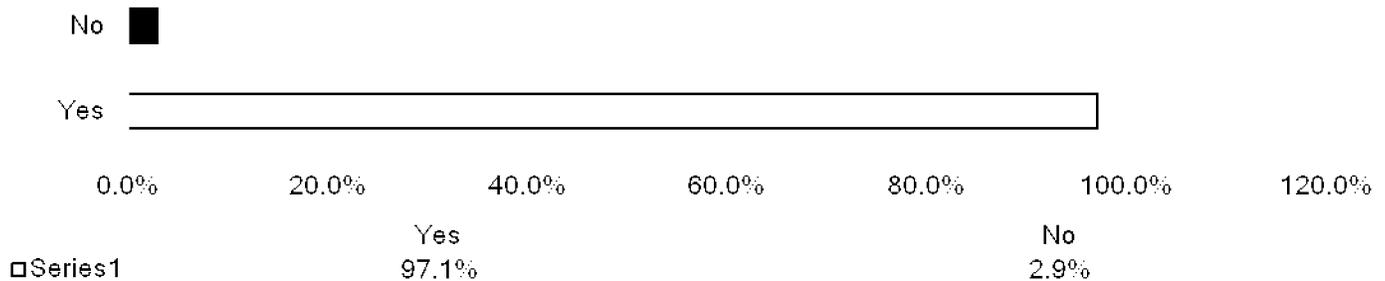
Question 1:

State Department of Education Follow Up Survey - SSA Summer Conference

In September 2009, the State Board of Education voted to begin the process of replacing the Alabama High School Graduation Exam with End-of-Course Tests. That process goes into effect this fall for the ninth grade class of 2012-2013. Due to our recent approval of a freeze on our Annual Measureable Objectives (AMOs) and the opportunity to create a new differentiated accountability system we can include the tenth grade class of 2012-2013 in this change as well as referenced in the chart below. Would you support including the ninth AND tenth grade classes of 2012-2013 in the transition to End-of-Course Tests rather than the Alabama High School Graduation Exam?

Answer Options	Response Percent	Response Count	
Yes	97.1%	67	
No	2.9%	2	
<i>answered question</i>			69
<i>skipped question</i>			0

Question 1 Responses

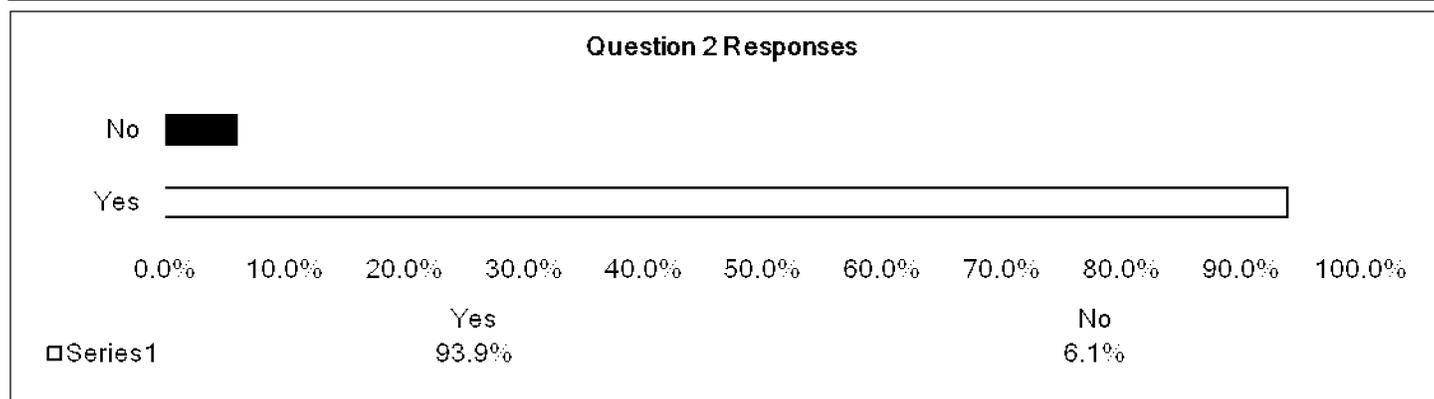


#	Response Date	Response Text
1	Jul 11, 2012 9:04 PM	This would be a great time to transition into this process of accountability.
2	Jul 11, 2012 8:35 PM	1. Testing 10th graders on an end of course test on courses they finished in 9th grade 2. Will the tests be ready to administer by December for our first semester courses? 3. Having enough computers to test all 9th and 10th graders in all these subjects will be difficult? 4. We need more information on how the end of course test will be used and how will retakes be handled. We are not sure about all issues because of uncertainty about test format, regulations, grading, etc. We have nothing now to even review and are leery of being able to get information in a timely manner. We say yes to the concept, but this is too big an issue to determine at this time without being able to get input from the teachers who are the ones that will be implementing this.
3	Jul 11, 2012 7:00 PM	Yes - Assuming this gets us to the differentiated accountability system sooner.
4	Jul 11, 2012 6:14 PM	I like the flow of the implementation. The natural progression of the flow chart allows for proper implementation.
5	Jul 11, 2012 5:59 PM	Will there be a preview of EOC test by end of the first test or is the Course of Study the preview?
6	Jul 11, 2012 5:39 PM	I would like to hear the details of this implementation. I would also like to hear more information about the formative assessment tool that the state will be providing school districts.
7	Jul 11, 2012 4:58 PM	If we go to end of course assessment for upcoming 10th graders will we still honor the previous passing of the biology and/or math sections of the Grad Exam by any students that qualified for that early attempt?

8	Jul 11, 2012 4:04 PM	how would you handle 2012-2013 tenth graders who have passed Algebra I as a 8th or 9th grader? what about 2012-2013 9th graders taking Geometry? we were told the end of the course tests would be given this year but not count. is this still correct? if end of course tests count this year then our exemption policy must be changed for this year.
9	Jul 11, 2012 4:01 PM	End-of-course tests are more educators and learners centered.
10	Jul 11, 2012 2:46 PM	We are "on board." My only concern is that the first day of school is "right around the corner" and ensuring that all staff members and families are aware of the changes and the impact of the end of course tests at the beginning of school will be a tight squeeze.
11	Jul 9, 2012 8:49 PM	No comments
12	Jul 3, 2012 1:12 PM	I have no questions or concerns

Question 2:

State Department of Education Follow Up Survey - SSA Summer Conference		
<p>As a condition of receiving the freeze on AMOs, our state has the opportunity to replace our current accountability system with a state-developed Recognition, Accountability and Support Plan that has multiple measures rather than the narrow scope of the current plan under NCLB. Would you support a state-developed Recognition, Accountability and Support Plan that includes the components listed in the chart below? (Each broad category would carry a percentage based on a 200-point scale and each area within each category would carry a percentage as well. I have placed "draft" percentages as examples only to give you an idea of what this could look like as we move forward. Basically this gives you multiple ways to show improvement rather than one score on one test each spring.)</p>		
Answer Options	Response Percent	Response Count
Yes	93.9%	62
No	6.1%	4
<i>answered question</i>		66
<i>skipped question</i>		3



#	Response Date	Response Text
1	Jul 12, 2012 4:22 PM	I definitely think this is a move in the right direction that will benefit all stakeholders.
2	Jul 11, 2012 8:43 PM	The use of AdvancEd is concerning with the evaluators lack of experience with meaningful and robust programs and systems. What role would the ACT play in any growth model? Would similar demographic groups be compared with their peers versus against a norm referenced curve? Do the state and LEAs have sufficient support personnel and data management software to effectively/cost effectively manage this software?
3	Jul 11, 2012 7:30 PM	Will there be a way to reorganize for schools with only one school of the grade span
4	Jul 11, 2012 6:15 PM	This change would be welcomed and appreciated as it would give our schools and teachers credit for improvement and growth.
5	Jul 11, 2012	Concern: appropriate PD for all teacher/leaders is a must

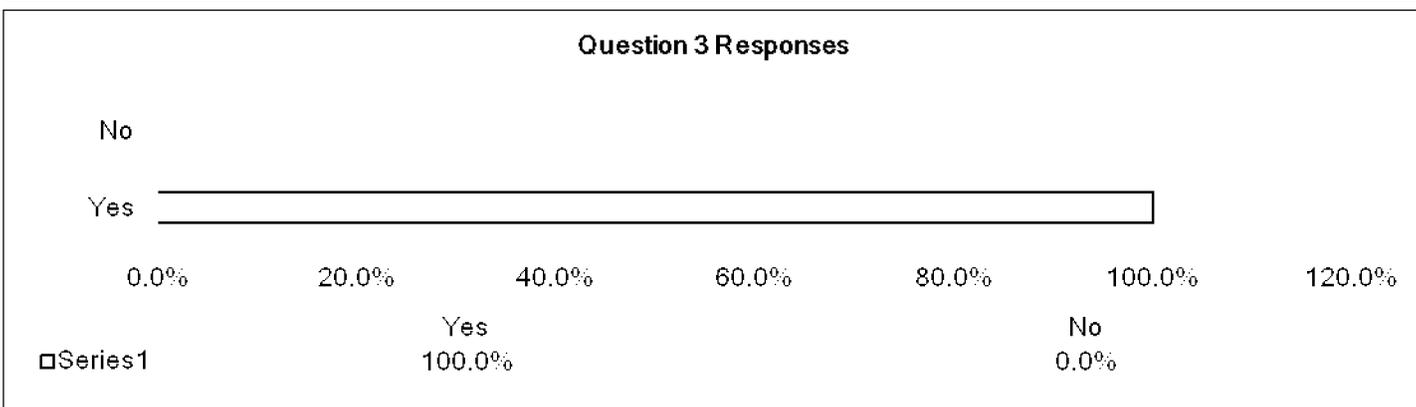
	6:02 PM	
6	Jul 11, 2012 4:07 PM	student performance is being weighted in the first category. it should not also be weighted in the third one as well.
7	Jul 11, 2012 4:04 PM	A growth model is the only logical model of measuring educational development of students.
8	Jul 11, 2012 2:48 PM	As an admin in a high poverty, struggling district (whose kids are not ready to even enter school) I have felt that "growth" needs to play a part in accountability. Good move.
9	Jul 9, 2012 8:51 PM	This is a good start... I would like more dialog. Especially with percentages and other measures and local indicators.
10	Jul 4, 2012 12:56 AM	I would like to see state placements added to the equation such as participating and/or placing in a robotics competition, spelling bell, or All State Band. Points and recognition would showcase intelligences across the spectrum.

Question 3:

State Department of Education Follow Up Survey - SSA Summer Conference

This one approach to the Alabama High School Diploma removes the need for endorsements or the Alabama Occupational Diploma. The focus will be on the coursework taken that necessitates a clearly articulated and individualized four-year high school plan built for each student based on the results from the EXPLORE academic and career interest assessment and middle school coursework. Would you consider condensing all of the current endorsements into one, the Alabama High School Diploma, and allow the selected courses, determined as part of the required four-year high school plan, to provide multiple and individual pathways for students to meet these MINIMUM requirements?

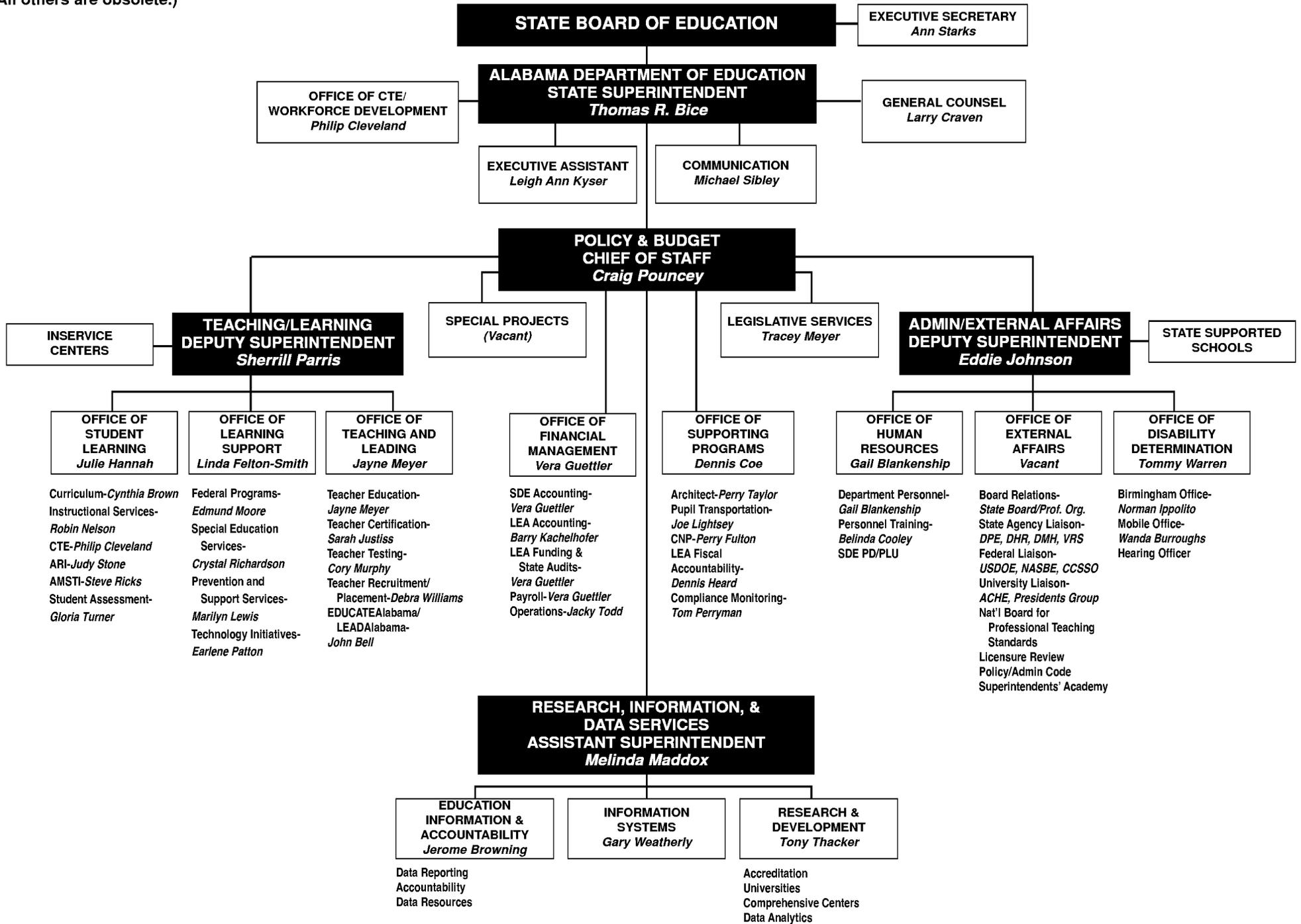
Answer Options	Response Percent	Response Count	
Yes	100.0%	59	
No	0.0%	0	
	<i>answered question</i>		59
	<i>skipped question</i>		10



#	Response Date	Response Text
1	Jul 12, 2012 4:29 PM	Excellent idea!
2	Jul 11, 2012 8:58 PM	Chemistry should not be required. 4 sciences is fine, but not requiring chemistry. It is immoral to not have an option for mentally disabled children. IDEA dictates that we are to educate to the maximum of their ability, but we can't give them a diploma for meeting that challenge. What are the requirements for end of course tests for graduation? Will they have to pass all 9, 10, however many? We are supportive of this direction but we are concerned about the devil/federal government in the details.
3	Jul 11, 2012 8:53 PM	Great idea
4	Jul 11, 2012 7:58 PM	Will the Online Course or experience still be a requirement?

5	Jul 11, 2012 6:24 PM	Please make this happen for the 2012-2013 school year.
6	Jul 11, 2012 6:18 PM	Seems less confusing
7	Jul 11, 2012 6:08 PM	Will special ed students be allowed to take a modified EOC test to show proficiency? Modified scores?
8	Jul 11, 2012 5:15 PM	We have added so many different types since I started as a principal in 2000 that it makes sense based on College and Career Ready to condense these into one diploma.
9	Jul 11, 2012 4:18 PM	i think the CTE/Foreign Language/Fine Art requirement should be added to the Electives for a total of 6 credits in the Electives. Students could then select courses according to their interest. i do not support the 3 credit requirement for CTE/For Lang/Fine Art.
10	Jul 11, 2012 4:05 PM	This would be a positive step.
11	Jul 11, 2012 3:29 PM	Would like more information on the different diploma options.
12	Jul 11, 2012 3:21 PM	Fabulous and streamlined.
13	Jul 9, 2012 8:53 PM	No other comments.
14	Jul 6, 2012 2:26 PM	Please consider offering the Health requirment online. Also, could student athletic team participation count as the PE requirment. This could include outside activities such as ice skating, hockey, soccer, etc....
15	Jul 4, 2012 11:27 PM	I would like to hear more about this to make sure that I understand it.
16	Jul 4, 2012 12:57 AM	This makes more sense.

As of May 7, 2012
(All others are obsolete.)



Plan 2020 Presentations With Stakeholder Input

January 5, 2012	School Superintendents of Alabama (SSA) Executive Meeting
January 9, 2012	Legislative Presentation
January 19, 2012	Leadership Alabama
January 20, 2012	Alabama School Communicators Association
January 20, 2012	Legislative Symposium
January 25, 2012	Opelika Chamber of Commerce
January 25, 2012	Association of School Personnel Administrators
January 26, 2012	Black Caucus
January 30, 2012	Decatur Rotary Club
February 2, 2012	Assistant Principals' Conference
February 7, 2012	SSA Legislative Conference
February 16, 2012	AAESA District III Principals' Meeting
March 30, 2012	Alexander City Chamber of Commerce
April 4, 2012	AASB
April 11, 2012	Leadership Montgomery
April 11, 2012	Education Policy Committee Dinner
April 12, 2012	Leadership Alabama
April 16, 2012	Deans of Education, at Jacksonville State University
April 17, 2012	Alabama Association of School Office Personnel for District V
April 23, 2012	Alabama School Plant Managers Association
May 1, 2012	Rotary Club of Tuscaloosa
May 1, 2012	Alabama Technical Student Association Leadership Conference
May 2, 2012	Birmingham Rotary Club

May 21	Dothan Rotary Club
June 7, 2012	Annual East Alabama Regional Summer Conference
June 12, 2012	ASLA
June 19, 2012	Annual Leadership Matters Conference
June 20, 2012	ALA CRAO
June 22, 2012	Alabama Community College System Instructional Officers Association
June 25, 2012	Council for Leaders in Alabama Schools (CLAS) Summer Conference
June 29, 2012	SSA Summer Conference
August 2, 2012	Media Briefing, Plan 2020, AYP, and future of Assessment and Accountability

Governor's Commission on Quality Teaching Roster

Ms.	Carolyn	Akers	Executive Director
Mr.	Stoney	Beavers	Middle/Secondary Curriculum Instruction
Mr.	John	Bell	Coordinator, Office of Leadership Development
Dr.	Tommy	Bice	Deputy Superintendent of Education
Dr.	Jeanie	Box	Dean, Orlean Beeson School of Education & Professional Studies
Ms.	Missy	Bullen	School Improvement Specialist Talladega County
Ms.	Nan	Burgess	Education Administrator, Career and Technical Education
Ms.	Gwen	Childs	Teacher Director and Associate Professor, Institute for Teaching and Student
Dr.	Deborah	Childs-Bowen	Achievement
Ms.	Beth	Cofield	Teacher
Ms.	Suzanne	Culbreth	Teacher
Dr.	Tyna	Davis	Manager, Education Policy & Professional Practice Department
Dr.	Matt	Dean	Teacher
Ms.	Ferris	DeVore	Teacher
Mr.	Mark	Dixon	Governor's Education Liaison
Dr.	Ann	Dominick	President
Dr.	Jill	Driver	Director
Ms.	Tammy	Dunn	Teacher
Dr.	Mona	Eason	Associate Dean
Ms.	Abbie	Felder	Education Administrator, Special Education Services
Ms.	Ellie Wade	Ficken	Secretary
Dr.	Cheryl	Fondren	Principal
Ms.	Pamela	Fossett	Director, Educational Policy and Professional Practice
Ms.	Susan	Foy	Executive Director
Mr.	Earl	Franks	Executive Director
Dr.	Elizabeth	French	Director of Institutional Effectiveness and Planning
Ms.	Cathy	Gassenheimer	President
Ms.	Antonia	Gilbert	Reading Coach
Ms.	Susan	Goff	Teacher
	Debra	Goldstein	Judge
Ms.	Beth	Gore	Teacher
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Ms.	Pamela	Harman	Teacher
Dr.	Richard	Hayes	Dean, College of Education
Ms.	Kim	Hendon	Teacher
Hon.	Sally	Howell	Executive Director
Dr.	J. Terry	Jenkins	Superintendent
Ms.	Anne	Jolly	Educational Consultant
Mrs.	Elainer	Jones	Education Specialist, Educator Evaluation
Mrs.	Tonda	Jones	Teacher
Mrs.	Sherry	Key	Director, Career and Technical Education
Dr.	Frances	Kochan	Dean, College of Education
Dr.	Steve	Lamon	Principal
Mr.	Jeff	Langham	Superintendent
Dr.	Becky	Lee	Educational Consultant
Dr.	Ron	Lindahl	Professor
Ms.	Robin	Litaker	Executive Director

Dr.	Jose'	Llanes	Professor & Department Head, Ed Foundations Leadership
Dr.	Susan	Lockwood	Executive Director
Mr.	Mike	Looney	Superintendent
Dr.	Linda	Maxwell	Principal
Mrs.	Cameron	McKinley	Teacher
Dr.	James	McLean	Dean, College of Education
Mr.	Cas	McWaters	Principal
Dr.	Jayne	Meyer	Director, Teacher Education & Certification
Dr.	Joseph B.	Morton	State Superintendent of Education
Dr.	Charles	Nash	Vice Chancellor for Academic Affairs
Dr.	Hunteria	Nelson	Teacher
Mr.	Jeremiah	Newell	Program Director
Ms.	Caroline	Novak	President
Ms.	Mary Bruce	Ogles	Assistant Executive Secretary Field Services
Ms.	Sallie	Owen	Communications Director
Ms.	Sherrill	Parris	Assistant State Superintendent of Education
Ms.	Sandy	Parrish	President
Ms.	Margaret	Petty	Teacher
Ms.	Kym	Prewitt	Executive Director
Ms.	Linda	Rainer	Teacher
Ms.	Linda	Raughton	JSU Region 5 Mentor Consultant
Dr.	Marti	Rizzuto	Superintendent
Dr.	Betsy	Rogers	School Improvement Specialist
Ms.	Taylor	Ross	Teacher
Mr.	Brad	Scott	Principal
Mr.	Michael	Sibley	Communication
Ms.	Aimee	Smith	Teacher
Mr.	Eric	Smith	Principal
Ms.	Anne	Spears	Department of Postsecondary Education
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Ms.	Tammy	Starnes	Coordinator, Evaluation
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Alabama Continuum for Teacher Development

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This document was developed through the combined support of Governor Bob Riley and State Superintendent of Education, Dr. Joseph B. Morton, and facilitated by representatives of the New Teacher Center.

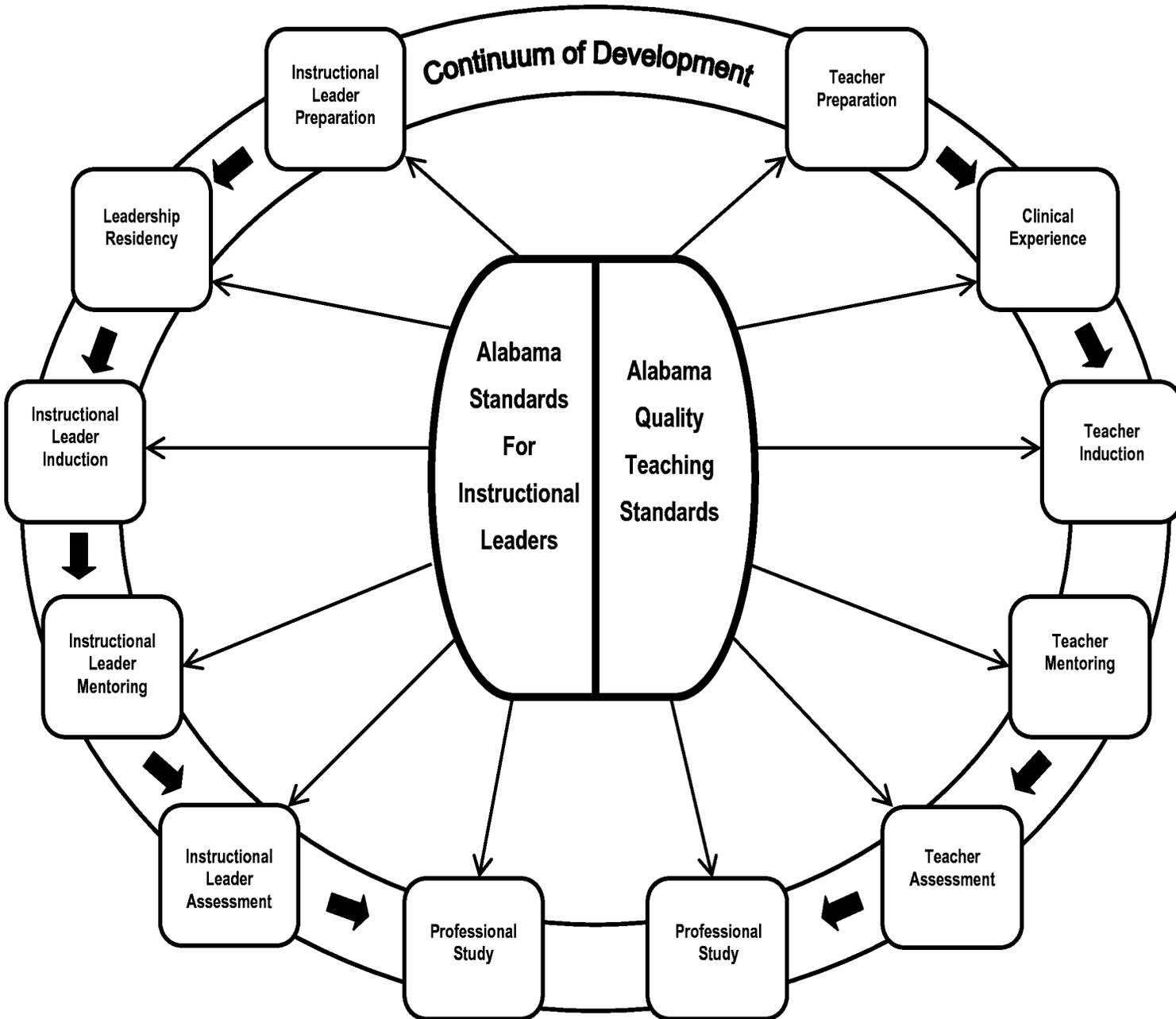
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The Common Core

The Key to a Standards-Driven Profession



Alabama Continuum of Teacher Development

The Governor's Commission on Quality Teaching (GCQT) commenced its work on January 17, 2006, with a charge from Governor Bob Riley "to examine, recommend, and work to implement laws, policies, and practices affecting teachers and teaching effectiveness to ensure student success in Alabama's public schools" and to "promote the aggressive recruitment, preparation, support, retention, and growth of quality teachers in order to raise student achievement in Alabama." The Alabama Quality Teaching Standards, which provide the framework for the Alabama Continuum of Teacher Development, were an early product of the Commission's work.

The Commission's work was informed by research on the relationship between teaching quality and increased student achievement. Early initiatives of the Commission focused on two critical pieces of its overall mission:

1. Improving the readiness of new teachers coming into the profession
2. Promoting the continual learning, growth, and effectiveness of teachers throughout their careers

Through the combined support of Governor Riley and State Superintendent of Education Dr. Joseph B. Morton and in conjunction with the New Teacher Center, the Commission created the Alabama Continuum of Teacher Development to help address and provide support for increased teacher learning and development through informed self-reflection.

Purpose of the Continuum

Based on the five Alabama Quality Teaching Standards (AQTS), which are listed elsewhere in this document, the Continuum articulates a shared vision and common language of teaching excellence to guide an individual's career-long development within an environment of collegial support. It is a tool for guiding and supporting teachers in the use of reflection, self-assessment, and goal setting for professional learning and growth.

Specifically, the Continuum is intended to support meaningful reflective conversations among teachers, mentors, coaches, and administrators. It supports teachers in setting professional goals and pursuing professional development to reach those goals. It also serves as a focus for teacher preparation institutions and pre-service candidates.

The Continuum is one component of a comprehensive program of support for the ongoing development of teaching practice. While it provides guidance in the gathering of formative data upon which to reflect, it is *not* intended as an evaluation or observation instrument. The Continuum presents a holistic view of teaching and was developed to do the following:

- Delineate the diversity of knowledge and skills needed to meet the changing needs of Alabama's students
- Support the reflective practice and ongoing learning of all teachers
- Support an ongoing process of formative assessment of beginning and experienced teachers' practice based on standards, criteria, and evidence
- Help educators set goals for professional development over time
- Describe the development of high-quality, effective teaching practices throughout a teacher's career

- Support a vision of quality teaching as one that fosters teacher leadership and ongoing collaboration and learning
- Encourage collaboration between classroom teachers and special educators so that all students have access to the general education curriculum and general learner standards

Using the Continuum to Make the AQTS Accessible to Beginning and Experienced Teachers

The Alabama Continuum for Teacher Development supports high levels of teacher performance and student learning in classrooms throughout the state. The Continuum makes the AQTS more accessible to teachers throughout their teaching careers, from pre-service through induction and beyond.

During the pre-service stage, the AQTS and the Continuum will support prospective teachers' understanding of and familiarity with the complex set of skills and abilities encompassed in Alabama's vision of quality teaching. The Continuum conveys the developmental nature of the learning process that educators must engage in to attain the highest levels of effectiveness and to facilitate high levels of achievement for every student.

Throughout teacher induction, mentors and beginning teachers will use the Continuum to collaboratively interpret teaching practice and to make informed decisions about the development of novice professionals.

Throughout their teaching careers, educators will use the Continuum to assess their current practice, envision next steps toward advancing their practice, and set specific and meaningful professional goals. The Continuum can guide educators in continually gathering data to demonstrate growth and to inform learning and development.

Ultimately, the Continuum is a powerful tool that can help teachers identify accomplishments and areas for growth, move toward autonomy, and become lifelong learners and teacher leaders.

Structure and Organization of the Continuum

The AQTS identifies key standards and **indicators**. In the Continuum, many of these **indicators** have been combined, and some are not included. Please note that the Continuum *enhances* but does not *supplant* the AQTS.

The Continuum is organized to describe five increasingly complex and sophisticated **levels of development** of practice: **Pre-Service and Beginning, Emerging, Applying, Integrating, and Innovating**. The indicators at each level describe what a teacher should know and be able to do at that level; these indicators are cumulative and include those stated in previous levels. While the "Pre-Service and Beginning" and "Emerging" columns describe the skills and abilities that novice teachers aim to develop during their induction period, it is not assumed that beginning teachers will necessarily enter the profession at this level of practice for every standard **indicator**.

The levels do not represent a *chronological* sequence in a teacher's growth; rather, each describes a *developmental* level of performance. A teacher may be at an Emerging or Applying level of practice for some indicators on the Continuum and at an Integrating or Innovating level for other indicators, regardless of how many years she or he has been in the profession. In fact, it is not uncommon for accomplished teachers to self-assess and find themselves moving from right to left on the continuum in response to new teaching contexts and challenges.

The Continuum is based on two assumptions: (1) that growth in professional practice comes from intentional reflection and engagement in appropriate professional learning opportunities and (2) that a teacher develops expertise and leadership as a member of a community of learners focused on high achievement for all students.

Alabama Quality Teaching Standards (AQTs)

Standard 1: Content Knowledge

To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Standard 2: Teaching and Learning

To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Standard 3: Literacy

To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Standard 4: Diversity

To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Standard 5: Professionalism

To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

The Continuum's Five Levels of Teacher Development and Practice

The Alabama Continuum of Teacher Development includes five levels of teacher development and practice:

Pre-Service and Beginning

Individuals who are at the Pre-Service and Beginning level of practice work within the context of supported and guided internship or induction experiences. Pre-service teachers engage in ongoing learning in classrooms and clinical settings. Through multiple and varied opportunities for guided practice in preK-12 settings, they receive ongoing formative feedback that enables them to reflect on their individual teaching practices and how those practices affect student learning. Teacher candidates emerge from the pre-service experience with the requisite knowledge and skills to assume full-time positions in the profession.

With full responsibility for classrooms and as teachers of record, beginning teachers work to internalize and apply what they have learned about teaching. They develop a working knowledge of academic standards and assessments. They reflect on teaching practices and their impact on student learning. Beginning teachers rely on ongoing assistance from mentors and experienced colleagues for support and guidance.

Emerging

At the Emerging level of practice, teachers draw upon ongoing assistance and support from a mentor and other experienced colleagues to expand and enrich their knowledge and skills. These teachers utilize teaching theories and episodic classroom experiences to adjust and modify instruction. Emerging teachers become increasingly self-directed and independent in their professional practice, which is focused on their classrooms and each student therein.

Applying

At the Applying level of practice, career teachers operate at high levels of autonomy, internalizing and applying what they have learned about effective teaching. Utilizing their heightened awareness of students' academic and behavioral patterns, career teachers anticipate students' learning needs and responsively contextualize classroom experiences, both in the moment and in instructional planning. Career teachers systematically collect and use data to demonstrate the impact of their teaching on student achievement. They build upon varied professional learning opportunities to enhance personal practice while working collaboratively with colleagues to advance student learning.

Integrating

At the Integrating level of practice, accomplished teachers cultivate the classroom as a community of learners in which students are engaged and motivated. They skillfully adjust practice in response to various contexts. Their highly developed skills and self-efficacy enable them to integrate complex elements of curriculum, instruction, and assessment to maximize student engagement and learning. Their students consistently demonstrate increases in learning and achievement. Teachers at the Integrating level are also leaders among peers; they collaborate reflectively in learning communities to move classroom and schoolwide practices forward through aligned professional learning. Teachers at this level of practice guide apprentice and intern teachers, mentor beginning teachers, coach peers, assume leadership roles, and otherwise work to guide and develop colleagues.

Innovating

At the Innovating level of practice, teacher leaders are consistently creating in all areas of teaching and learning. They facilitate the complex integration of teaching and learning among teachers at all levels of practice and continue to innovate in their own teaching to support increases in student learning and achievement. Innovating teachers initiate and provide leadership for collaborative learning communities that are engaged in such activities as enhancing curriculum, developing innovative instructional delivery techniques, and fostering positive learning cultures in a variety of educational settings. Leaders in the school, district, and local community, teachers at the Innovating level often lead professional learning and classroom-based research activities, write for professional print-based and electronic journals, or otherwise contribute to the broader education community.

The Standards and Indicators of the Continuum

Following are the standards and indicators that appear in the *Continuum*:

Alabama Quality Teaching Standard 1: To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Indicators:

- 1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills
- 1.2 Activates learners' prior knowledge, experiences, and interests and uses this information to plan content and to help individual students attain learning goals
- 1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance
- 1.4 Designs instructional activities based on state content standards
- 1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

Alabama Quality Teaching Standard 2: To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Indicators:

Organization and Management of Learning Environment

- 2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior
- 2.2 Creates a positive climate that promotes respect and responsibility
- 2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners

Using Instructional Strategies to Engage Learners

- 2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development

- 2.5 Engages learners in developing and monitoring goals for their own learning and behavior
- 2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies
- 2.7 Creates learning activities that optimize each individual's growth and achievement within a supportive environment

Assessment of Learning

- 2.8 Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction
- 2.9. Uses summative assessments to measure learner attainment of specific learning targets
- 2.10 Maintains evidence and records of learning performance to communicate progress
- 2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes

Alabama Quality Teaching Standard 3: To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Indicators:

Oral and Written Communications

- 3.1 Demonstrates standard oral and written communications and integrates appropriate communication strategies
- 3.2 Fosters and responds to effective verbal and nonverbal communications during instruction

Development of Reading Skills and Accessing K-12 Literary Resources

- 3.3 Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components
- 3.4 Integrates narrative and expository reading strategies across the curriculum

Development and Application of Mathematical Knowledge and Skills across Content Areas

- 3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions
- 3.6 Communicates mathematical concepts, processes, and symbols within the content taught

Utilizing Technology

- 3.7 Identifies and integrates available emerging technologies into the teaching of all content areas
- 3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency

Alabama Quality Teaching Standard 4: To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Indicators

Cultural, Ethnic, and Social Diversity

- 4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status

- 4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation
- 4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning

Language Diversity

- 4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background
- 4.5 Guides second-language acquisition and utilizes English Language Proficiency (ELP) strategies to support learning
- 4.6 Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning

Special Needs

- 4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention
- 4.8 Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities

Learning Styles

- 4.9 Helps students assess their own learning styles and build upon identified strengths
- 4.10 Designs learning experiences that engage all learning styles and multiple intelligences

Alabama Quality Teaching Standard 5: To increase the achievement of all students, teachers engage in continual learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

Indicators

- 5.1 Collaborates with stakeholders to facilitate student learning and well-being
- 5.2 Engages in ongoing professional learning to move practice forward
- 5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives
- 5.4 Promotes professional ethics and integrity
- 5.5 Complies with local, state, and federal regulations and policies

Alabama Quality Teaching Standard 1, Content Knowledge: To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<input type="checkbox"/> Demonstrates knowledge of the core concepts, facts, procedures, and skills comprising specific curricular areas related to teaching assignment.	<p>...and</p> <input type="checkbox"/> Uses knowledge of subject matter to plan rigorous and relevant units and lessons appropriate to the age and developmental level of all learners.	<p>...and</p> <input type="checkbox"/> Evaluates and uses a wide range of text-based and additional resources to differentiate content to motivate and academically challenge all learners.	<p>...and</p> <input type="checkbox"/> Uses expanded knowledge, including primary sources when appropriate, to support student understanding of key concepts, themes, multiple perspectives, and interrelationships. <input type="checkbox"/> Works with colleagues to plan units and lessons that immerse learners actively in the discipline and to think analytically and creatively about the content. <input type="checkbox"/> Reads academic journals and other sources to identify research findings and best practices related to a specific discipline and shares these with colleagues.	<p>...and</p> <input type="checkbox"/> Uses comprehensive knowledge of subject matter and student development to ensure that all students understand related facts and concepts within and across content areas. <input type="checkbox"/> Collaborates with colleagues to incorporate research findings into unit and lesson designs. <input type="checkbox"/> Writes for academic journals and other outlets, including the Web, to report successful innovations implemented by members of the school community.

1.2 Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals

Pre-Service and Beginning

- Assesses and uses students' prior knowledge and understandings to inform the planning and delivery of instruction.
- Connects new content to learners' interests and life experiences

Emerging

...and

- Designs a variety of assessments, including pretests and informal measures, to determine pre-instructional levels of students' knowledge and skills—and uses results to differentiate instruction.

Applying

...and

- Plans and delivers relevant learning activities that build upon student knowledge, as accessed through purposeful questioning.
- Identifies learner misconceptions about content and modifies activities to scaffold new understandings.

Integrating

...and

- Works with team members to design, implement, and assess project-based learning experiences for students that relate to student interests and deepen students' knowledge and understanding of content.
- Engages colleagues and students in formulating questions and designing learning activities that draw upon and respond to learners' varied experiences, knowledge, and interests.

Innovating

...and

- Leads colleagues in reflection and assessment focused on the extent to which they are deepening students' understanding of content knowledge and strategically linking student experiences, knowledge, and interests to content throughout instruction.
- Supports colleagues in the analysis of factors influencing learner performance and in acting on results.

1.3 Connects the curriculum to other content areas and real-life settings to promote retention and relevance

Pre-Service and Beginning

- Demonstrates knowledge of the importance of making the curriculum relevant to learners.
- Seeks and utilizes opportunities to identify real-life connections across the curriculum.

Emerging

...and

- Poses carefully conceived questions that help learners connect content to previous learning and to other subject areas.
- Assists students, as needed, in identifying relevant connections.
- Engages students in exploring real-world issues and solving authentic problems using digital tools and resources.
- Designs, develops, and assesses lessons and units that are learner centered and reflective of best practices in teaching and learning with technology (e.g., project-based learning).

Applying

...and

- Designs and presents units of study and lessons that demonstrate connections to key concepts and skills across disciplines.
- Teaches rigorous and relevant lessons that connect learners to content and ensure deep understanding.

Integrating

...and

- Works with colleagues to integrate academic disciplines and connect life themes, skills, and situations throughout instruction.
- Uses a variety of responsive instructional methods to support learners in building relevant connections within and across academic disciplines.

Innovating

...and

- Collaborates with colleagues to plan, assess, and revise a systematically integrated curriculum that engages all learners in relevant academic challenge across academic disciplines and results in learner success.

1.4 Designs instructional activities based on state content standards

Pre-Service and Beginning

- Plans instructional activities that align with Alabama's Courses of Study.

Emerging

...and

- Designs learning activities that integrate multiple content standards.
- Communicates clearly the connections between the standards and the knowledge and skills being taught.
- Designs, develops, and evaluates digital-age learning experiences and assessments.

Applying

...and

- Uses multiple resources, including textbooks, to develop coherent short- and long- range plans that are aligned with content standards.
- Formulates essential questions to organize and focus content for students.
- Differentiates plans to support all learners in accessing state content standards.

Integrating

...and

- Collaborates with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote learners' deep understanding of content and enable them to demonstrate the knowledge and skills embedded in state standards.

Innovating

...and

- Facilitates teams of teachers in the creation of varied and differentiated opportunities for learners to develop, monitor, and extend learning related to state standards.
- Provides leadership that engages colleagues in ongoing analysis and mapping of curriculum to ensure alignment of state standards with the curriculum being taught.

1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

Pre-Service and Beginning

- Addresses identified learner needs in designing instructional plans using available resources and materials.

Emerging

...and

- Selects and incorporates alternative curricular materials to accommodate various levels of learner readiness.

Applying

...and

- Modifies instructional strategies, materials, and resources to provide appropriate support and challenge for each learner based on ongoing formative assessments.
- Analyzes student assessments with colleagues to identify learner needs and modifies instruction accordingly.

Integrating

...and

- Collaborates with colleagues in the identification and use of an extensive repertoire of instructional adaptations to enhance and advance learning opportunities for each learner. Works with colleagues to monitor and assess the effectiveness of these adaptations on student learning; makes modifications as indicated.
- Adapts content delivery based on student learning styles and interests to ensure achievement of learning goals for all students.
- Collaborates with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods.

Innovating

...and

- Provides leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.

Alabama Quality Teaching Standard 2, Teaching and Learning: To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Organization and Management of Learning Environment

2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"> <input type="checkbox"/> Establishes rules and procedures for classroom management. <input type="checkbox"/> Utilizes sound classroom organization and management strategies. <input type="checkbox"/> Implements organization and management strategies in response to specific classroom issues or individual learner needs. <input type="checkbox"/> Provides encouragement to learners for positive behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Directly teaches, models, and reinforces clear, age-appropriate expectations for behavior. <input type="checkbox"/> Provides regular acknowledgement of and positive reinforcement for expected behaviors. <input type="checkbox"/> Responds appropriately to disruptive behavior based on the established system and the learners involved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements an organizational and management system that is appropriate and responsive to classroom and individual needs, including equitable and effective student access to available technologies. <input type="checkbox"/> Uses research-based strategies to prevent or lessen disruptive behavior and to reinforce positive behaviors. <input type="checkbox"/> Encourages learner involvement in maintaining positive behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to create schoolwide expectations to ensure positive, responsible behavior among learners within and outside classrooms. <input type="checkbox"/> Collects and analyzes classroom behavior data and makes modifications to facilitate positive learning environments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates for schoolwide improvements in organizational and management systems that equitably reinforce expectations and consequences. <input type="checkbox"/> Engages colleagues in implementing research-based strategies for promoting positive behaviors. <input type="checkbox"/> Builds learners' capacity to take responsibility in maintaining and monitoring behavior for self and others.

2.2 Creates a positive climate that promotes respect and responsibility

Pre-Service and Beginning

- Establishes rapport with individual learners.
- Acknowledges student displays of respect and responsibility.

Emerging

...and

- Models respectful interactions with learners, families, and colleagues; cultivates positive rapport.
- Uses strategies to respond to, nurture, and reinforce respectful and responsible behaviors.

Applying

...and

- Maintains positive relationships with all learners.
- Teaches a variety of contextualized strategies that promote respectful and responsible interactions between learners.

Integrating

...and

- Fosters learner participation in creating and maintaining a respectful and responsible learning culture.
- Supports learners in developing skills to respond to inequity and disrespect.
- Collaborates with colleagues to collect and analyze data for use in improving school climate.

Innovating

...and

- Leads colleagues in examining, interpreting, and applying behavioral research.
- Ensures positive and proactive interactions with learners, families, colleagues, and administration through shared responsibility.

2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and responds to unsafe situations as they occur. <input type="checkbox"/> Implements routines and procedures within the classroom, including plans for transitions. <input type="checkbox"/> Identifies motivational techniques and utilizes available visuals to stimulate learner interest in topics of study. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviews safety considerations when planning lessons and implements safe practices. <input type="checkbox"/> Teaches responsibility, routines, procedures, and transitions that contribute to an orderly environment. <input type="checkbox"/> Models initiative and inquiry in ways that nurture learner motivation. Makes some adjustments during instruction to promote engagement. <input type="checkbox"/> Facilitates and inspires student learning and creativity through a variety of engaging instructional practices, including the use of technology. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates potential problems to maintain a safe classroom at all times. <input type="checkbox"/> Engages learners in activities that develop their awareness and responsibility for helping to manage, monitor, and support an orderly environment. <input type="checkbox"/> Provides an enriching environment that stimulates, motivates and engages learners. Paces and adjusts instruction to ensure continual engagement. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages with learners and colleagues to examine underlying factors affecting school safety and to make ongoing improvements that support a positive learning environment schoolwide. <input type="checkbox"/> Draws upon a wide repertoire of skills to nurture motivation and engagement in all learners. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments for learning. <input type="checkbox"/> Engages learners in extending studies of content, based on learner curiosity and motivation.

Using Instructional Strategies to Engage Learners

2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Identifies cognitive, social, and emotional needs of learners.<input type="checkbox"/> Follows required guidelines in standards-based instruction for establishing academic learning goals.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrates a basic understanding of how learners' cognitive, social, and emotional development influences learning.<input type="checkbox"/> Identifies and refines challenging academic goals based on knowledge of learners' readiness for standards-based instruction.	<ul style="list-style-type: none"><input type="checkbox"/> Utilizes understanding of each learner's cognitive, social, and emotional development to identify readiness for standards-based instruction.<input type="checkbox"/> Designs challenging academic goals for each learner based on the learner's current developmental readiness and on the teacher's understanding of long-range academic goals.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues, families/guardians, and learners to establish developmentally appropriate and academically challenging goals for each learner.<input type="checkbox"/> Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians.<input type="checkbox"/> Engages students in setting their own academic goals and in communicating them to parents, peers, and other interested parties.	<ul style="list-style-type: none"><input type="checkbox"/> Engages with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development.<input type="checkbox"/> Provides leadership to colleagues schoolwide to establish challenging, standards-based goals that are differentiated to meet the needs of all learners.

2.5 Engages learners in developing and monitoring goals for their own learning and behavior

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Establishes learning and behavior goals and communicates them to learners.<input type="checkbox"/> Provides feedback on achievement of learning and behavior goals.<input type="checkbox"/> Meets with individual learners to promote their increased responsibility in meeting goals.	<ul style="list-style-type: none"><input type="checkbox"/> Provides guided experiences using rubrics and other tools for learners to self-assess their learning and behavior.<input type="checkbox"/> Teaches learners skills that support them in examining evidence of learning; encourages them to share in responsibility for own progress.	<ul style="list-style-type: none"><input type="checkbox"/> Creates instructional activities that enable learners to set and monitor academic and behavioral goals.<input type="checkbox"/> Provides opportunities for learners to demonstrate and reflect on academic and behavior progress.<input type="checkbox"/> Reflects regularly on the extent to which each student is increasing his or her ability to assume responsibility for learning and behavior.	<ul style="list-style-type: none"><input type="checkbox"/> Coaches colleagues to recognize the positive impact of actively involving learners in monitoring their own progress.<input type="checkbox"/> Engages all learners in taking responsibility for monitoring their progress toward short- and long-term goals. Supports learners in communicating their progress to family/guardians and others as appropriate.	<ul style="list-style-type: none"><input type="checkbox"/> Integrates learner self-assessment and metacognitive reflection activities into learning experiences and shares results with colleagues.<input type="checkbox"/> Supports colleagues in implementing learner goal-setting and self-assessment strategies.

2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies

Pre-Service and Beginning

- Teaches lessons provided in available curriculum and resources.
- Implements corresponding instructional strategies.

Emerging

...and

- Designs lessons that follow a logical sequence and provide learners with clear outcomes and learning tasks.
- Selects specific effective instructional strategies, including those that incorporate current and emerging Web-based technologies that support content understanding and meet the needs of individual learners.

Applying

...and

- Works with colleagues to analyze the impact of lesson design on learner achievement across groups and in varying contexts; adapts instruction based on results.
- Utilizes a variety of lesson structures to design learning activities that promote a thorough understanding of content.
- Applies a variety of research-based instructional strategies that are appropriately matched to the content being taught and that engage all learners in meaningful ways.

Integrating

...and

- Supports colleagues in integrating research-based instructional strategies through modeling and coaching.

Innovating

...and

- Leads curriculum design teams to develop coherent and comprehensive units and lessons that are responsive to the needs of diverse learners.
- Initiates action research efforts with colleagues to identify, select, and modify instructional strategies and resources that ensure success for each learner.

2.7 Creates learning activities that optimize each individual's growth and achievement within a supportive environment

Pre-Service and Beginning

- Creates learning activities using available teaching resources and scope and sequence guides.
- Uses effective questioning strategies to engage learners in thinking about and learning the content.
- Supports and encourages individual learners to achieve. Becomes informed about additional resources, including existing and emerging digital tools and content, to support learners.

Emerging

...and

- Selects specific instructional strategies that reflect high expectations and are responsive to the characteristics of various groups of learners.
- Formulates and uses questions to engage students in thinking at all cognitive levels and in mastering the content.
- Models a belief that all learners can achieve and persists in supporting each learner's success.
- Plans and implements equitable and effective student access to available technologies and other resources to enhance student learning.

Applying

...and

- Holds high expectations for each learner and differentiates and scaffolds instructional practices to move all learners forward in their growth and development.
- Encourages and teaches learners to formulate questions to guide their learning. Uses effective questioning strategies to facilitate learner interactions and discussions.
- Presents concepts and principles at various levels of complexity to optimize the growth of learners at all levels of development.
- Uses a wide range of student response strategies to ensure that all students are engaged in thinking about and responding to instructional questions.

Integrating

...and

- Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement.
- Leads colleagues in the formulation of essential questions that cross the disciplines and that enable learners to integrate knowledge from different sources and make meaningful connections across content areas.
- Works with colleagues to sustain their commitment to seeking approaches that support the optimal achievement of each learner.

Innovating

...and

- Leads colleagues in the analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual learner needs and ensure success.
- Advocates for curricular and instructional adaptations and resources that support the needs of individual and diverse learners schoolwide.
- Models effective questioning skills when leading colleagues in professional learning activities related to improved instruction.

Assessment of Learning

2.8 Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Administers required district and site assessments to monitor progress in relation to content standards.<input type="checkbox"/> Shares assessment results with learners within established timelines.<input type="checkbox"/> Recognizes when students are confused and responds by reteaching lessons when necessary.	<ul style="list-style-type: none"><input type="checkbox"/> Selects and implements informal assessments aligned to curricular objectives.<input type="checkbox"/> Provides results for learners so that they may make adjustments prior to the next assessment to meet learning targets.<input type="checkbox"/> Implements checks for understanding.	<ul style="list-style-type: none"><input type="checkbox"/> Designs informal and formal assessments to monitor progress and to inform the planning and delivery of instruction.<input type="checkbox"/> Utilizes multiple methods to provide specific and timely feedback to learners; as a result, students improve in meeting learning targets.<input type="checkbox"/> Embeds, proactively and routinely, a variety of strategies that check for understanding; adapts lessons accordingly throughout instruction.<input type="checkbox"/> Collects and reflects upon evidence to inform and modify short- and long-range plans that are differentiated to support all learners.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues and learners to develop a wide variety of ongoing assessments and to refine methods of providing feedback to learners.<input type="checkbox"/> Models use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions.<input type="checkbox"/> Collaborates with colleagues to develop strategies that build learners' capacity to effectively use feedback from assessments to meet learning targets.<input type="checkbox"/> Actively contributes to data team meetings and uses results for own instructional planning.	<ul style="list-style-type: none"><input type="checkbox"/> Provides consultative support to school and district personnel related to effective formative assessment practices.<input type="checkbox"/> Engages teams of teachers in the design of common formative assessment tools, including classroom questions, student performances, and others.<input type="checkbox"/> Facilitates data team meetings designed to examine evidence related to the effectiveness of instructional strategies; leads colleagues in using results to modify and/or differentiate instruction as needed.

2.9 Uses summative assessments to measure learner attainment of specified learning targets

Pre-Service and Beginning

- Administers required school and district summative assessments.

Emerging

...and

- Collects summative assessment data aligned to content goals and benchmarks; notes successes, challenges, and differences in learners.

Applying

...and

- Demonstrates understandings of why and when to select and integrate various summative assessments into the instructional cycle.
- Collaborates with colleagues to develop common assessments, and to analyze results to improve instruction.
- Analyzes data results for all learners to inform improvements in the design of summative assessments.

Integrating

...and

- Facilitates colleagues in grade-level and/or content team reviews of summative data.
- Engages with colleagues to develop and refine common summative assessment options to demonstrate learners' knowledge and skills and to respond to learners' needs in relation to learning targets.

Innovating

...and

- Leads collaborative efforts to create, calibrate, and evaluate summative assessments for grade-level and/or content teams based on specific targets or benchmarks.

2.10 Maintains evidence and records of learning performance to communicate progress

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"><input type="checkbox"/> Collects and records required documentation of student learning aligned with content standards using available resources and technologies.<input type="checkbox"/> Shares assessment feedback with learners, families/guardians, and appropriate school personnel at required reporting periods.	...and <ul style="list-style-type: none"><input type="checkbox"/> Analyzes evidence of student learning, utilizing records that accurately represent learning performance.<input type="checkbox"/> Discusses specific results in terms of strengths and challenges with learners and families/guardians.	...and <ul style="list-style-type: none"><input type="checkbox"/> Uses a variety of methods to collect evidence of learning and maintains records.<input type="checkbox"/> Uses available technologies to maximize effective use of data with a variety of audiences.<input type="checkbox"/> Communicates learner progress in a timely and specific manner to families/guardians.<input type="checkbox"/> Solicits feedback from families/guardians on a regular basis and offers resources that support ongoing progress.	...and <ul style="list-style-type: none"><input type="checkbox"/> Provides families/guardians and learners with current examples of evidence of learning.<input type="checkbox"/> Convenes families/guardians and school personnel to discuss student data and to co-develop meaningful plans to enhance learner success.	...and <ul style="list-style-type: none"><input type="checkbox"/> Coaches and supports colleagues in improving practices to collect, record, and share learning performance data.<input type="checkbox"/> Leads colleagues in reflections focused on the adequacy of progress reporting mechanisms and, when appropriate, in the revision or design of these mechanisms.

2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes

Pre-Service and Beginning

- Reviews standardized assessment data and uses basic understandings of individual and class performance for planning.

Emerging

...and

- Understands the purposes and limitations of standardized tests.
- Utilizes standardized assessment data results to set instructional goals for individual learners and for subgroups represented in disaggregated data.

Applying

...and

- Demonstrates understandings of standardized assessment-related issues including (but not limited to) validity, reliability, and bias.
- Reflects on evidence to guide short- and long-term planning to meet performance goals for individual learners and subgroups.

Integrating

...and

- Works collaboratively to analyze standardized assessment data to find school patterns and trends among subgroups and within content areas.
- Uses analysis to guide ongoing modifications in instruction that result in increases in learner achievement.

Innovating

...and

- Leads colleagues in professional learning activities to analyze test data and to develop next steps at the school and district levels.
- Advocates for equitable and supportive testing contexts for all learners.

Alabama Quality Teaching Standard 3, Literacy: To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Oral and Written Communications

3.1 Demonstrates standard oral and written communications and integrates appropriate communication strategies

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"> <input type="checkbox"/> Uses standard spoken and written language to support clear communications with learners, families/guardians, colleagues, and other audiences. <input type="checkbox"/> Listens actively to speaker and seeks to understand different perspectives. <input type="checkbox"/> Uses questioning strategies to solicit specific information and to clarify understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses standard spoken and written language and a variety of digital- age communications in ways that are well matched to the content or to the information being exchanged. <input type="checkbox"/> Listens to others and reflects on how best to respond. <input type="checkbox"/> Works with colleagues to ensure that all spoken and written communications from the school to learners, families/guardians, and the community are accurate, clear, and accessible to all. 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to the speaker using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion, or suggesting additional viewpoints or possibilities to be considered. <input type="checkbox"/> Facilitates discussion using strategies to ensure effective interactions between and among individuals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors and modifies spoken and written communications based on self-reflection and feedback from others. <input type="checkbox"/> Collaborates with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports colleagues in the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement. <input type="checkbox"/> Facilitates the development of a professional learning community in which adults engage in active inquiry and dialogue.

3.2 Fosters and responds to effective verbal and nonverbal communications during instruction

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Recognizes when learners are confused during instruction and responds with additional support.<input type="checkbox"/> Uses assistive technologies provided for individual learners to facilitate communication.	<ul style="list-style-type: none"><input type="checkbox"/> Notices most verbal and nonverbal indicators of learner understanding and confusion. Is especially attentive to learners with assistive devices.<input type="checkbox"/> Teaches methods for effective verbal and nonverbal communications.<input type="checkbox"/> Responds in ways that model expectations for verbal and nonverbal communications.	<ul style="list-style-type: none"><input type="checkbox"/> Models and teaches effective verbal, nonverbal, and media communication techniques.<input type="checkbox"/> Creates a learning environment where all learners initiate effective verbal and nonverbal communications to further understanding and critical thinking.<input type="checkbox"/> Responds to learners in ways that maintain individual and group focus, promote understanding, and encourage individual learner persistence and perseverance in tackling difficult tasks.	<ul style="list-style-type: none"><input type="checkbox"/> Works with colleagues to enhance their communication abilities and styles.	<ul style="list-style-type: none"><input type="checkbox"/> Engages with colleagues to study the effects of verbal and nonverbal responses within groups and to design methods to improve communications.

Development of Reading Skills and Accessing K-12 Literary Resources

3.3 Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Uses appropriate instructional strategies to support learners in reading and comprehending curriculum within and across content areas.<input type="checkbox"/> Seeks supports for struggling learners.	<ul style="list-style-type: none"><input type="checkbox"/> Provides explicit vocabulary instruction in content areas and employs strategies to improve learner skills in comprehension of subject matter.<input type="checkbox"/> Begins to utilize appropriate strategies and supplemental resources to meet the instructional needs of diverse learners.	<ul style="list-style-type: none"><input type="checkbox"/> Implements appropriate instructional strategies to support all learners in increasing literacy skills across content areas.<input type="checkbox"/> Monitors learner progress in both content knowledge and literacy skills.<input type="checkbox"/> Works with colleagues to design appropriate instructional activities and grouping strategies that make content more accessible and improve learners' literacy skills.	<ul style="list-style-type: none"><input type="checkbox"/> Engages learners in monitoring fluency and comprehension of texts and other materials; both in advocating for their needs and in celebrating their progress.<input type="checkbox"/> Collaborates with grade-level and/or content-area teams to seek out innovative techniques that improve learners' literacy skills across content areas.	<ul style="list-style-type: none"><input type="checkbox"/> Leads colleagues in action research focused on the improvement of literacy across the curriculum and facilitates the use of results to improve instruction.

3.4 Integrates narrative and expository reading strategies across the curriculum

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Teaches literacy strategies by following available guidelines in content-area manuals and texts.	<ul style="list-style-type: none"><input type="checkbox"/> Begins to model appropriate strategies for reading narrative and expository text across the disciplines to support access to the curriculum.<input type="checkbox"/> Communicates the value of literacy skills across all disciplines.	<ul style="list-style-type: none"><input type="checkbox"/> Consistently teaches literacy skills for narrative and expository texts within the content areas to ensure that each learner has access to the curriculum.<input type="checkbox"/> Encourages learners to read widely and supports learners in seeking out resources matched to their interests and abilities.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues to integrate literacy instruction throughout the curriculum based on a thorough understanding of learner skill levels and knowledge of the literacy demands in narrative and expository resources.<input type="checkbox"/> Works with colleagues to identify and use a broad range of narrative and expository resources to foster motivation and to support learners' self-directed learning.	<ul style="list-style-type: none"><input type="checkbox"/> Leads colleagues in the design and refinement of lessons that integrate literacy instruction within content instruction and promote high levels of literacy throughout the school and/or district.

Development and Application of Mathematical Knowledge and Skills across Content Areas

3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Begins to notice and use opportunities for mathematical problem solving to further students' understanding of content across disciplines.<input type="checkbox"/> Encourages learners to approach mathematical problem solving in various ways.	<ul style="list-style-type: none"><input type="checkbox"/> Models appropriate mathematical problem solving using a variety of strategies appropriate to the learners and the content being taught.<input type="checkbox"/> Guides learners in the identification of specific mathematical information that contributes to interpretations of data and conclusions.	<ul style="list-style-type: none"><input type="checkbox"/> Plans and implements mathematically based instructional activities to enhance learner understanding of content and to ensure that learners develop abilities to solve complex problems across disciplines.<input type="checkbox"/> Supports learners in thinking critically about mathematical information in order to identify problematic issues, interpret data accurately, and pose solutions.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners.<input type="checkbox"/> Works with colleagues to plan, implement, and scaffold challenging mathematical problem-solving experiences that are appropriate to the content for all learners.	<ul style="list-style-type: none"><input type="checkbox"/> Models for and coaches colleagues in the use of mathematical problem solving across disciplines.<input type="checkbox"/> Assists colleagues in developing and nurturing learning environments that value analytical thinking and improve learners' ability to articulate content-related issues mathematically and to solve problems collaboratively.

3.6 Communicates mathematical concepts, processes, and symbols within the content taught

Pre-Service and Beginning

Emerging

Applying

Integrating

Innovating

...and

...and

...and

...and

Utilizes available resources to communicate mathematical concepts, processes, and symbols.

Identifies the importance of mathematical processes and symbols; and uses them throughout instruction as appropriate to the content.

Teaches mathematical vocabulary and concepts explicitly as they apply within and across disciplines.

Ensures that students develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.

Engages with colleagues across grade levels and content areas to design and implement instructional activities that integrate mathematical concepts, processes, and symbols consistently and in meaningful ways.

Utilizing Technology

3.7 Identifies and integrates available emerging technologies into the teaching of all content areas

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Uses available site-based technological resources to support instruction.<input type="checkbox"/> Selects additional technological resources primarily based on suggestions from colleagues.<input type="checkbox"/> Identifies, evaluates, and uses technological resources and technical assistance, i.e., those available online and on-site within a school and district setting.	<ul style="list-style-type: none"><input type="checkbox"/> Expands knowledge of existing and emerging technological resources and assesses their potential use to enhance instructional and learning activities.<input type="checkbox"/> Incorporates technological resources into standards-based lesson planning.<input type="checkbox"/> Models digital-age work and learning by exhibiting knowledge, skills, and work processes representative of an innovative professional in a global society.	<ul style="list-style-type: none"><input type="checkbox"/> Integrates multiple technological resources into instruction to enhance learners' understanding of content.<input type="checkbox"/> Plans the use of technology to support curriculum in ways that address individual learning needs.<input type="checkbox"/> Uses technological tools (including, but not limited to, spreadsheets, Web page development, digital video, the Internet, and e-mail) for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students.	<ul style="list-style-type: none"><input type="checkbox"/> Engages with colleagues to expand knowledge and use of hardware and software resources to better meet the needs of all learners.<input type="checkbox"/> Involves students and colleagues in the evaluation of technological resources and data to determine quality of information and possible bias.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources routinely into instructional activities.<input type="checkbox"/> Embeds technology into all adopted curriculum to enhance and extend learning opportunities for all students.

3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<p><input type="checkbox"/> Provides students with available hardware and software to support content learning, completion of assignments, and/or practice of basic skills.</p>	<p>...and</p> <p><input type="checkbox"/> Teaches procedures and routines that provide practice in using technology for academic purposes.</p> <p><input type="checkbox"/> Provides some differentiation for students based on assessed abilities to use technological resources appropriately.</p>	<p>...and</p> <p><input type="checkbox"/> Engages individuals and groups in learning experiences that are supported through the use of technology to locate, collect, create, produce, communicate, and present information.</p> <p><input type="checkbox"/> Works to improve student abilities to utilize technological resources by using systematic assessments of their technological proficiency in independent work and in collaborative groups.</p>	<p>...and</p> <p><input type="checkbox"/> Works with colleagues to nurture learning environments that increase students' skills and abilities to use technology independently and in cooperative groups.</p> <p><input type="checkbox"/> Collaborates with colleagues to identify, develop, and utilize self-assessment tools and other resources that support students' evaluation of their proficiency in the use of technology.</p>	<p>...and</p> <p><input type="checkbox"/> Works with colleagues to design and refine individual and collaborative instructional activities that support students in locating, selecting, evaluating, and using technological resources effectively.</p>

Alabama Quality Teaching Standard 4, Diversity: To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Cultural, Ethnic, and Social Diversity

4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	.. and	. . . and
<ul style="list-style-type: none"> <input type="checkbox"/> Listens actively to speaker and seeks to understand different perspectives. <input type="checkbox"/> Selects instructional strategies, resources, and technologies with some consideration for diverse learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans, delivers, and evaluates lessons that reflect positive regard for the culture, gender, linguistic background, and socioeconomic status of students and families/guardians. <input type="checkbox"/> Incorporates into the learning environment visuals, readings, and other materials that reflect student diversity. <input type="checkbox"/> Designs and manages content to facilitate learning experiences utilizing technologies that are responsive to a diversity of students, learning styles, and special needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes curriculum and content standards meaningful to diverse learners through planning, implementing, and evaluating differentiated instructional activities that specifically connect to and reflect students' cultures and backgrounds. <input type="checkbox"/> Includes lessons that teach about the contributions of people of diverse cultures and backgrounds. <input type="checkbox"/> Invites students to contribute resources that augment curriculum and reflect culture and other aspects of diversity. <input type="checkbox"/> Supports students in articulating how lessons reflect the relevance of the curriculum in their lives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shares curricula, units, and lesson designs that improve learner engagement and achievement among diverse learners. <input type="checkbox"/> Works with colleagues to design strategies to engage learners in lessons that are relevant to their lives and that value their background experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and coaches colleagues in expanding culturally responsive curricula and instruction in the school and district. <input type="checkbox"/> Builds capacity in learners and colleagues to utilize the assets– that each learner brings to the learning community based on their backgrounds and experiences.

4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows available guidelines for periodic communications with families/guardians. <input type="checkbox"/> Utilizes differentiated communication modes with students and their families/guardians based on identified needs. <input type="checkbox"/> Varies instruction to increase student participation. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers diverse communication patterns among students and their families/guardians and adapts and adjusts language selection and types of questions asked in ways that support positive interactions. <input type="checkbox"/> Notices patterns of participation and utilizes strategies to support equitable participation. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks greater knowledge and understanding of communication patterns through conversations with colleagues and family/guardians, as well as through community visits, school resources, or study. <input type="checkbox"/> Uses strategies designed to ensure that all students feel safe participating in class and have equitable opportunities in learning activities. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects with colleagues to refine communication skills and flexibility in interactions to ensure effective outcomes for students and families/guardians. <input type="checkbox"/> Works with colleagues to identify, utilize, and evaluate an extensive repertoire of strategies and technologies to ensure full participation and engagement of all students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates opportunities for colleagues to engage with and involve diverse populations represented in the schoolwide community. <input type="checkbox"/> Coaches colleagues in building students' capacity to take responsibility for maintaining a learning environment that fosters safe and equitable participation for all.

4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the need to consider own assumptions, attitudes, and expectations about students. <input type="checkbox"/> Begins to reflect on possible personal biases and their impact on learning. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges potential personal biases based on an understanding of the differences between own background and that of students. <input type="checkbox"/> Reflects on personal and cultural biases and identifies areas of strength and growth. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reads, attends workshops, and asks questions of people different from self to increase understanding of diverse cultures and backgrounds. <input type="checkbox"/> Develops instructional strategies that diminish negative and increase positive impacts on learning based on analysis of own personal/cultural biases. <input type="checkbox"/> Implements instructional strategies that avoid biases, stereotypes, and generalizations and that reflect current understanding of own personal/cultural biases. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments. <input type="checkbox"/> Structures opportunities for colleagues to surface viewpoints regarding personal and cultural biases based on experience and other evidence in the classroom and in the school. Collaboratively develops responses. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes leadership with colleagues in positively influencing school culture on issues of race, culture, gender, linguistic background, and socioeconomic status. <input type="checkbox"/> Works with colleagues to develop strategies that empower students to recognize, analyze, and overcome the effects of institutional bias.

Language Diversity

4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Explores ways in which students' native language and linguistic background can be used during instruction.<input type="checkbox"/> Works with colleagues and the community to provide native language support services to students, if available.	<ul style="list-style-type: none"><input type="checkbox"/> Provides opportunities for second-language learners to use their native language to support understanding of skills and concepts.<input type="checkbox"/> Makes academic connections to native languages to support transfer of learning whenever possible.<input type="checkbox"/> Refers to native language as a positive asset and resource in learning.	<ul style="list-style-type: none"><input type="checkbox"/> Increases understanding of basic structures of native languages represented by students to better utilize first-language connections during instruction.<input type="checkbox"/> Plans and provides instructional opportunities for students to utilize their linguistic backgrounds to support thorough understanding of content.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues to systematically provide supports for language learners, including use of native language.<input type="checkbox"/> Works with colleagues to build language learners' capacity to actively reference and utilize their linguistic backgrounds to accelerate learning.	<ul style="list-style-type: none"><input type="checkbox"/> Builds greater understanding of the role of linguistic background in the learning process and coaches colleagues to implement effective strategies.<input type="checkbox"/> Advocates for schoolwide outreach to families/guardians whose first language is not English.

4.5 Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes available program materials for second-language instruction. <input type="checkbox"/> Uses some ELP strategies for content instruction. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers accessibility of program materials with regard to the language proficiency levels of second-language learners and adapts materials accordingly. <input type="checkbox"/> Uses some visuals and regular modeling to augment auditory directions and information. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of ELP strategies to make adopted program materials more accessible to students of all language proficiency levels. <input type="checkbox"/> Provides a variety of visuals and modeling during content instruction to support English language learners at all levels. <input type="checkbox"/> Establishes routines for students to ensure their academic use of visuals and other references to promote engagement in whole-class, small-group, and individual work. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages with colleagues to organize and implement available second-language resources/curriculum so that English language learners are regularly provided an instructional sequence that meets their language needs. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to ensure that all English language learners are supported in their language growth by the curriculum and are making appropriate progress.

4.6 Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Identifies students with difficulties in learning.<input type="checkbox"/> Uses available materials to re-teach skills and concepts.	<ul style="list-style-type: none"><input type="checkbox"/> Reviews and sorts types of student errors using knowledge of second-language development levels and knowledge of typical errors made by students in transition to English based on their native language structure.<input type="checkbox"/> Seeks the support of colleagues as needed.	<ul style="list-style-type: none"><input type="checkbox"/> Plans lessons that incorporate specific language supports based on assessments of language levels and student misunderstandings and/or miscues.<input type="checkbox"/> Provides appropriate cognitive or linguistic scaffolds for students during instruction.<input type="checkbox"/> Identifies student misunderstandings during instruction and utilizes questioning and other methods to support students in explaining their logic.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues to analyze student work for both academic and language errors.	<ul style="list-style-type: none"><input type="checkbox"/> Provides modeling and coaching for colleagues on approaches to differentiated instruction that support students' cognitive and linguistic development.

Special Needs

4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Assists in identifying at-risk students, gifted students, and those with disabilities.<input type="checkbox"/> Demonstrates a basic understanding of laws and policies regarding exceptional learners.<input type="checkbox"/> Implements IEPs and 504 plans with support from staff.	<ul style="list-style-type: none"><input type="checkbox"/> Recognizes characteristics of exceptional learner groups. Follows school procedures for appropriate referral of students for assessment.<input type="checkbox"/> Implements IEPs and 504 plans, and complies with laws and policies regarding exceptional and at-risk students.<input type="checkbox"/> Modifies some lessons to address students' strengths and needs.	<ul style="list-style-type: none"><input type="checkbox"/> Makes timely referrals based on a thorough understanding of the characteristics of exceptional learner groups.<input type="checkbox"/> Develops and implements students' individual plans, modifications, and accommodations in collaboration with support staff.<input type="checkbox"/> Anticipates needs for adjustments in lessons based on students' assessed strengths and needs.	<ul style="list-style-type: none"><input type="checkbox"/> Collaborates with colleagues to enhance schoolwide understanding of referral processes and community resources to actively promote student success.<input type="checkbox"/> Works with teams of teachers to expand knowledge of accommodations and interventions to ensure achievement among exceptional students.<input type="checkbox"/> Leads colleagues in reflecting on how they can encourage students to identify their needs for accommodations and modifications before and during lessons.	<ul style="list-style-type: none"><input type="checkbox"/> Advocates within the school, the district, and the broader community to ensure that all groups of exceptional students have access to all appropriate learning opportunities and resources.

4.8 Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Varies some instructional activities to provide options for students with learning differences and disabilities.<input type="checkbox"/> Provides some visuals as environmental references, using available resources.	<ul style="list-style-type: none"><input type="checkbox"/> Incorporates some differentiated learning strategies that promote inclusion and allow for student choice.<input type="checkbox"/> Develops visuals to augment auditory directions and information.	<ul style="list-style-type: none"><input type="checkbox"/> Provides higher-order thinking activities adapted to the academic and social needs of students with learning differences.<input type="checkbox"/> Provides modeling and step-by-step visuals as supports for students with learning differences.	<ul style="list-style-type: none"><input type="checkbox"/> Employs a variety of differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation. Shares these strategies with colleagues.<input type="checkbox"/> Uses a wide range of engaging visual scaffolds and supports in all learning activities to ensure high levels of success for exceptional students. Shares these supports with colleagues.	<ul style="list-style-type: none"><input type="checkbox"/> Models inclusive strategies and discusses them with colleagues.<input type="checkbox"/> Advocates for inclusive learning environments that are adaptive and differentiated, that respect and value the educational and social contributions that exceptional students bring to the classroom community.

Learning Styles

4.9 Helps students assess their own learning styles and build upon identified strengths

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<input type="checkbox"/> Demonstrates understanding of the research on learning styles and multiple intelligences, and considers ways these influence students' academic growth and access to content.	<input type="checkbox"/> Gathers information about individual students' learning styles and intelligences in order to plan and deliver appropriate instruction. <input type="checkbox"/> Engages individual students in assessing their own learning styles and in understanding their learning strengths and those of classmates.	<input type="checkbox"/> Uses a variety of self-assessment tools to support students in understanding their individual learning strengths. <input type="checkbox"/> Provides students with opportunities to articulate their learning style strengths and needs to peers, teachers, and families/guardians. <input type="checkbox"/> Articulates and celebrates the diverse learning styles represented in the classroom.	<input type="checkbox"/> Integrates formal and informal learning style self-assessments into instruction continually. Helps students internalize assessment results and proactively choose study skills and strategies that complement their learning strengths. Evaluates the effectiveness of these strategies and shares results with colleagues.	<input type="checkbox"/> Leads colleagues in collaborative efforts to identify and/or develop effective self-assessment tools and protocols to enhance students' confidence and self-knowledge.

4.10 Designs learning experiences that engage all learning styles and multiple intelligences

Pre-Service and Beginning

- Selects instructional strategies and resources that address some of the learning styles and intelligences represented in classroom.

Emerging

...and

- Selects and delivers research-based instructional strategies and materials designed to meet the needs of the wide variety of learning styles and intelligences represented in the classroom.

Applying

...and

- Analyzes results of individual learning style assessments to design lessons and units of study that are engaging and responsive to all students' needs.
- Provides students with opportunities to choose learning experiences that build upon and optimize their learning styles and strengths.

Integrating

...and

- Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice in order to meet the needs of diverse students.

Innovating

...and

- Models use of and advocates consistently for research-based instructional strategies and resources that address the needs of diverse learning styles and multiple intelligences.

Alabama Quality Teaching Standard 5, Professionalism: To increase the achievement of all students, teachers engage in continual learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

5.1 Collaborates with stakeholders to facilitate student learning and well-being

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates with families/guardians to share learning goals. Responds to issues as they arise. <input type="checkbox"/> Has basic communication processes and protocols in place. <input type="checkbox"/> Communicates with colleagues and shares resources for each student's growth, including learners with an Individual Education Program and/or 504 Plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Anticipates instructional challenges and takes initiative to proactively communicate with parents/guardians. <input type="checkbox"/> Varies communication methods to connect effectively with all families and caregivers. <input type="checkbox"/> Interacts with colleagues to share responsibility for meeting the diverse needs of each student through collaborative conversations and planning. <input type="checkbox"/> Uses technology tools for reporting purposes and for communication with parents/guardians of students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages students with parents/guardians in purposeful learning activities. <input type="checkbox"/> Provides opportunities for families to actively participate in the classroom and in school activities. <input type="checkbox"/> Establishes ongoing two-way communications with families, and solicits input to advance each student's plan for success. <input type="checkbox"/> Teams with colleagues to effectively differentiate instruction to improve and accelerate individual and group learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops ongoing partnerships with parents/guardians and students to extend individual and class learning beyond the classroom and home through communication that results in co-planning efforts. Evaluates the success of these initiatives and shares with colleagues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates and facilitates parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels. <input type="checkbox"/> Conducts grade-level, school-level, and system-level efforts to strengthen collaborative endeavors on behalf of all students, with particular attention to the needs of subgroups of learners.

5.2 Engages in ongoing professional learning to move practice forward

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> <input type="checkbox"/> Sets required individual professional learning goals. <input type="checkbox"/> Participates in job-embedded professional development related to school, district, and state goals. <input type="checkbox"/> Plans for ongoing personal professional learning that is aligned with the Alabama definition and standards for professional development. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates professional learning goals and commits to a learning plan based on self-reflection and other formative assessments. <input type="checkbox"/> Utilizes current professional literature, best practices, and collegial relationships to improve as a teacher and as a learner. <input type="checkbox"/> Continually improves professional practice, models lifelong learning, and exhibits leadership in schools and professional communities by promoting and demonstrating the effective use of digital tools and resources. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constructs and implements long-term and short-term learning goals based on student needs. <input type="checkbox"/> Engages in action research with colleagues for the purpose of examining and advancing one's practice to achieve professional goals. <input type="checkbox"/> Utilizes nontraditional avenues (e.g., online professional development opportunities, Web-based information, online collaboration with other educators and experts) to provide and/or embed professional development in their learning community. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies short- and long-term professional goals by analyzing and reflecting on evidence of student learning and on self-assessments of professional teaching practice. <input type="checkbox"/> Initiates ongoing action research based upon reflective classroom observations and ongoing professional learning. Applies research findings to support student success. <input type="checkbox"/> Helps colleagues understand Alabama's definition and standards for professional development and apply these in planning their own professional learning. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes and leads colleagues in identifying and developing professional goals around student needs and outcomes. <input type="checkbox"/> Collaborates with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve teaching and learning at the school and district levels. <input type="checkbox"/> Models the use of Alabama Professional Development Standards while leading professional learning for colleagues.

5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
<input type="checkbox"/> Shares resources with colleagues, families, and community members to improve learning for all students.	<input type="checkbox"/> Analyzes benchmark assessment data with colleagues to identify instructional gaps and challenges. Generates possible solutions, and plans and implements next steps. <input type="checkbox"/> Engages students and families in the implementation and monitoring of next steps to advance student achievement	<input type="checkbox"/> Engages with colleagues and other stakeholders to develop and implement schoolwide initiatives that address achievement gaps and enhance learning for individual students and across classrooms and grade levels.	<input type="checkbox"/> Facilitates schoolwide, inquiry-based professional learning communities that explore patterns and gaps in academic achievement. Based on findings, guides professional learning community in identifying content- specific and instructional strategies to ensure success for all students and to narrow achievement gaps.	<input type="checkbox"/> Leads standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives. Assumes increased leadership to advance reform initiatives at the school, district, state, and national levels.

5.4 Promotes professional ethics and integrity

Pre-Service and Beginning

- Demonstrates understandings of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technological and other resources.
- Demonstrates commitment to ethical and equitable practices for all students.

Emerging

...and

- Practices appropriate professional behaviors and dispositions to foster safe, positive, and productive interactions with students, colleagues, families, and the community.
- Monitors one's integrity through individual and collaborative reflection that focuses on maintenance of records and on the safe, legal, and ethical use of technological and other resources.

Applying

...and

- Continually challenges self intellectually and professionally.
- Implements school and district acceptable use policies, including fair-use and copyright guidelines and Internet user protection policies.

Integrating

...and

- Models and promotes high levels of integrity and ethical practices.
- Articulates and discusses ethical issues with colleagues.
- Engages in an ongoing cycle of reflection, collaboration, and advocacy in order to revise own practices and beliefs.

Innovating

...and

- Facilitates dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels. Advocates for positive solutions.
- Leads colleagues in an ongoing cycle of reflection, collaboration, and advocacy in order to advance quality teaching at the school and district levels.

5.5 Complies with local, state, and federal regulations and policies

Pre-Service and Beginning

Emerging

Applying

Integrating

Innovating

...and

...and

...and

...and

- Locates information and identifies key contacts to access laws and policies.
- Builds an understanding of local, state, and federal requirements related to students' and teachers' rights and student plans, including IEPs.
- Complies with local, state, and federal requirements related to students' and teachers' rights and student plans, including IEPs.

- Develops classroom adaptations according to student plans.
- Accesses resources and/or referral services available to support student plans.

- Works collaboratively with colleagues and support staff to ensure compliance with local, state, and federal regulations and requirements.
- Models the safe, responsible, legal, and ethical use of technology; implements school and district acceptable use policies.

- Enlists colleagues in relevant dialogue regarding new regulations and requirements and their implications for classroom teaching and learning.
- Advocates for all students' equitable learning opportunities and access to resources.

- Engages colleagues to identify areas of compliance that need to be addressed and/or modified.







Alabama Continuum for Instructional Leader Development

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This document was developed by Alabama practitioners and through the combined support of Governor Bob Riley and State Superintendent of Education, Dr. Joseph B. Morton, and facilitated by representatives of Ethused Learning, LLC.

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Introduction to the Alabama Continuum for Instructional Leaders Development

The Governor's Congress on School Leadership was convened by Governor Bob Riley and State Superintendent Joseph B. Morton in November 2004. More than 200 delegates from education and business attended. The Governor's Congress created five task forces, including participants from K-12 education, higher education, the state department of education, education foundations and agencies, professional associations, businesses, and communities. The task force on Standards for Preparing and Developing Principals as Instructional Leaders was charged with determining what Alabama school leaders should know and be able to do; the group was asked to identify standards for instructional leaders. As they developed standards, the task force consulted current research and literature as well as existing standards for instructional leaders, such as those established by the Interstate School Leaders Licensure Consortium (ISLLC), the Southern Association of Colleges and Schools, the Southern Regional Education Board, and 22 states.

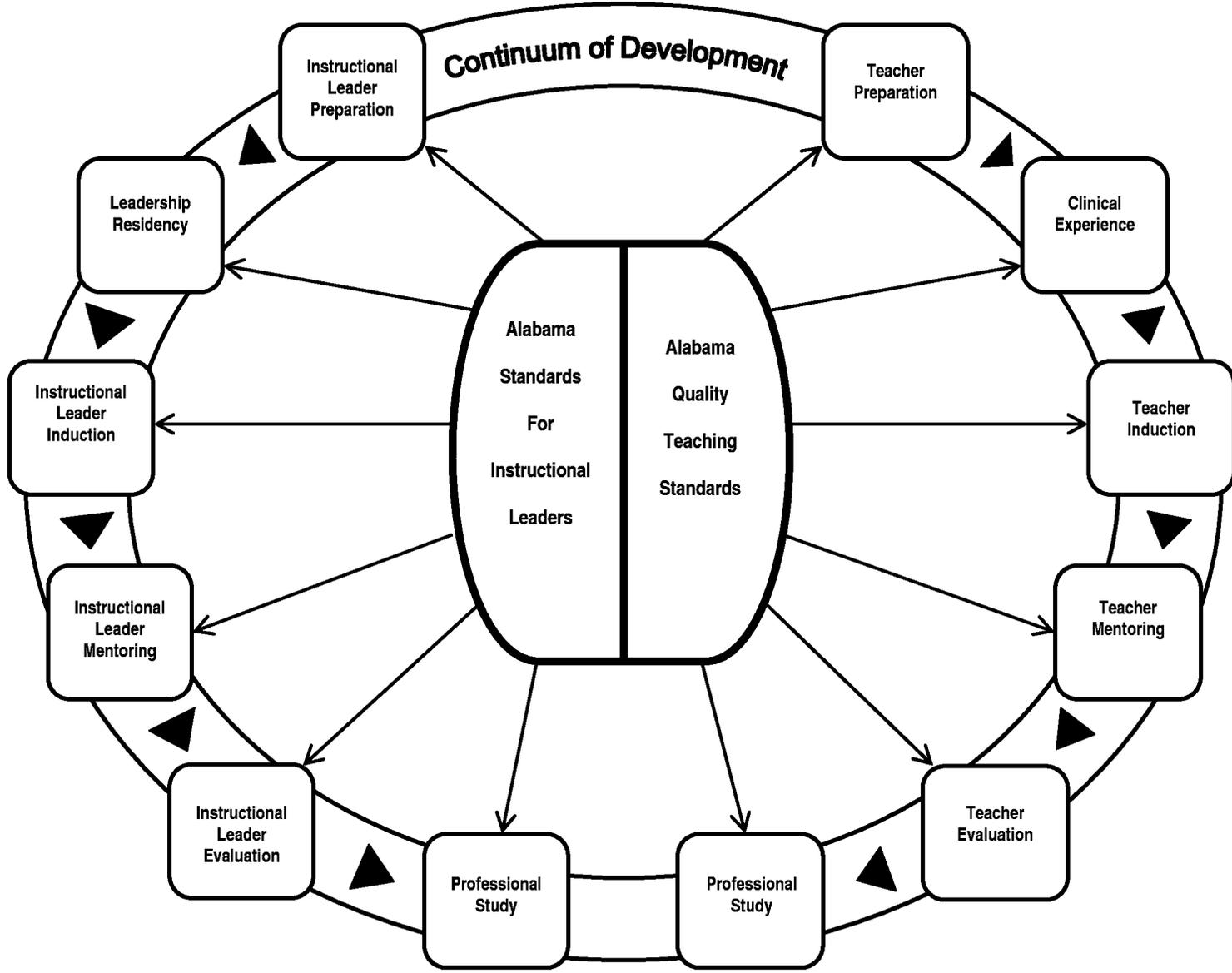
The result was the *Alabama Standards for Instructional Leaders*, a set of eight standards developed by the Governor's Congress and adopted by the Alabama State Board of Education in May of 2005. After indicators were developed for each standard, work commenced with state colleges and universities to base the training and development of school leaders on the new standards. The standards are intended as the basis of instructional leadership preparation programs across the state. The *Alabama Continuum for Instructional Leaders Development* is based on these standards.

Purposes of the Continuum

The *Alabama Continuum for Instructional Leaders Development* offers a shared vision and common language to guide an instructional leader's professional development across his or her career. It is a tool for self-assessment, personal and collegial reflection, goal setting, and professional learning.

The *Continuum* can be viewed as the foundation for various components of instructional leadership in Alabama (see Figure 1). These components include preparation, residency, induction, mentoring, evaluation, and ongoing professional study. The *Alabama Standards for Instructional Leaders* are at the hub of these components. A corresponding set of standards and a continuum support the development of teachers.

The Common Core
The Key to a Standards-Driven Profession



The *Continuum* is created as a five-level rubric; however, it is not intended to be an instrument of summative evaluation. Rather, the primary purpose of the *Continuum* is personal and collegial reflection, self-assessment, and growth. The indicators may not always be observable; however, they are understandable and “knowable” by individuals engaged in serious reflection. The *Continuum* is designed to fill the following purposes:

- Create a shared picture or vision of the knowledge and skills needed as a leader to meet the diverse needs of today’s students, teachers, and schools throughout Alabama
- Encourage the reflective practice of instructional leaders
- Be a tool for formative assessment for instructional leaders during pre-service and throughout their careers
- Guide the establishment and measurement of targets for the professional development of instructional leaders
- Establish a vision of instructional leadership as a supportive and collaborative role rather than an authoritarian role
- Encourage leadership within the school as well as with others in feeder schools within the system and beyond

The *Alabama Continuum for Instructional Leaders Development* was developed to support high levels of leadership in areas that most directly affect student and teacher learning and performance in schools throughout Alabama. It is a tool to make the *Alabama Standards for Instructional Leaders* more accessible and understandable to instructional leaders throughout their careers: from pre-service through induction and beyond.

During the pre-service stage, the standards and the continuum support prospective instructional leaders’ understanding of the complexity of effective leadership. The *Continuum* is also intended to convey that instructional leaders do not “arrive” through the fulfillment of course work and residency requirements; rather, their development as effective instructional leaders is a continual process. The *Continuum* serves as a framework for the collaborative work of mentors and beginning leaders; as each reflects on observations and job demands, the *Continuum* can guide discussions and professional development. Experienced instructional leaders can also use the *Continuum* to inform their own performance and growth (e.g., by reflecting on practice, asking colleagues for feedback, and gathering data to document growth).

Alabama Standards for Instructional Leaders

To realize the mission of enhancing school leadership among principals and administrators in Alabama resulting in improved academic achievement for all students, instructional leaders will be held to the following standards:

Standard 1: Planning for Continuous Improvement

Engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

Standard 2: Teaching and Learning

Promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.

Standard 1: Rationale

This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Standard 2: Rationale

This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that instructional leaders be learners who model and encourage lifelong learning. They should establish a culture of high expectations for themselves, their students, and their staff.

Standard 3: Human Resources Development

Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals. Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

Standard 4: Diversity

Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Standard 3: Rationale

This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish school goals and continuously improve the school's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles.

Standard 4: Rationale

This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve opportunities for all students.

Standard 5: Community and Stakeholder Relationships

Identifies the unique characteristics of the community to create and sustain mutually supportive family-school-community relations.

Standard 5: Rationale

This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their youngsters and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Standard 6: Technology

Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication.

Standard 6: Rationale

This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should be competent users of information and technology tools common to information-age professionals. The effective educational leader should be a hands-on user of technology. While technology empowers instructional leaders through the information it can readily produce and communicate, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs.

Standard 7: Management of the Learning Organization

Manages the organization, facilities, and financial resources; implements operational plans; and promotes collaboration to create a safe and effective learning environment.

Standard 7: Rationale

This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication.

Standard 8: Ethics

Demonstrates honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators.

Standard 8: Rationale

This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community.

Structure and Organization of the Continuum

The eight standards that constitute the *Alabama Standards for Instructional Leaders* form the basis of the *Alabama Continuum for Instructional Leaders Development*. Many of the 99 indicators from the original *Standards* document have been combined into the *Continuum*'s 23 indicators. (See the appendix for a matrix that depicts where each of the original 99 indicators is represented in the continuum.) The *Alabama Continuum for Instructional Leaders Development* is organized so that each of the 23 indicators is described at each of five levels of development: Pre-Service Leadership, Developing Leadership, Collaborative Leadership, Accomplished Leadership, and Distinguished Leadership. (These levels of development are defined in the section that follows.) Five important notes should be made about these levels:

1. All of the 99 indicators from the *Alabama Standards* are incorporated into the first level of development named in the continuum, Pre-Service Leadership. These indicators represent what instructional leaders should know and be able to do upon completion of their preparation work.
2. Although the first two levels of development are named Pre-Service Leadership and Developing Leadership, one cannot assume that an experienced instructional leader will have all of the skills and knowledge included in these first two levels. Some beginning leaders may have exceptional knowledge and skills in one or more standards; some experienced leaders may find challenges in one or more standards. The continuum projects developmental growth—and leaders, given new contexts (staff, school placements, changing demographics) may find themselves moving from right to left on the continuum occasionally.
3. No instructional leader will be at the same level of development for all eight standards; indeed, there may well be variation among indicators within a given standard.
4. For each indicator, the levels of development are cumulative; that is, each level builds on the one(s) before it. An instructional leader cannot determine practice at the Collaborative Leadership level unless he or she has most of the skills, knowledge, and practices articulated in the Pre-service and Developing Leadership levels.
5. Leaders who assess themselves at the third level of development, Collaborative Leadership, are effective instructional leaders. The next level, Accomplished Leadership, includes the identification and development of others to serve as leaders within the school, ensuring that exemplary practice continues in the absence of a given leader. Distinguished Leadership indicates influence or impact beyond a leader's own school. This level is achieved very rarely, and few are likely to define their practice at this level in more than one standard.

Levels of Instructional Leadership (Principal) Development and Practice

Levels are progressive and create a scaffold; that is, each level assumes attainment of all prior levels.

Pre-Service Leadership: The pre-service instructional leader knows professional best practices in curriculum, instruction, assessment, management, and leadership of a learning organization. Graduates of leadership preparation programs are expected to satisfy the knowledge and ability indicators outlined in this level of the *Alabama Continuum for Instructional Leaders Development*.

Developing Leadership: The Developing instructional leader is developing the ability to apply foundational knowledge and skills. This leader receives assistance and support from a mentor and other experienced colleagues to expand and enrich his or her leadership skills. He or she focuses primarily on managing the school and implementing school policies and usually determines new initiatives unilaterally or with the assistance of a small leadership team.

Collaborative Leadership: The Collaborative instructional leader gauges the effectiveness of his or her activities and decisions by their effects on student achievement. The instructional leader holds high expectations for all students and expects staff to assume responsibility for supporting student learning and achievement. He or she values collaboration and ensures that teachers work together to maximize student achievement. The Collaborative leader models and encourages lifelong learning through questioning and inquiry. At this level, the instructional leader begins to focus on developing leaders in the school, working with an established leadership team empowered to make decisions and act on issues driven by the school vision. Frequently he or she engages the entire faculty and staff in problem-solving and decision-making.

Accomplished Leadership: The accomplished instructional leader builds the capacity of others, working relentlessly to maximize the effectiveness of all adults within the school. The accomplished leader develops and nurtures a professional learning community in which all adult stakeholders within the school take ownership for ensuring and leading improvement. At this level, the instructional leader is skilled in facilitating collaborative processes such as protocols and dialogue; he or she uses these processes to build trust among all members of the school community. Members of the staff accept individual and collective responsibility for leadership, establish a tradition of learning together, and demonstrate accountability to one another and to the students for the school's success.

Distinguished Leadership: The Distinguished instructional leader routinizes shared leadership within the school. This person is a leader among peers, collaborating with feeder and other schools within the school system. He or she adapts and implements innovative ideas and regularly shares student achievement successes and school improvement challenges with a broader audience. As a result, the instructional leader positively impacts the effectiveness of peers in other schools and/or systems.

The Standards and Indicators of the Continuum

The Governor's Congress on School Leadership identified eight standards for instructional leaders with the understanding that their work is demanding and complex. Whether a leader serves in a small rural school or in a large urban school, the job is rigorous and never simple. The needs of students who are engaged in the education process have changed; indeed, during the past decade, instructional leaders are increasingly being held accountable for ensuring that all students learn at high levels. "All means all" is no longer a cliché; it has become the reality that drives the job of the school leader. In addition, the nation faces changing realities within this world economy; the importance of rigorous and relevant education has never been greater. All of this falls on the instructional leader to translate to teachers—new and experienced—and to families and community members; the job has become more urgent and important than ever before.

Following are the standards and indicators that appear in the *Continuum*:

Standard 1: Planning for Continuous Improvement. Engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

1A. Engages the school community in developing and maintaining a shared vision

1B. Plans effectively for school improvement; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources

1C. Evaluates results for the purpose of continuous school improvement

Standard 2: Teaching and Learning. The instructional leader promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment process to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.

2A. Promotes the success of all students in the learning environment

2B. Collaboratively aligns curriculum, instruction, and assessment to ensure student achievement

2C. Uses a variety of benchmarks, learning expectations, and feedback measures to ensure accountability

Standard 3: Human Resources Development. Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals. Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

3A. Recruits, selects, mentors, and retains faculty and staff to accomplish school and system goals

3B. Works collaboratively with faculty and staff to plan and implement effective professional development that is based upon student needs, promotes both individual and organizational growth, and leads to improved teaching and learning. Initiates and

nurtures interpersonal relationships to facilitate teamwork, establishing professional learning communities (PLCs) that enhance student achievement.

3C. Organizes, supervises, and evaluates faculty and staff to accomplish school and system goals

3D. Creates a personal professional development plan for his or her own continuous improvement

Standard 4: Diversity. Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

4A. Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and local community

4B. Addresses diverse student needs to ensure the success of all students

Standard 5: Community and Stakeholder Relationships. Identifies the unique characteristics of the community to create and sustain mutually supportive family-school-community relations.

5A. Creates and sustains supportive family-school relations

5B. Identifies the unique characteristics of the community to create and sustain mutually supportive school-community relations

Standard 6: Technology. Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication.

6A. Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication

6B. Models the use of technology for personal and professional productivity

6C. Understands and applies system, state, and federal policies governing technology use in schools

Standard 7: Management of the Learning Organization. Manages the organization, facilities, and financial resources; implements operational plans; and promotes collaboration to create a safe and effective learning environment.

7A. Manages the organization and facilities; implements operational plans

7B. Manages financial resources to accomplish school goals and priorities

7C. Promotes collaboration to create a safe and effective learning environment

7D. Allocates, monitors, and protects the use of instructional time to achieve student success

Standard 8: Ethics. Demonstrates honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators.

- 8A. Demonstrates honesty, integrity, and fairness consistent with ethical standards for professional educators
- 8B. Develops and acts on well-reasoned beliefs, based upon an understanding of teaching and learning

These eight standards and 23 indicators are written and described as separate and discrete skills; however, rarely are they performed as separate functions. All eight of the standards are interconnected; in some cases, they are inseparable. For example, if an instructional leader focuses on 3C, increasing his or her skills in effective evaluation of faculty and staff, he or she is also affecting performance in 1B, planning for and implementing school improvement; 2A, ensuring that all students are successful; and 3B, establishing a professional learning community in which teachers learn with and from each other.

Having the standards as eight discrete concepts allows individuals to isolate and focus on a single part of the complex job of instructional leadership. The standards and the continuum provide a common vocabulary for thinking about the job of instructional leader. But it is only through reflection, self-assessment, and shared dialogue that instructional leaders will make personal meaning of the *Standards* and the *Continuum*. Depending on the context, some of the standards will be more important and urgent than others.

Throughout the *Continuum*, you will find that the following themes emerge repeatedly. These concepts are central to the performance of an exemplary instructional leader and represent the philosophy behind the standards.

- Striving for **continual improvement** is a constant focus of effective instructional leaders; they nurture this concept in other members of the school community. In a school with this frame of mind, inquiry is common; people continually ask of each other, “How can I do this better?”
- Establishing a **culture of distributed leadership**, in which leadership is intentionally and purposefully shared with others, is a concept central to the standards and the continuum. Effective leadership is not about doing everything, but about creating processes that will cause the right things to happen.
- Collaborating in a **professional learning community**—learning with and from one another—assures greater growth, for both students and teachers, than working individually.
- **Holding high expectations** for the learning and performance of students and adults is a theme repeated throughout the *Continuum*.
- Promoting **equity** is a concept that remains central throughout all eight standards in the *Continuum*, although it is addressed specifically in Standard 4.
- Developing **positive relationships based on trust** is key to the job of instructional leader.

Use of the Continuum

To use the *Continuum*, select a standard of interest and read the descriptors in each column, beginning with the left column (Pre-Service Leadership) and ending with the right column (Distinguished Leadership). Note that for each indicator, developmental levels are cumulative; that is, the Collaborative level assumes mastery of the knowledge, skills, and behaviors described in the Pre-Service and Developing levels. Place a check mark in the box beside each descriptor that describes your performance, abilities, and knowledge. You do not necessarily need to check each descriptor for a particular level of development in order to be described at that level; select the highest level that best describes your behaviors, knowledge, and skills. Use the higher levels in the continuum—or descriptors that you have not mastered—to establish goals for your own personal and professional growth.

Standard 1: Planning for Continuous Improvement. Engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

1A. Engages the school community in developing and maintaining a shared vision

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows the importance of a vision to bring focus and to mobilize the work of an organization <input type="checkbox"/> Knows how to lead the articulation, development, and implementation of a shared vision for the school that places student and faculty learning at the center <input type="checkbox"/> Has the ability to lead and motivate staff, students, and families to achieve the school's vision <input type="checkbox"/> Is able to interact with the community concerning the school's vision, mission, and priorities <input type="checkbox"/> Understands that the school's vision, mission, and goals must relate to the instructional needs of students <input type="checkbox"/> Is able to focus on student learning as a driving force for curriculum, instruction, and institutional decision-making <input type="checkbox"/> Knows how to create a school leadership team that is skillful in using data 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a learner-centered vision for the school that takes into account the unique needs of the school and community <input type="checkbox"/> Focuses his or her work on achieving the vision <input type="checkbox"/> Shares the vision statement and school goals with staff and community 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses collaborative processes to involve faculty in developing a vision that reflects high expectations for students and staff <input type="checkbox"/> Refers to the school's vision statement consistently to guide discussions and decision making (e.g., about curriculum, instruction, budget and time allocations, adoption of new programs) <input type="checkbox"/> Communicates the school's vision in a variety of formats and to all members of the school community, including students, staff, parents, and members of the larger community 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages a diverse group, including representatives of staff, students, families, and community members, to collaborate in developing, reviewing and/or revising the school's vision statement and in communicating the vision to others <input type="checkbox"/> Keeps the school vision "front and center" to remind all of the school's collective purpose; connects all meetings of staff and community to the school vision <input type="checkbox"/> Helps staff and students create a shared understanding of how the school vision relates to and drives their daily work <input type="checkbox"/> Identifies, develops, and supports teachers to serve as leaders in engaging staff, students, parents, and community members to commit to making the vision a reality 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inspires members of the community to focus on how each person can contribute to achieving the school's shared vision <input type="checkbox"/> Works with feeder schools to ensure that school visions are aligned across schools and with the school system <input type="checkbox"/> Takes a leadership role in the collaborative development of a systemwide vision that reflects the unique needs of learners in the system <input type="checkbox"/> Provides training to other school leaders on processes for creating and achieving a meaningful school vision

1B. Plans effectively for school improvement; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to lead the development and implementation of a strategic plan for the school <input type="checkbox"/> Knows how to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision <input type="checkbox"/> Knows how to align instructional objectives and curricular goals with the shared vision <input type="checkbox"/> Has the ability to work with staff and others to establish and accomplish goals <input type="checkbox"/> Is able to work with faculty to identify instructional and curricular needs that align with vision and resources <input type="checkbox"/> Knows how to relate strategic goals to instructional needs <input type="checkbox"/> Understands the use of goals to manage activities <input type="checkbox"/> Knows and can facilitate a variety of problem-solving techniques; uses a variety of decision-making skills <input type="checkbox"/> Knows and can use processes for gathering information when making decisions <input type="checkbox"/> Knows how to create a school leadership team that is skillful in using data 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with all state and local requirements for the development of a strategic plan <input type="checkbox"/> Collects and analyzes a variety of types of data; disaggregates by subgroups and sets goals accordingly <input type="checkbox"/> Establishes a reasonable number of data-based goals, which are achievable, measurable, and understandable to all stakeholders <input type="checkbox"/> Uses school goals to manage and monitor his or her activities <input type="checkbox"/> Establishes a school leadership team to help formulate a strategic plan, based on data <input type="checkbox"/> Identifies and uses external resources as sources for ideas to plan for improved student achievement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages all members of the staff and faculty in establishing goals and a plan to accomplish them <input type="checkbox"/> Views the strategic plan as an opportunity to bring life to a shared vision <input type="checkbox"/> Continually looks for new and better ways to conduct schooling; is not bound by the status quo <input type="checkbox"/> Ensures that strategic plan goals and strategies (1) are based on research and professional literature and (2) focus on student and faculty learning <input type="checkbox"/> Uses results of data analysis to identify school needs, allocate resources, and plan for improvement of student achievement <input type="checkbox"/> Identifies responsible parties to accomplish school goals and strategies <input type="checkbox"/> Motivates staff, parents, and students to work toward accomplishing goals; helps them see the connection between the goals and improved student achievement <input type="checkbox"/> Utilizes data when making instructional and curricular changes or to support current curricula and instruction 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves a diverse group (including representatives from staff, students, parents, and community members) to analyze multiple sources of data to determine school strengths and needs, to create target goals, and to develop a strategic plan to accomplish goals <input type="checkbox"/> Identifies potential leaders on the faculty to lead the creation or refinement of the strategic school plan; ensures the use of interactive processes to fully engage members of the school community 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves many and diverse members of the community to accomplish school goals <input type="checkbox"/> Engages in systemwide planning for school improvement, ensuring that students are equipped to function in a global and digital society <input type="checkbox"/> Works with feeder schools to ensure that school goals and action plans are aligned between and across schools and with the school system <input type="checkbox"/> Provides training and/or coaching on creating effective strategic plans that engage diverse elements of the community and impact student achievement

1C. Evaluates results for the purpose of continuous school improvement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	...and	...and	...and	...and
<ul style="list-style-type: none"><input type="checkbox"/> Knows how to create a school leadership team that is skillful in using data<input type="checkbox"/> Has the ability to use multiple sources of data to manage the accountability process<input type="checkbox"/> Is able to monitor and assess instructional programs, activities, and materials<input type="checkbox"/> Knows how to use approved methods and principles of program evaluation in the school improvement process<input type="checkbox"/> Is able to use diagnostic tools to assess, identify, and apply instructional improvement	<ul style="list-style-type: none"><input type="checkbox"/> Engages a leadership team in collecting data for periodic assessment of school goals<input type="checkbox"/> Uses multiple sources of data to identify accomplishments and problems<input type="checkbox"/> Reports progress toward the achievement of goals to staff	<ul style="list-style-type: none"><input type="checkbox"/> Establishes a systematic and ongoing cycle of continuous improvement that includes data collection, analysis, planning, and evaluation<input type="checkbox"/> Involves the entire staff in the monitoring and accountability process<input type="checkbox"/> Uses results of data analysis to make needed revisions in the strategic plan<input type="checkbox"/> Focuses attention on results by consistently asking questions to prompt reflection (e.g., In what ways is this helping to achieve our goals? What was the result? What can we learn?)	<ul style="list-style-type: none"><input type="checkbox"/> Involves representatives of the student body, staff, and community in assessing school progress<input type="checkbox"/> Invites and honors diverse points of view in making meaning of data<input type="checkbox"/> Identifies staff members to lead the review of multiple data sources to monitor progress toward goals and action steps; provides training and resources for their success<input type="checkbox"/> Uses multiple methods of communication (e.g., newsletters and Web updates) to convey progress toward goals to all stakeholder groups	<ul style="list-style-type: none"><input type="checkbox"/> Shares data and the results of data analyses with other schools<input type="checkbox"/> Presents what he or she has learned to audiences outside of the school<input type="checkbox"/> Coaches and/or mentors other leaders in learning how to monitor and assess progress toward goals<input type="checkbox"/> Consults with others to create effective processes for monitoring progress

Standard 2: Teaching and Learning. The instructional leader promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.

2A. Promotes the success of all students in the learning environment

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	...and	...and	...and	...and
<ul style="list-style-type: none"> <input type="checkbox"/> Knows the importance of a school culture focused on student and adult learning <input type="checkbox"/> Is able to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making <input type="checkbox"/> Is able to engage staff in ongoing study and implementation of research-based practices <input type="checkbox"/> Has the ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions <input type="checkbox"/> Is able to identify differentiated instructional strategies to meet the needs of a variety of student populations <input type="checkbox"/> Is able to communicate high expectations and standards for the academic and social development of students <input type="checkbox"/> Knows how to collaborate with community, staff, district, state, and university personnel to develop the instructional program 	<ul style="list-style-type: none"> <input type="checkbox"/> Refers to research and best practices to make curricular and instructional decisions <input type="checkbox"/> Identifies and celebrates successes of students and staff <input type="checkbox"/> Establishes high expectations for student success; communicates that all students can learn when provided appropriate curriculum and instructional support <input type="checkbox"/> Communicates the expectation that all faculty and staff can improve practice <input type="checkbox"/> Communicates to staff a belief in the importance of collaboration; encourages sharing of successful practice among staff <input type="checkbox"/> Uses available resources in the community, local school system, region, and state to help staff develop instructional programs 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates to all that student learning is the school's priority through regular classroom visits, formal meetings, and informal conversations <input type="checkbox"/> Helps staff understand and apply research about curriculum, instruction, and assessment <input type="checkbox"/> Creates a collaborative culture, providing support (including time and structures) and accountability (including expectations and monitoring) <input type="checkbox"/> Participates in collaborative staff meetings; leads discussions and protocols as appropriate <input type="checkbox"/> Facilitates faculty collaboration to identify students who are not proficient; engages staff to collaboratively develop, implement, and assess strategies that will help students attain grade-level proficiency <input type="checkbox"/> Ensures, through regular observations, that teachers develop and use lessons that are relevant to students and are aligned to state and local standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes a sense of collective efficacy among staff, who recognize that successes are the result of the alignment and rigor of curriculum and instructional differentiation to meet student needs <input type="checkbox"/> Nurtures and sustains the belief among staff that their collective efforts are sufficient to meet challenges <input type="checkbox"/> Identifies leaders on the staff and provides training so they can facilitate protocols and inquiry at collaborative meetings <input type="checkbox"/> Encourages classroom and office doors to be open for colleagues to observe, problem-solve, and engage in discussions that focus on supporting student achievement at high levels <input type="checkbox"/> Establishes expectations that teachers will collaborate to identify and monitor differentiation strategies to meet diverse needs of students 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies best practices in high-performing schools with similar student demographics <input type="checkbox"/> Provides opportunities for instructional leaders and teachers to share successes with others in the school system <input type="checkbox"/> Engages in continuous learning with other administrators in the school and school system <input type="checkbox"/> Promotes reflection among staff, faculty, students, and administrators in order to improve practice throughout the school system <input type="checkbox"/> Leads administrators and teachers from other schools in implementing protocols to improve student achievement <input type="checkbox"/> Assumes leadership to ensure the successful transition of students between schools

2B. Collaboratively aligns curriculum, instruction, and assessment to ensure student achievement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows the importance of the alignment of content and instruction with high standards resulting in improved student achievement <input type="checkbox"/> Knows how to align curriculum, instructional practices, and assessments to local, state, and national standards <input type="checkbox"/> Has the ability to develop curriculum aligned to state standards <input type="checkbox"/> Stays current with state, national, and district standards for curriculum <input type="checkbox"/> Understands instructional best practices; stays current with research and professional literature 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Requires staff to establish student learning objectives related to the Alabama Courses of Study and to LEA Pacing and Curriculum Guides <input type="checkbox"/> Leads faculty in selecting curriculum materials (e.g., textbooks, resources, media) that are aligned with state standards <input type="checkbox"/> Provides resources (e.g., Alabama Courses of Study, district alignment and pacing guides) for curriculum alignment <input type="checkbox"/> Monitors teacher lesson plans weekly to ensure that alignment of curriculum, instruction, and assessment is planned <input type="checkbox"/> Observes classrooms weekly to monitor delivery of aligned curriculum, instruction, and assessment <input type="checkbox"/> Supports state initiatives designed to increase student achievement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with faculty to ensure alignment of curriculum, instruction, and assessment in all grade levels and subject areas <input type="checkbox"/> Facilitates faculty dialogue about the Alabama Courses of Study in order to reach a shared understanding of essential content, knowledge, and skills expected of students in their school, subject, and/or grade level(s) <input type="checkbox"/> Observes classrooms daily to monitor alignment of curriculum, instruction, and assessment <input type="checkbox"/> Gives data-based feedback to teachers following observations 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates a climate in which faculty members are accountable to one another to align curriculum, instruction, and assessment <input type="checkbox"/> Arranges for peer observations and shared reflection to support student achievement <input type="checkbox"/> Provides time for teachers to collaboratively analyze student work samples to assure alignment and press for achievement at high levels <input type="checkbox"/> Identifies leaders on the staff and provides them with adequate training and support to facilitate collaborative meetings <input type="checkbox"/> Identifies leaders to facilitate the selection and alignment of texts by staff 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes interschool leadership to ensure vertical alignment of curriculum, instruction, and assessment within feeder patterns to maximize student achievement

2C. Uses a variety of benchmarks, learning expectations, and feedback measures to ensure accountability

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to use multiple sources of data to manage the accountability process <input type="checkbox"/> Knows how to coach staff and teachers on the evaluation of student performance <input type="checkbox"/> Has the ability to assess student progress using a variety of formal and informal assessments <input type="checkbox"/> Understands requirements for administration of state and system assessments <input type="checkbox"/> Knows how to access relevant data at the school and classroom levels <input type="checkbox"/> Is able to disaggregate data by subgroups 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oversees and ensures the appropriate administration of required state and system assessments <input type="checkbox"/> Helps faculty and staff understand the purposes of formative and summative assessment and their relationship to student achievement <input type="checkbox"/> Requests support from local, regional, and state resources to provide assistance to faculty on assessment practices <input type="checkbox"/> Explains state-required assessments and disaggregated results to students, families, and faculty in understandable ways <input type="checkbox"/> Ensures regular communication of student progress with parents and students <input type="checkbox"/> Reviews and monitors teacher-assigned grades to ensure compliance with school and district grading policies <input type="checkbox"/> Reviews and analyzes data from multiple sources 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that teacher-made assessments are aligned with Alabama Courses of Studies content standards <input type="checkbox"/> Requires teachers to administer benchmarks <input type="checkbox"/> Ensures the collaborative development and use of common assessments <input type="checkbox"/> Facilitates data meetings to ensure all faculty analyze student data (e.g., state assessments, benchmarks, and teacher-made tests); reflect on their instructional practices; and use the results to plan and deliver improved instruction <input type="checkbox"/> Provides training and coaching to improve the staff's capacity to use a variety of methods to monitor student progress <input type="checkbox"/> Ensures consistency in grading practices through the use of rubrics and common assessments <input type="checkbox"/> Provides training in communicating effectively with families regarding student progress 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies faculty members who are skilled in assessment; supports them in facilitating team meetings to develop and analyze common assessments <input type="checkbox"/> Encourages teachers to engage students in self-assessment; ensures that students can accurately communicate their progress to teachers and family members (e.g., through student-led conferences) <input type="checkbox"/> Monitors student understanding of learning goals and assessment of progress through classroom observations and discussions with students 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes leadership to share data across schools to positively impact student achievement <input type="checkbox"/> Provides opportunities for teachers to share common assessments, student achievement results, and processes of data meetings with teachers across the school system <input type="checkbox"/> Networks with other schools to learn improved ways to monitor student progress and develop student responsibility for achievement of goals

Standard 3: Human Resources Development. Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals. Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

3A. Recruits, selects, mentors, and retains faculty and staff to accomplish school and system goals

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows federal, state, and local employment laws that govern hiring decisions <input type="checkbox"/> Knows how to hire and retain high-quality teachers and staff <input type="checkbox"/> Knows the importance of recruiting, hiring, developing, and retaining a diverse staff <input type="checkbox"/> Knows the importance of mentors in retaining beginning teachers <input type="checkbox"/> Has the ability to establish mentor programs to orient new teachers <input type="checkbox"/> Has the ability to provide ongoing coaching and other forms of support for veteran staff 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to relevant federal, state, and local employment laws, policies, and procedures <input type="checkbox"/> Establishes a process for hiring staff that is in line with school system and state policies <input type="checkbox"/> Selects staff who are highly qualified in the school's identified areas of need <input type="checkbox"/> Provides mentors for beginning teachers <input type="checkbox"/> Seeks to hire and retain a diverse teaching staff <input type="checkbox"/> Recognizes and celebrates staff accomplishments 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects staff whose beliefs about teaching and learning are aligned with the school's vision <input type="checkbox"/> Recruits and selects a diverse staff, aiming to mirror the diversity of the community <input type="checkbox"/> Selects mentors based on their teaching skills and their ability to establish positive relationships with beginning teachers <input type="checkbox"/> Provides support (time, coaching, and other resources) for beginning teachers, mentors, and others <input type="checkbox"/> Facilitates positive relationships among staff in order to retain quality staff <input type="checkbox"/> Uses tools such as focus groups and surveys to assess staff satisfaction; works to improve school climate and working conditions 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes teachers in creating interview questions for teacher candidates; when appropriate, involves staff in the interview process <input type="checkbox"/> Engages faculty in the identification of mentors and the matching of new teachers with appropriate mentors <input type="checkbox"/> Provides awareness sessions and support to motivate teachers to seek certification from the National Board for Professional Teaching Standards and/or other nationally recognized organizations <input type="checkbox"/> Identifies and mentors potential leaders among the staff; provides opportunities for continual growth to maximize potential; encourages these individuals to seek specialized training, as appropriate 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with committees (local, state, and/or national) to recommend policies and procedures related to employment issues <input type="checkbox"/> Works with central office to actively recruit highly qualified personnel in the school's identified areas of need <input type="checkbox"/> Engages other schools in the system to work together so that staff are strategically assigned to capitalize on their strengths and meet the needs of students systemwide <input type="checkbox"/> Works with central office and schools to develop teachers through the identification and encouragement of students with potential to undertake teaching as a profession <input type="checkbox"/> Provides feedback to colleges and universities regarding the quality of teachers they have trained with the goal of improving the overall preparedness of beginning teachers

3B. Works collaboratively with faculty and staff to plan and implement effective professional development that is based upon student needs, promotes both individual and organizational growth, and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork, establishing professional learning communities (PLCs) that enhance student achievement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Understands principles of adult learning and how to apply them for professional development <input type="checkbox"/> Knows how to provide mentors for beginning teachers and coaching for veteran staff <input type="checkbox"/> Has the ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals <input type="checkbox"/> Is able to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning <input type="checkbox"/> Is able to identify and foster the development of aspiring leaders among faculty and staff <input type="checkbox"/> Understands the importance of creating a community of learners among faculty and staff <input type="checkbox"/> Knows strategies to build a professional learning community (PLC) among faculty and staff <input type="checkbox"/> Knows it is important to set high expectations and standards for the performance of all teachers and staff 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides sufficient professional development for staff to meet local and state requirements <input type="checkbox"/> Uses the <i>Alabama Standards for Effective Professional Development</i>, the <i>Alabama Quality Teaching Standards (AQTS)</i>, and the <i>Alabama Continuum for Teacher Development</i> to plan for and support staff growth <input type="checkbox"/> Participates in professional development with staff <input type="checkbox"/> Advocates collaboration and supports informal opportunities for teachers to work together <input type="checkbox"/> Engages staff in discussions and readings about current research and effective practice <input type="checkbox"/> Establishes norms for meetings that foster trust and collaboration that foster trust and collaboration <input type="checkbox"/> Assumes the role of "lead learner" in the school, modeling an attitude of inquiry <input type="checkbox"/> Aligns professional development with school improvement goals 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses data from several sources (e.g., classroom observations, student assessments, teacher evaluations) to identify strengths and needs for professional development <input type="checkbox"/> Relates all professional development to the <i>Alabama Continuum for Teacher Development</i>; engages staff in reflection to target areas for professional growth <input type="checkbox"/> Ensures that all professional development includes follow-up, coaching as needed, and adequate time for reflection and sharing with colleagues <input type="checkbox"/> Provides time and resources for teachers to meet regularly and establish PLCs <input type="checkbox"/> Participates actively in PLCs <input type="checkbox"/> Introduces protocols to guide discussion; facilitates analysis of student work <input type="checkbox"/> Ensures that teachers meet in PLCs to assess rigor and alignment of student work and to identify ways to successfully differentiate instruction 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages faculty in designing and implementing job-embedded professional development <input type="checkbox"/> Provides staff with options for learning, i.e., differentiates professional development <input type="checkbox"/> Assesses professional development efforts; monitors by collecting data on the quality of implementation and the impact on student learning <input type="checkbox"/> Develops leaders among the faculty (e.g., mentors, instructional coaches, and collaborative curriculum development team leaders) <input type="checkbox"/> Develops leaders among the faculty by providing training and opportunities for faculty to mentor, coach, and facilitate PLC/team meetings <input type="checkbox"/> Requires teachers to assess the effectiveness of professional development through action research and inquiry <input type="checkbox"/> Encourages staff to engage students in action research to improve student learning 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with others in the school system to share resources for quality professional development that is data-driven, inquiry-based, collaborative, and focused on student learning <input type="checkbox"/> Engages in and has a leadership role in a PLC with other instructional leaders in the school system <input type="checkbox"/> Collaborates with other school leaders to create opportunities for cross-school sharing and collaboration (e.g., vertical teams, cross-school learning teams, subject-area teams, or interdisciplinary teams) <input type="checkbox"/> Provides opportunities for staff to share results of PLC work (especially student achievement data) with administrators and teachers from other schools

3C. Organizes, supervises, and evaluates faculty and staff to accomplish school and system goals

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Has the ability to work collaboratively with teachers to plan for individual professional development <input type="checkbox"/> Is familiar with and able to use a variety of supervisory models to improve teaching and learning <input type="checkbox"/> Knows the accepted methods and principles of personnel evaluation <input type="checkbox"/> Knows the law and policies related to supervision and evaluation of staff <input type="checkbox"/> Knows how to operate within the provisions of each contract as well as established enforcement and grievance procedures 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows the law related to supervision and evaluation of staff; implements state- and system-level evaluation policies <input type="checkbox"/> Communicates evaluation policies and procedures clearly to all staff, both orally and in writing; clarifies misunderstandings <input type="checkbox"/> Explains the value of the <i>Alabama Quality Teaching Standards</i> and the <i>Alabama Continuum for Teacher Development</i> for teacher self-assessment <input type="checkbox"/> Documents teacher and staff performance consistently and objectively; maintains accurate and confidential records <input type="checkbox"/> Follows established grievance procedures <input type="checkbox"/> Monitors improvement goals for teachers who do not meet performance expectations 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of supervisory models (e.g., clinical supervision, cognitive coaching, standards-based supervision, collegial supervision, self-directed supervision) to help teachers improve teaching and learning <input type="checkbox"/> Regularly monitors classroom instruction; provides feedback to teachers that encourages reflection and identifies their strengths and areas for improvement <input type="checkbox"/> With data from classroom observations, helps teachers plan and adjust instruction; facilitates the identification of goals for improvement <input type="checkbox"/> Identifies struggling teachers; documents performance consistently; provides support (e.g., coaching, professional development, and resources) to help them improve <input type="checkbox"/> Engages teachers in self-assessment with the <i>Alabama Continuum for Teacher Development</i>; poses questions to encourage reflection and self-assessment 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates schoolwide, collaborative assessments (e.g., walkthroughs, action research) to align practice with the <i>Alabama Continuum for Teacher Development</i> <input type="checkbox"/> Formalizes opportunities for staff to visit one another's classrooms, as invited, to observe and give feedback to colleagues <input type="checkbox"/> Uses data collected by audits to assess practice and improve instruction 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with other instructional leaders and teachers in the system to fine-tune guidelines for teacher observation and feedback <input type="checkbox"/> Shares effective supervision strategies with other instructional leaders in the school system, region, and state <input type="checkbox"/> Looks for commonalities across schools in order to leverage systemwide resources to target improvement efforts and support teachers

3D. Creates a personal professional development plan for his or her own continuous improvement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Understands how to create a personal professional development plan for his or her own continuous improvement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets personal and professional goals <input type="checkbox"/> Reads educational research and leadership literature <input type="checkbox"/> Models learning informally and formally <input type="checkbox"/> Engages in professional development on a regular basis <input type="checkbox"/> Assesses self using the <i>Alabama Continuum for Instructional Leaders Development</i> 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates a plan for professional growth, based on current research about effective school leadership and based on school-based student achievement data <input type="checkbox"/> Relates professional growth goals to the <i>Alabama Standards and Continuum</i> <input type="checkbox"/> Stays current on group dynamics, human relationships, and personality styles; uses this information to build strong relationships among staff and community <input type="checkbox"/> Models an attitude of inquiry, continuously learning about best practices in instruction and assessment 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses 360-degree evaluation processes to gather input from others on performance, knowledge, and skills; uses results to help plan for personal and professional development <input type="checkbox"/> Shares his or her own professional goals with faculty; asks for observations and feedback from colleagues (faculty and peers) 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates actively in networks of principals (e.g., state and national professional associations) <input type="checkbox"/> Meets with other leaders in the school system to share progress and problems related to meeting goals <input type="checkbox"/> Assumes leadership in reflecting on educational values and core beliefs with other instructional leaders in the system

Standard 4: Diversity. Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

4A. Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and local community

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to involve the school community in appropriate diversity policy implementations, program planning, and assessment efforts <input type="checkbox"/> Knows how to recognize and respond effectively to multicultural and ethnic needs in the organization and the community <input type="checkbox"/> Has the ability to perceive the needs and concerns of others and is able to deal tactfully with them <input type="checkbox"/> Knows how to handle crisis communications in both oral and written form <input type="checkbox"/> Knows how to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community <input type="checkbox"/> Has the ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes diversity as a strength <input type="checkbox"/> Stays informed of community events and diversity issues <input type="checkbox"/> Works to understand others' backgrounds and points of view <input type="checkbox"/> Respects various religious beliefs <input type="checkbox"/> Models inclusion and respect toward all; insists that diversity is never a disparaging subject in school discussions <input type="checkbox"/> Creates respectful relationships with members of the community <input type="checkbox"/> Seeks to become an effective communicator by reading professional literature and attending workshops on diversity and communication <input type="checkbox"/> Is open to disagreements and complaints; listens and seeks to understand <input type="checkbox"/> Represents the school to diverse groups in a positive manner; seeks input and dialogue <input type="checkbox"/> Expects faculty to communicate respectfully 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Infuses affirmations of diversity throughout the school, as evidenced by content, learning materials, and student products <input type="checkbox"/> Considers equity in developing school goals, professional development, curriculum, instruction, assessment, and disaggregation for data analysis <input type="checkbox"/> Ensures that all points of view are heard and honored in problem-solving <input type="checkbox"/> Anticipates potential areas of conflict; resolves differences proactively <input type="checkbox"/> Recruits diverse parents and community members (e.g., for school committees, leadership positions, volunteer activities) <input type="checkbox"/> Involves representatives from the community in discussions about how best to honor cultures, languages, and traditions <input type="checkbox"/> Ensures effective communication with students, parents, and other staff by providing diversity training to enhance the understanding and skills of staff 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps staff recognize their own assumptions and biases, through ongoing dialogue, in order to improve relationships with other staff, students, parents, and community members <input type="checkbox"/> Engages staff in self-assessments that help to build awareness and acceptance of diversity <input type="checkbox"/> Develops leaders among the staff to assess and improve school communications <input type="checkbox"/> Establishes reviews by community members to look for examples within the school of awareness and appreciation of diversity (e.g., curricular materials and texts that deal with prejudice and discrimination—for example, civil rights, the displacement of Native Americans, the suffrage movement) and work samples that demonstrate a variety of learning modalities 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages other instructional leaders and teachers in challenging conversations that deal with issues of diversity to increase awareness and sensitivity across the school system <input type="checkbox"/> Facilitates the valuing of diversity—including language, gender, ability, race, culture, socioeconomic status, and other factors—within the school system's community <input type="checkbox"/> Establishes clear, consistent, and open communication with other schools in the system

4B. Addresses diverse student needs to ensure the success of all students

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation <input type="checkbox"/> Has the ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations <input type="checkbox"/> Knows the laws and policies regarding exceptional students <input type="checkbox"/> Is familiar with instruments used to assess learning styles and strengths 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages staff to learn their students' interests, backgrounds, and learning styles <input type="checkbox"/> Provides professional development for self and staff on the impact of cultural differences on learning and teaching <input type="checkbox"/> Provides training, as appropriate, for effective teaching of students with special needs, including students whose first language is not English <input type="checkbox"/> Implements the laws and policies regarding exceptional students; assures that IEPs and 504 plans are implemented <input type="checkbox"/> Utilizes a referral process (e.g. BBSST, RTI) to ensure that struggling students receive adequate and appropriate assistance and support <input type="checkbox"/> Requires differentiated instruction in lesson plans <input type="checkbox"/> Analyzes data to support cultural sensitivity 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps teachers recognize learner assets, based on students' backgrounds and experiences <input type="checkbox"/> Raises teacher consciousness of the importance of equity in classroom participation; monitors to assure that student participation is not related to demographics (e.g., culture, gender, economic background) <input type="checkbox"/> Monitors, via classroom observations, for varied instructional strategies to address all learning styles and differentiated instructional opportunities for diverse learners <input type="checkbox"/> Provides special services, as needed, to students with special needs <input type="checkbox"/> Engages staff in assessing their own learning styles, considering students' styles, and discussing implications for teaching and learning 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates meetings during which teachers share engaging and culturally responsive curriculum, units, and lesson designs <input type="checkbox"/> Facilitates staff's assessments of the effectiveness of different teaching strategies with different learners <input type="checkbox"/> Arranges for teachers to collaborate in creating differentiated strategies to meet the learning needs of students from varied backgrounds, with limited English proficiency, and with varying learning styles or exceptionalities <input type="checkbox"/> Ensures that teachers help students (1) learn about learning styles, (2) self-assess, and (3) appreciate diversity in the classroom and in the school 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for staff to share, with other school staffs, effective strategies for differentiating instruction and providing culturally responsive curriculum and instruction <input type="checkbox"/> Coordinates with other schools in the system to provide high-quality learning experiences for special-needs students

Standard 5: Community and Stakeholder Relationships. The instructional leader identifies the unique characteristics of the community to create and sustain mutually supportive family-school-community relations.

5A. Creates and sustains supportive family-school relations

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Has the ability to address student and family conditions that affect learning <input type="checkbox"/> Knows the importance of parents as partners in students' education <input type="checkbox"/> Knows how to engage and involve parents as partners <input type="checkbox"/> Knows how to involve family and community in appropriate policy implementation, program planning, and assessment efforts 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keeps families informed of school events, improvement efforts, and accountability results <input type="checkbox"/> Actively seeks and obtains parent assistance and involvement <input type="checkbox"/> Establishes a welcoming school environment for parents <input type="checkbox"/> Ensures that teachers communicate with families about learning goals, assignments, progress, and behavior 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes positive relationships with families, encouraging engagement with the school, and visiting families when appropriate <input type="checkbox"/> Uses multiple strategies to communicate with families and students, e.g., mail, phone, face-to-face, newsletter, e-mail, blog, Web site <input type="checkbox"/> Establishes the practice of making administrators and teachers available to families by phone, meetings, and/or e-mail <input type="checkbox"/> Provides training (e.g., through workshops, videos, book studies, and conferences) for parents to learn better ways to support student development and learning 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a school norm of family-school collaboration to support student success <input type="checkbox"/> Provides training for teachers and parents in open-minded and respectful communication, family-school partnerships, etc. <input type="checkbox"/> Provides skill development for parents in how to advocate for their children <input type="checkbox"/> Establishes structures (e.g., student-led conferences) for students to share academic progress with families <input type="checkbox"/> Supports families in obtaining services integral to successful student learning, e.g., medical assistance, dental hygiene, tutoring services, quality before- and after-school programs <input type="checkbox"/> Invites representative families to serve on focus groups to stay informed about parent concerns and questions <input type="checkbox"/> Provides leadership training for parents to improve effectiveness in shared decision-making 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with other instructional leaders in the school system to establish improved communications with parents and families <input type="checkbox"/> Shares best practices in parental involvement with other school and system leaders

5B. Identifies the unique characteristics of the community to create and sustain mutually supportive school-community relations

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Is able to identify community leaders and their relationships to school goals and programs <input type="checkbox"/> Is able to clearly communicate the school's vision, mission, and priorities to members of the community <input type="checkbox"/> Knows how to serve as primary school spokesperson in the community <input type="checkbox"/> Knows the importance of sharing leadership and gathering input from others <input type="checkbox"/> Is able to seek resources from families, business, and community members to support school goals <input type="checkbox"/> Knows how to develop partnerships, coalitions, and networks to impact student achievement <input type="checkbox"/> Knows how to actively engage the community to share responsibility for student and school success <input type="checkbox"/> Is able to involve family and community members in appropriate policy implementation, program planning, and assessment efforts 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embraces and celebrates the positive traditions of the school and community <input type="checkbox"/> Responds to questions and concerns from the community with openness, respect, and timely information <input type="checkbox"/> Is accessible to and approachable by community stakeholder groups <input type="checkbox"/> Establishes groups to give input and share leadership <input type="checkbox"/> Builds connections and partnerships with a variety of community and business groups to support school goals 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds positive and trusting relationships with community leaders <input type="checkbox"/> Uses a variety of technological resources (e.g., voice mail, web pages, e-mail, blogs) to communicate with community stakeholders <input type="checkbox"/> Expands connections and partnerships with community groups not only to support school goals but also to provide active learning opportunities for students within the school (e.g., guest speakers, tutors, mentors) and in the community (e.g., internships, co-op work, service-learning) <input type="checkbox"/> Actively solicits input from representatives of community groups 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with health and social service agencies to provide comprehensive student services <input type="checkbox"/> Engages community representatives in making significant decisions and in involving the wider community <input type="checkbox"/> Solicits community members' help to build on school and community traditions in order to positively impact teaching and learning 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is an integral part of a collaborative network of service providers in the community to support learning needs of students <input type="checkbox"/> Collaborates with the school system, and especially with feeder schools, to communicate with the community <input type="checkbox"/> Seeks resources to meet school improvement goals through direct appeal, grant-writing, and other means <input type="checkbox"/> Advocates for children with key community decision makers <input type="checkbox"/> Collaborates with central office to ensure alignment between student learning and current and future needs of the business community

Standard 6: Technology. Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication.

6A. Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Has the ability to develop a plan for technology integration for the school community <input type="checkbox"/> Knows practical approaches for developing and implementing successful technology planning <input type="checkbox"/> Has the ability to develop an effective teacher professional development plan increasing technology usage to support curriculum-based practices <input type="checkbox"/> Has the ability to implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment <input type="checkbox"/> Knows how to promote the effective integration of technology throughout the teaching and learning environment <input type="checkbox"/> Knows how to provide support for teachers to increase the use of technology already in the school or classrooms <input type="checkbox"/> Knows how to increase access to educational technologies for the school 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a vision and plan for technology use to support the school's strategic plan <input type="checkbox"/> Develops a budget and timeline for technology acquisition and maintenance <input type="checkbox"/> Ensures that the technology plan takes into account needs for hardware, software, maintenance, and networking <input type="checkbox"/> Demonstrates understanding of faculty's need for professional development and support to use technology to advance learning <input type="checkbox"/> Advocates for appropriate technology-supported learning <input type="checkbox"/> Identifies staff who use technology appropriately and innovatively to increase student learning; provides opportunities for them to share with others <input type="checkbox"/> Engages staff in learning about the digital age and its implications for teaching today's students <input type="checkbox"/> Ensures success for all students through technology-enabled assistance to students with special needs 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively creates a technology plan that takes into account the needs of students with various learning styles <input type="checkbox"/> Uses multiple sources of data, research, and best practices to develop a school technology plan <input type="checkbox"/> Provides professional development that models and uses technology and engages teachers in practical applications (e.g., lesson design) <input type="checkbox"/> Monitors use of technology (e.g., through classroom observations, student surveys, lesson plans) <input type="checkbox"/> Provides professional development on integrating technology to improve students' engagement, critical thinking, and problem-solving skills <input type="checkbox"/> Facilitates the appropriate use of technology to enhance instruction (e.g., project-based learning activities, writing instruction, tutorials, higher-level thinking, and problem solving) 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves students, parents, staff, and community members in creating, committing to, and supporting a technology plan <input type="checkbox"/> Collaborates with teams to consider how best to differentiate instruction using technology <input type="checkbox"/> Identifies members of the staff who are expert in the use of technology; supports them in facilitating team meetings to share uses of technology to improve student achievement <input type="checkbox"/> Facilitates development of platforms (e.g., webinars, wikis, bulletin boards, blogs) for teachers and students to participate in virtual learning communities <input type="checkbox"/> Maximizes digital-age resources to support effective instructional practice and maximize the performance of adults and students <input type="checkbox"/> Collaborates to establish metrics, collect and analyze data, and share findings to improve staff performance and student learning 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in LEA planning for the effective use of technology <input type="checkbox"/> Mentors/coaches leaders in technology integration <input type="checkbox"/> Establishes and leverages strategic partnerships to support technology <input type="checkbox"/> Shares with others in the LEA ideas to use technology in order to maximize learning for all students <input type="checkbox"/> Leads collaborative efforts in the LEA to share costs to provide high-quality professional development on technology use and integration <input type="checkbox"/> Participates in local, state, national, and/or global learning communities that encourage technological innovation in approaches to learning <input type="checkbox"/> Advocates for local, regional, state, national, and global communities to conduct and share research about the effective use of technology

6B. Models the use of technology for personal and professional productivity

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Is able to model the use of technology for personal and professional productivity <input type="checkbox"/> Is able to use technology to support the analysis and use of student assessment data 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is a competent and routine user of technology tools used by education and business professionals in this digital age <input type="checkbox"/> Uses technology to collect and analyze data <input type="checkbox"/> Uses appropriate technologies to maintain student and personnel records <input type="checkbox"/> Uses technology to maximize communication within the school <input type="checkbox"/> Uses technology-based management systems to facilitate effective school operations <input type="checkbox"/> Promotes the staff's use of a variety of communication methods, including digital-age tools and technologies 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models and promotes the purposeful and effective use of technology for learning <input type="checkbox"/> Engages in sustained, job-related professional development in technology to stay current and skilled; uses technology for at least some of this learning <input type="checkbox"/> Communicates with members of the school community (staff, parents, community members, and students) through digital-age tools (e.g., blogs, e-mail, Web-based applications, text messages) as well as more traditional methods <input type="checkbox"/> Uses technology to encourage and expand communication and collaboration among faculty, parents, and students 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and engages in a professional learning community that focuses on the appropriate use of technology in schools <input type="checkbox"/> Collects feedback from staff, students, parents, and community about the use of technology in school <input type="checkbox"/> Develops partnerships with community business leaders to stay abreast of technology innovations and potential applications in the school 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes and shares the use of technology among other staff in the school system, region, and state <input type="checkbox"/> Facilitates local, national, and/or global learning communities that foster the innovative use of technology in the teaching process to maximize student achievement <input type="checkbox"/> Facilitates and participates in learning communities that stimulate, nurture, and support administrators in the use of technology in schools

6C. Understands and applies system, state, and federal policies governing technology use in schools

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the ethical and legal concerns educators face when using technology throughout the teaching and learning environment 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows district, state, and federal policies and laws governing technology use in schools <input type="checkbox"/> Assures the safe, appropriate, and secure use of technology on school property <input type="checkbox"/> Educates staff and students on the safe and ethical use of technology (e.g. creates awareness of unacceptable practices such as cyber-bullying, inappropriate texting or porn via cell phones) <input type="checkbox"/> Monitors social interactions related to the use of technology and information <input type="checkbox"/> Educates staff and students on technology-related legal issues, including laws on copyright, intellectual property, and the Family Educational Rights and Privacy Act (FERPA) <input type="checkbox"/> Ensures equitable access to technology for all students, teachers, and staff 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages investigation and evaluation by faculty and staff of Developing trends and technologies for their potential to increase student learning <input type="checkbox"/> Provides all students, teachers, and staff with digital-age learning and working environments <input type="checkbox"/> Collaboratively establishes and enforces policies for safe, legal, and ethical use of digital information and technology 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with staff, parents, students, and community members to identify and solve problems related to the use of technology in schools <input type="checkbox"/> Participates in state, national, and/or global networks to learn from others about the ethical use of technology in schools 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in the development of policies at the school system or state level regarding the equitable, responsible, and safe use of technology

Standard 7: Management of the Learning Organization. Manages the organization, facilities, and financial resources; implements operational plans; and promotes collaboration to create a safe and effective learning environment. Allocates and monitors the use of instructional time to achieve student success.

7A. Manages the organization and facilities; implements operational plans

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Is able to apply operational plans and processes to accomplish strategic goals <input type="checkbox"/> Knows the importance of attending to student learning goals in the daily operation of the school <input type="checkbox"/> Is able to use goals to manage activities <input type="checkbox"/> Has the ability to delegate tasks clearly and appropriately to accomplish organizational goals <input type="checkbox"/> Has the ability to develop the techniques and organizational skills necessary to lead/manage a complex and diverse organization <input type="checkbox"/> Knows how to create and empower a school leadership team that shares responsibility for the management of the learning organization 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delegates tasks clearly and appropriately to accomplish organizational goals <input type="checkbox"/> Implements processes and procedures for the management and operation of the school so as to minimize disruptions to instruction and maximize effective use of the school facility <input type="checkbox"/> Displays the organizational skills necessary to manage a complex and diverse learning organization <input type="checkbox"/> Creates a school leadership team to assist in the development of operational plans and processes to manage the daily operation of the school <input type="checkbox"/> Regularly reviews and reflects on processes and systems designed to increase student achievement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses research and best practices to develop operational plans to accomplish school goals <input type="checkbox"/> Collaborates with staff to ensure the effective management of the school <input type="checkbox"/> Establishes a collaborative work environment in which the primary focus is student and adult learning <input type="checkbox"/> Engages staff to ensure that operational plans and processes are focused on and result in increased student achievement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentors staff leaders to assume increased responsibility for the operation and management of the school <input type="checkbox"/> Collaborates to improve management processes and operational plans; remains open to suggestions for improvement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coaches administrators in other schools in areas related to management of facilities, and scheduling. <input type="checkbox"/> Shares with other LEA leaders a process to develop and implement a sound operational plan

7B. Manages financial resources to accomplish school goals and priorities

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources <input type="checkbox"/> Knows how to manage financial and material assets and capital goods and services in order to allocate resources according to school priorities <input type="checkbox"/> Is knowledgeable about school budgeting and accounting procedures <input type="checkbox"/> Knows how to use an efficient budget planning process that involves staff and community <input type="checkbox"/> Is able to identify and organize resources to achieve curricular and instructional goals <input type="checkbox"/> Is able to plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allocates resources appropriately to meet school goals <input type="checkbox"/> Follows district, state, and federal guidelines to develop the school budget <input type="checkbox"/> Establishes procedures to receive and disburse funds according to district, state, and federal guidelines <input type="checkbox"/> Maintains appropriate financial records <input type="checkbox"/> Informs and trains faculty and staff in established protocols for receipt and disbursement of funds <input type="checkbox"/> Monitors expenditures, ensuring appropriate accounting 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects input from staff to establish priorities for budget and resource allocation <input type="checkbox"/> Implements fair and transparent systems to manage financial and human resources <input type="checkbox"/> Creates and implements a process for forecasting student enrollment, facility, equipment, and operating needs for the purpose of long-range planning <input type="checkbox"/> Uses school performance data to evaluate the effectiveness of funding priorities to accomplish school goals; makes appropriate modifications <input type="checkbox"/> Allocates resources strategically to support teacher needs and to meet learning goals <input type="checkbox"/> Ensures that the allocation of all resources is equitable and consistent with the school vision and goals for continuous school improvement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a budgeting process that fully involves staff and representatives of the community <input type="checkbox"/> Works collaboratively with members of the community, staff, and families to plan for and obtain additional resources to sustain needed school improvement efforts 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Augments school resources by maximizing the unique skills and abilities of the community to enhance learning opportunities for students and adults <input type="checkbox"/> Coaches and mentors administrators in financial management to accomplish school goals

7C. Promotes collaboration to create a safe and effective learning environment

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to build and support a culture of learning at the school <input type="checkbox"/> Knows how to develop and administer policies that provide a safe school environment <input type="checkbox"/> Understands the relationship between a positive learning climate and safe, clean, and well-maintained facilities <input type="checkbox"/> Understands the importance of clear expectations, processes, and procedures for students and staff <input type="checkbox"/> Understands district and state policy and law related to student attendance and conduct <input type="checkbox"/> Understands the importance of shared leadership and responsibility for the management of a learning organization 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes policies, routines, and procedures to create and sustain a safe, healthy, and orderly environment <input type="checkbox"/> Displays organizational skills to manage a complex and diverse learning organization <input type="checkbox"/> Resolves problems and conflicts in a fair, transparent, and collaborative manner <input type="checkbox"/> Ensures that staff who need assistance with classroom management are provided with appropriate supports (e.g., professional development, coaching, or mentoring) so that classrooms are conducive to learning <input type="checkbox"/> Uses research-based practices to prevent or reduce disruptive behavior and reinforce positive behavior <input type="checkbox"/> Develops and implements plans and procedures for maintaining a substance-free, weapon-free, and violence-free school <input type="checkbox"/> Engages in frequent and routine walkthroughs to monitor the safety, cleanliness, and maintenance of the school facilities 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops clear expectations, rules, structures, and procedures for staff and students <input type="checkbox"/> Detects potential problems within the school environment and proactively intervenes to prevent conflict <input type="checkbox"/> Uses a variety of problem-solving techniques and decision-making skills to resolve problems effectively <input type="checkbox"/> Engages staff, students, and families in open and honest dialogue to reduce and prevent discord within the school environment <input type="checkbox"/> Establishes trusting relationships so that staff, students, and community members feel safe to express opinions honestly <input type="checkbox"/> Collects and analyzes multiple sources of data on issues related to school culture (e.g., student and faculty perceptions, absenteeism, demographics, health assessments, discipline infractions); uses results to modify plans, policies, and procedures to facilitate a positive learning environment <input type="checkbox"/> Listens openly to all sides and to diverse points of view 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with community, family, and student representatives to establish plans and procedures that ensure a positive, safe, healthy, orderly and equitable learning environment <input type="checkbox"/> Creates an environment of shared ownership among all stakeholders for safe, clean, and well-maintained facilities <input type="checkbox"/> Works effectively with the community to forestall problems and to increase the positive climate of the school <input type="checkbox"/> Builds student and adult capacity to monitor behaviors of self and others 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates at the district and state levels for needed changes in policies and laws related to maintenance of orderly school environments <input type="checkbox"/> Partners with peer adjudication and community justice systems to increase student behavioral and academic performance <input type="checkbox"/> Coaches administrators in other schools in creating a school environment that promotes student and adult learning

7D. Allocates, monitors, and protects the use of instructional time to achieve student success

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows the importance of allocating and guarding instructional time for the achievement of learning goals <input type="checkbox"/> Is able to relate the school's vision, mission, and goals to the instructional needs of students <input type="checkbox"/> Knows the legal requirements for staff planning and school scheduling 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to legal requirements for staff planning and school scheduling <input type="checkbox"/> Creates a master schedule that allocates time for instruction and planning <input type="checkbox"/> Uses technology, as appropriate, to efficiently share information in order to maximize time for teaching and learning <input type="checkbox"/> Implements policies and procedures to protect instructional time from interruptions <input type="checkbox"/> Protects teachers from issues and influences that detract from instructional time or focus 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that special programs, events, and assemblies occur during instructional time only if they reinforce important learning goals for students; frequently poses the question, "How will this impact learning?" <input type="checkbox"/> Designs age-appropriate school schedules to maximize learning <input type="checkbox"/> Conducts staff meetings only when face-to-face contact is necessary; uses other time-efficient means to communicate when appropriate <input type="checkbox"/> Designs and implements schedules that address diverse learning needs to ensure that learning time is not lost <input type="checkbox"/> Engages faculty in sharing time-efficient strategies for routine data collection (e.g., attendance, collecting assignments, transitions, grades) <input type="checkbox"/> Adjusts the school schedule as needed for research-based instructional practices (e.g. project-based learning activities, intervention learning opportunities) <input type="checkbox"/> Monitors and evaluates the effectiveness of individual and collaborative planning time for increased student achievement 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with faculty to monitor the effective use of individual and collaborative planning time to maximize learning <input type="checkbox"/> Establishes a culture in which teachers are accountable to themselves and to one another for the learning of all students <input type="checkbox"/> Implements processes that maximize staff and community input to evaluate and increase the effective use of instructional time <input type="checkbox"/> Builds collaborative structures and support throughout the school community that allow time to be valued as a resource to maximize student learning 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with system, state, and national colleagues to positively impact law and policy to protect instructional time to increase student achievement

Standard 8: Ethics. Demonstrates honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators.

8A. Demonstrates honesty, integrity and fairness consistent with ethical standards for professional educators

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Is aware of the <i>Alabama Educator Code of Ethics</i> <input type="checkbox"/> Knows the importance of adhering to a professional code of ethics and values <input type="checkbox"/> Has the ability to develop a personal code of ethics embracing diversity, integrity, and the dignity of all people <input type="checkbox"/> Is able to conform to legal and ethical standards related to diversity <input type="checkbox"/> Knows how to make decisions based on the legal, moral, and ethical implications of policy options and political strategies <input type="checkbox"/> Is able to make decisions within an ethical context <input type="checkbox"/> Knows how to act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands, upholds, and models professional behavior and ethics as outlined in the <i>Alabama Educator Code of Ethics</i> <input type="checkbox"/> Educates staff about the <i>Alabama Educator Code of Ethics</i> <input type="checkbox"/> Maintains professional relationships with students, staff, parents, and the community <input type="checkbox"/> Complies with all state and federal laws and education policies related to the confidentiality of student and personnel records <input type="checkbox"/> Creates and maintains a positive work environment for students and staff <input type="checkbox"/> Makes decisions based on the legal, moral, and ethical implications of policy options and political strategies 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models ethical behavior, creating a climate of trust, stability, and inclusiveness <input type="checkbox"/> Demonstrates continuing commitment to ethical and equitable practices for self, staff, and students <input type="checkbox"/> Works collaboratively with staff to ensure compliance with local, state, and federal regulations and requirements <input type="checkbox"/> Advocates for fair and equitable opportunities for all children's growth and learning <input type="checkbox"/> Monitors equity, respect, and fairness in classroom and schoolwide interactions between and among students and staff <input type="checkbox"/> Demonstrates appropriate professional behaviors in order to foster safe, positive, and productive interactions with students, staff, families, and community <input type="checkbox"/> Demonstrates a personal and professional commitment to ethical conduct and respect for others <input type="checkbox"/> Monitors own integrity through self-reflection and collaboration 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remains open to challenges from stakeholders; makes changes that lead to school improvement and increased student achievement <input type="checkbox"/> Mentors staff members in integrity and ethics <input type="checkbox"/> Solicits feedback from colleagues related to integrity and fairness <input type="checkbox"/> Collaborates with staff to reflect upon and find evidence of fairness and honesty within the school <input type="checkbox"/> Collaboratively develops plan to establish more equitable, fair, and honest interactions among and between students, staff, and members of the community 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models and promotes at school, system, state, or national levels high standards of integrity and ethical practices

8B. Develops and acts on well-reasoned beliefs, based upon an understanding of teaching and learning

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
<ul style="list-style-type: none"> <input type="checkbox"/> Knows the importance of high academic standards and high expectations for students <input type="checkbox"/> Knows the importance of instructional leadership based on well-reasoned educational beliefs <input type="checkbox"/> Has the ability to formulate beliefs based upon an understanding of teaching and learning 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates strong professional beliefs about schools, teaching, and learning based on current research and practice <input type="checkbox"/> Holds high expectations for all staff and students <input type="checkbox"/> Believes all students can learn if they receive quality instruction and adequate support <input type="checkbox"/> Communicates to faculty the expectation that all students can learn <input type="checkbox"/> Acts in accordance with the belief that his or her primary role is to promote student learning 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenges students and staff to set high expectations for themselves <input type="checkbox"/> Creates a schoolwide focus on sustained continuous improvement <input type="checkbox"/> Establishes a “no excuses” culture for student performance in the school <input type="checkbox"/> Holds teachers accountable for student success; provides support for teachers and students to succeed <input type="checkbox"/> Ensures that all decisions are based on what’s best for student learning <input type="checkbox"/> Engages in ongoing reflection, communication, and collaboration to revise practices and beliefs that promote school improvement <input type="checkbox"/> Responds to challenges from school stakeholders, addressing appropriate changes that lead to school improvement and increased student achievement <input type="checkbox"/> Becomes skillful in dialogue; teaches skills to teachers, students, and parents 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages the school community (staff, students, parents, and community) in true dialogue about the purposes of schooling, arriving at shared values and beliefs based on current research and best practices <input type="checkbox"/> Collaboratively monitors practices to ensure alignment with beliefs <input type="checkbox"/> Engages faculty in courageous conversations to question long-established beliefs and assumptions <input type="checkbox"/> Establishes a culture of inquiry in which members of the staff and community openly and respectfully discuss important beliefs about teaching and learning 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questions assumptions about student performance routinely in meetings with other leaders in the system, community, and state to focus on core beliefs about teaching and learning <input type="checkbox"/> Positively influences other educational leaders and staff through his or her consistent alignment of actions and beliefs

Appendix

Matrix to Show the Relationship of Indicators from the *Alabama Standards for Instructional Leaders* and Indicators from the *Alabama Continuum for Instructional Leaders Development*

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**NOTICE OF ELEMENTARY AND
SECONDARY EDUCATION ACT FLEXIBILITY
WAIVER REQUEST**

Montgomery, AL. - On behalf of all of its school districts in the state, the Alabama Department of Education has posted the ESEA Flexibility Waiver Request, a request to waive certain requirements of the Elementary and Secondary Education Act (ESEA) and to implement a new educational system aligned with Alabama Plan 2020.

To view the document, click [here](#). The purpose of posting the proposed waiver is to allow time for public comment, as required by the U.S. Department of Education.

Written comments may be emailed to eseaflexibility@alsde.edu by Tuesday, August 21.

Click links below to view comments and materials related to Alabama's new plan for assessments, Plan 2020.

- [Plan 2020 Ustream Video](#) (Description of the Plan begins at 2:59 into video)
- [Powerpoint](#) on Plan 2020

###

Received 8/16/2012

Dr. Maddox, thank you for your offer to provide attachments. Specifically, I request the following:

Attachment 4
Attachment 12
Attachment 19
Attachment 21
Attachment 22
Attachment 23
Attachment 24

I have attached a list of questions and input I have regarding the ESEA Flexibility Waiver request. I do not know to whom to ask these questions. I hope that you can direct these to the appropriate person within the ALSDE. I have copied the official e-mail address given in the press release as well.

Thank you.

Trisha Powell Crain

Executive Director

Alabama School Connection

www.alabamaschoolconnection.org

205.527.0904

Questions and Requests for More Information on Alabama's Flexibility Waiver Request

Trisha Powell Crain

Executive Director, Alabama School Connection

205.527.0904

All page numbers referred to are based on the actual document, not the page number of the PDF.

1. Page 28 – Mention is made of an “interactive blog” to allow feedback and personal responses from ALSDE staff. When will that be live and online? The plans are to incorporate this feature with the release of our new ALSDE website as referenced on page 48. An exact timeline has not been determined by the developers but tentative date of release is January 2013.
2. Pages 40-41 – Reference is made to “the combined results of all three assessment types”. Is there further breakdown of how this calculation is made? Not at this time.
3. Pages 40-41 – It appears that no end-of-course (EOC) assessments will be given for students who working with Alabama Extended Standards and no alternate EOC assessments will be given to those students. How will you assess progress for students working on Alabama Extended Standards? They will still use the Alabama Alternate Assessment – see pages 36 and 37.
4. Page 41 – You state that the “N-count used will be 20.” Currently the N-size is 40. This document indicates we are lowering that number from 40 to 20. Is this for each subgroup in each school? yes
5. Page 46 – Four LEAs have chosen not to use EDUCATEAlabama to evaluate their teachers. Which districts are those? Mountain Brook, Opelika, Homewood, and Butler County. Butler County has been a recipient of a grant that required them to use a certain system but once the grant is over they have indicated they will move to EDUCATEAlabama.
6. Page 48 – Each district will be given an opportunity to create one indicator, complete with an AMO that is unique to its district. What are the parameters of that indicator? To be determined.
7. Page 48 – Annual school performance targets are mentioned. Is this the “single school performance index” mentioned? No, they are two different items. We will work to reword this section to explain. The AMO's (annual school performance targets) are defined in Section 2B. The single School Performance Index is defined in Section 2A.
8. Page 48 – Regarding the “single school performance index”: what is the actual calculation? I see that it “incorporates a robust set of success factors” which are outlined generally in the following sections, but no actual benchmarks and targets and calculations are shared in the document. I recognize that the benchmarks are still being set, but there must be some framework for the calculation? This cannot be determined in detail until we have the data to evaluate and review impact possibilities. We will be doing this over the course of this upcoming school year and refining as new assessments are incorporated.
9. Page 49 – “The new state accountability system will prompt all stakeholders to ask difficult questions about increasing academic achievement and raising instructional quality within Alabama's schools”. That statement may be true, and asking a question has never been difficult. Rather, getting a respectful response to questions that are asked has proven difficult at the school and district level since the inception of AYP and NCLB. Often, when parents and interested community members ask about achievement results, teachers and principals ask “well, how is your child doing?” and proceed to work hard to keep the focus on the individual child of the questioner. It is well-researched and well-understood how important peer relationships and peer achievement are in school, and the lack of willingness of teachers and principals to recognize that often leads to frustration for parents and family members. For example, when a parent learned that less than 60% of her child's classmates in a particular grade level scored at or above proficient, she was alarmed and worried about her own child's potential for success given the number of struggling students. When she inquired about what the school was doing to address this lack of achievement, she was rebuffed by the principal who told her she should only be concerned with her own child's achievement and not that of other students...that the school was taking care of those students. When she pushed further for a

plan of action to address the lack of achievement, she was simply told that was not her business to be concerned. We all know that is not the right answer. It is that parent's business to be concerned. I would like to see specific training/information shared with teachers and principals and superintendents to educate them on why they actually do want their parents to care about "other people's children" and to learn to see that as an opportunity rather than a threat to their authority (which is apparently how some of them see it now). The entire community should "own" the problems/struggles/achievement of the public schools in their community. Their concerns should be graciously appreciated rather than rebuffed by teachers, principals, and superintendents. This paradigm needs to change. I hope that you will incorporate a way to educate the educators about the need for community members to care about these results and when they show concern, that school personnel should be gracious with their response. This is a very good point you have raised. I will take this back to the writing team and see if they can incorporate a paragraph that includes this concept.

10. Page 54 – A "set of targets" for all subgroups is mentioned. I read Option A, and it appears that the 2011-2012 results will be used to set the targets initially, then reset them after the 2013-2014 results are in. Is that correct? Yes, because the new measures to be incorporated are not yet available. Therefore, additional data is required to set the targets. For example, adjustments will need to be made as new assessments are added.
11. Page 55 – The N-size to report any results at all is said to be 20. If the N-size is below 20, no results will be reported. Currently, that N-size is 10. Why do you feel it necessary to increase that number by 100%? How many schools will now have zero accountability for subgroups due to this change? The number of 20 determines if a subgroup is held accountable. The current N-size is 40; therefore we lowered it to 20. However, with the new gap calculation, every student will be used in the calculation so in effect the N count is zero. As it relates to reporting of data, the N size is still 10.

Regarding Attachments: the document provided from the U.S. Department of Education lists specific attachment numbers on page 2 of the document. Therefore, the attachments that you refer to conflict with those numbers. For example, you indicate that "Attachment 4" is documentation of Superintendent response to Plan 2020 (p. 12). The USDOE indicates that Attachment 4 is something different (p. 20). We will be taking our attachment numbers and adding in parenthesis the USDOE label number as it will reflect on the Table of Contents.

Using your attachment numbers, could you please provide the following attachments via e-mail?

Attachment 4
Attachment 12
Attachment 19
Attachment 21
Attachment 22
Attachment 23
Attachment 24

Thank you for this opportunity to ask questions and provide input. I hope to receive the Attachments in a timely fashion to afford the opportunity to provide more comment and input prior to the August 21 deadline.

Trish
Trisha Powell Crain
Executive Director
Alabama School Connection
205.527.0904

(b)(6) – personal e-mail

From: (b)(6)
Sent: Tuesday, August 21, 2012 7:40 AM
To: Maddox Melinda
Cc: Bice Tommy; eseaflexibility@alsde.edu; Parris Sherrill
Subject: Thank you for your thoughtful responses to my questions

Dr. Maddox, thank you for taking the time to respond to my questions. *You had me at "N-size is 20"*. Wow. Voluntarily reducing the N-size is something I truly did not expect. This is very good news for children in special education. Thank you.

I am looking forward to seeing this roll out and even though many of the details are not ironed out, I have the utmost confidence in you, Dr. Bice and the rest of the team to ensure the end result is meaningful for Alabama's children.

Good luck with the application. If you need any letters of support, I would be happy to oblige.

Trish
Trisha Powell Crain
Executive Director
Alabama School Connection
205.527.0904

Received 8/20/2012 at 2:48 p.m.

Hello,

I am wondering if the appendices referenced in the waiver request document are available to the public? If they are, I am interested in Appendix 1-5.

Thank you.

Patricia Johnson, PMP
Senior Director, State Assessment Programs
Data Recognition Corporation
1-800-826-2368
Local: 763-268-2217
Cell: (b)(6)
Fax: 763-268-3007
pcjohnson@datarecognitioncorp.com

Attachments requested were sent 8/21/2012 at 7:55 a.m.

Alabama Department of Education

College and Career Readiness Delivery Plan

A Component of Plan 2020: Strategies for Learners

Dr. Thomas R. Bice, State Superintendent
Alabama Department of Education

Mrs. Sherrill W. Parris, Deputy Superintendent
Teaching and Learning Division

Dr. Melinda Maddox, Assistant Superintendent
Research, Information & Data Services

Dr. Julie Hannah, Director
Office of Student Learning

Dr. Tony Thacker, Coordinator
Research & Development

Alabama Department of Education
College and Career Readiness Strategic Plan
A Component of Plan 2020: Strategies for Learners

Definition of College and Career Readiness:

Being college and career ready means that a high school graduate has the English and mathematics knowledge and skills necessary to either (1) qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework, or (2) qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training).

(American Diploma Project Network, <http://dpi.wi.gov/oea/pdf/ccready.pdf>)

State Goals:

“Plan 2020 for Learners” Objectives (*College and Career Readiness Goal in bold*):

1. All students perform at or above proficiency and show continuous improvement (achievement/growth)
2. All students succeed (gap closure)
3. Every student graduates from high school (graduation rate)
- 4. Every student graduates high school prepared (college and career readiness)**

State Strategies:

“Plan 2020: Strategies for Learners”

- Develop and implement a unified Pre-K through college and career readiness plan
- Develop and adopt college and career ready aligned standards in all subject areas
- Create and implement a balanced and meaningful assessment and accountability system.
- Align available programmatic and fiscal resources to support local school needs in the area of instruction

College and Career Readiness Target/Indicator:

By FY 2016, increase the percentage of students who are college and career ready as measured by the High School Graduate College and Career Readiness Index (ACT).

College and Career Readiness Target Selection:

For FY 2013, the target will be graduates that take the ACT. Beginning in FY 2014, the ACT will be given to all 11th graders, therefore the target will be all 11th graders that take the ACT.

College and Career Readiness Goal Strategies, Strategy Leads, and Strategy Descriptions:

The goal leader for the College and Career Readiness Indicator is the Director of the Office of Student Learning, Dr. Julie Hannah. The following table includes the selected strategies for the CCR Strategic Plan, as well as the strategy leads responsible for each strategy and summary descriptions of each strategy.

Strategy/Strategy Lead	Strategy Description
<p>Advanced Placement, Cindy Freeman</p>	<p>The Advanced Placement (AP) program is a curriculum sponsored by the College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college. The focus of AP is on increasing rigor in the classroom, promoting equity among the population of successful AP students and supporting STEM education.</p>
<p>Aligned Assessments, Gloria Turner</p>	<p>The new aligned assessment system is focused on measuring college-and career-readiness from Grade 3 through Grade 12 and uses the ACT as the capstone assessment to determine college readiness.</p> <p>The vision is to include a balanced assessment system that integrates formative data, benchmark data, and summative data in making instructional decisions. The plan includes summative assessments, a formative/benchmark/interim assessment repository, project-based assessments, and career interest and aptitude assessments that reflect the new college- and career-ready standards.</p>
<p>CTE Alignment, Phillip Cleveland</p>	<p>This strategy will be used to align Career and Technical Education (CTE) programs to assist in preparing college and career ready students by utilizing workforce development data to meet the needs of local, regional, state, and global economies. As a result, students will graduate college- and career- ready and will be prepared to enter the workforce, satisfied in their chosen career pathway, as well as credentialed as they enter.</p>

<p>Differentiated Support, Julie Hannah</p>	<p>The activity is Differentiated Support through the use of Regional Support Teams. RSTs are composed of representatives from SDE sections, RICs, IHE, and OSR. Other members may join throughout the year. The Regional Planning Teams (RSTs) will plan with LEAs for two purposes:</p> <ul style="list-style-type: none"> A) To facilitate transition to the CCRS B) To provide precise and differentiated support based on district and school needs – as determined by data analysis and joint planning.
<p>CCRS Rollout, Cindy Freeman</p>	<p>Recognizing that adopting standards alone would not increase the rigor of teaching and learning, the Alabama Department of Education (SDE) designed a comprehensive delivery plan to introduce all administrators and teachers to the new College-and Career-Ready Standards. This plan enlists the assistance of regional SDE staff, inservice center personnel from Institutes of Higher Education (IHE), and other stakeholders in the education family of Alabama, such as A+ Best Practices Center.</p>
<p>Response to Instruction, Christine Spear</p>	<p>The activity is support for Response to Instruction (RtI) implementation through alignment with the College and Career Ready Standards Rollout and Positive Behavior support systems. The SDE Office of Student Learning Lead will plan with the CCRS Lead, Assessment Lead and Positive Behavior Support Lead for the following purposes:</p> <ul style="list-style-type: none"> A) Integrate Response to Instruction principles with instructional practices, intervention and behavioral support. B) Infuse Response to Instruction principles into professional development provided for Regional Support Staff, Behavioral Support Staff and District Implementation Teams. C) Facilitate the collection of appropriate data to assess students’ progress both academically and behaviorally.

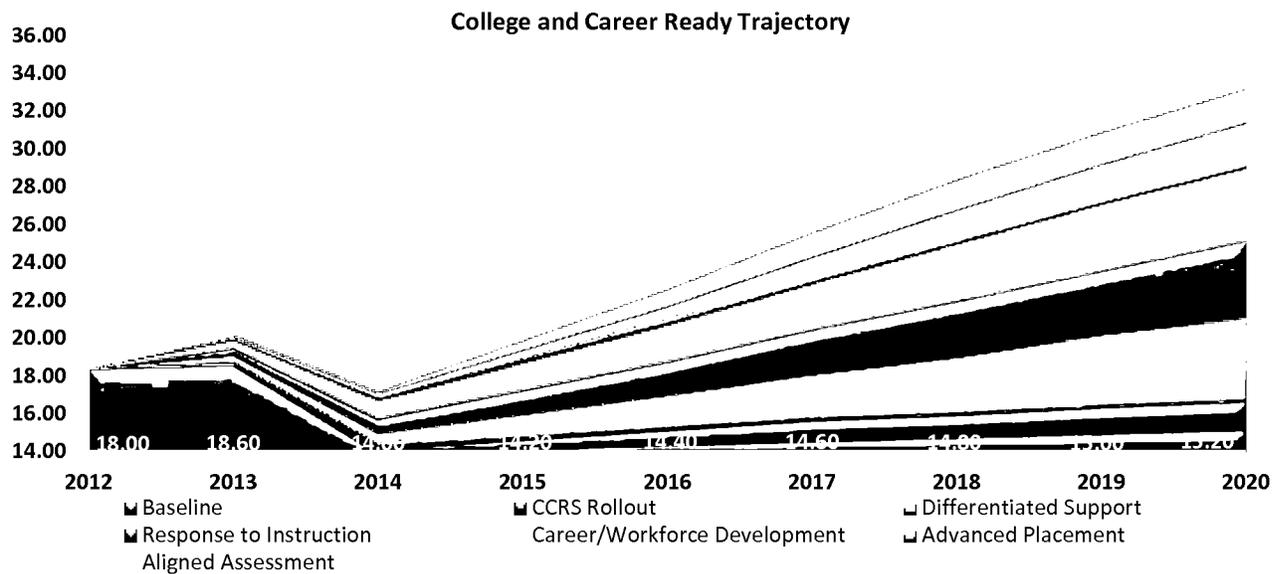
CCR Goal Trajectory - Expected Timeline for CCR Goal and CCR Indicator Strategies:

CCR Goal Strategies	Calendar Year by Quarter																			
	2012-13				2013-14				2014-15				2015-16				2016-17			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Advanced Placement			*																	
Aligned Assessments	Fall 2010																			
CTE Alignment			*																	
CCRS Rollout	*																			
Differentiated Support			*																	
Response to Instruction			*																	

CCR Goal Trajectory - Estimated Impact for CCR Goal and CCR Indicator Strategies:

CCR Goal Strategies	School Year				
	2011-12	2012-13	2013-14	2014-15	2015-16
Advanced Placement	<i>O</i>	<i>L</i>	<i>L</i>	<i>M</i>	<i>M</i>
Aligned Assessments	<i>O</i>	<i>L</i>	<i>L</i>	<i>M</i>	<i>M</i>
CTE Alignment	<i>O</i>	<i>M</i>	<i>H</i>	<i>H</i>	<i>H</i>
CCRS Rollout	<i>O</i>	<i>L</i>	<i>L</i>	<i>M</i>	<i>M</i>
Differentiated Support	<i>O</i>	<i>M</i>	<i>M</i>	<i>H</i>	<i>H</i>
Response to Instruction	<i>O</i>	<i>M</i>	<i>M</i>	<i>H</i>	<i>H</i>

CCR Goal Trajectory - Graphic:



Stakeholder Feedback:

Associated Risk with the CCR Delivery Plan:

Advanced Placement Strategy

Activity Profile:

Activity Description	<p><u>What is the activity?</u></p> <p>The Advanced Placement (AP) program is a curriculum sponsored by the College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college. Participating colleges grant credit to students who obtained high enough scores on the exams to qualify. AP tests are scored on a 1 to 5 scale as follows: 5 – Extremely well qualified, 4 – Well qualified, 3 – Qualified, 2 – Possibly qualified, 1 – No recommendation. Each college’s policy is different, but most require a score of 3 or 4 to receive college credit. The focus of AP is on increasing rigor in the classroom, promoting equity among the population of successful AP students and supporting STEM education.</p>
Activity Timeline 2012-2016	<p><u>When does the activity begin and end?</u></p> <p>AP courses are offered year-round, both in the local classrooms and via ACCESS Distance Learning. The time frame for increasing the number of schools offering AP courses and increasing the number of students scoring a 3 or higher on the AP is from Fall 2012 through Spring 2020.</p>
Project Scope	<p><u>How many schools, districts, students, or teachers are involved?</u></p> <p>Although the number of graduating seniors in Alabama who took an AP increased by 166% over the past ten years, the number of school systems offering AP courses remains low. In 2010, less than 1% of graduating seniors took in AP courses in 45 systems and less than 10% took courses in an additional 25 systems. Only 9.9% of the class of 2011 scored a 3 or above during their high school careers. Expanding AP courses to all systems is crucial. As more students take AP courses, more students have the potential to be successful at passing the AP exam. ACCESS Distance Learning plays an important role in providing students with the ability to take AP courses regardless of where the course is offered. Thirteen College Board approved AP courses are available through ACCESS for 2011-2012.</p>

Intended Impact	<p><u>What changes as a result of this activity?</u></p> <p>By increasing the number of systems offering AP, more students will have the chance to take AP courses. Students will benefit from increased learning opportunities, increased course selection and the potential to acquire college credit. While approximately 10% or less of students in an average school may participate in AP, the number of students attending college or participating in postsecondary education tends to be much higher. The ideal recommendation would be that every student have access to at least one AP course prior to graduation, whether that course is taken in the school or via ACCESS distance learning. Ideally, every student in Alabama should have access to any AP course that he or she would like to take.</p>																		
Resources	<p><u>What resources are dedicated to it? Funding?</u></p> <p>In the 2012 Legislative session, the Legislature approved an AP budget of just over \$2.7 million. A+ College Ready provides AP training and resources to teachers and schools. The National Math and Science Initiative (NMSI) has also provided funding to help raise AP science and math scores.</p> <p>In 2011, Alabama received a \$1.3 million grant to grow AP programs in 14 high-poverty schools. The USDE stipulated that school systems can use the APIP grants to support AP programs through teacher training, curriculum development, books, supplies, and on-line AP courses. The total awarded to Alabama - \$528,992 this year, \$516,429 in 2012, and \$305,951 in 2013 - will be \$1,351,372.</p>																		
Effects on Target	<p>During the 2011-2012 school year, Alabama produced 45,220 graduates. Of those, 8584 took at least one AP exam during their high school career and only 3872 scored a 3 or higher. By doubling the number of systems offering AP courses, ALSDE hopes to increase the number of students taking and scoring at least a 3 on the exam by at least 1800 more students annually by the year 2020.</p> <p>Level and Number of Students that will be impacted by the Advanced Placement Strategy</p> <table border="1" data-bbox="378 1432 1419 1627"> <thead> <tr> <th>Year</th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Level of Impact</td> <td>-</td> <td>M</td> <td>M</td> <td>H</td> <td>H</td> </tr> <tr> <td>Number of Students</td> <td>0</td> <td>87-175</td> <td>87-175</td> <td>175+</td> <td>175+</td> </tr> </tbody> </table>	Year	2011-12	2012-13	2013-14	2014-15	2015-16	Level of Impact	-	M	M	H	H	Number of Students	0	87-175	87-175	175+	175+
Year	2011-12	2012-13	2013-14	2014-15	2015-16														
Level of Impact	-	M	M	H	H														
Number of Students	0	87-175	87-175	175+	175+														

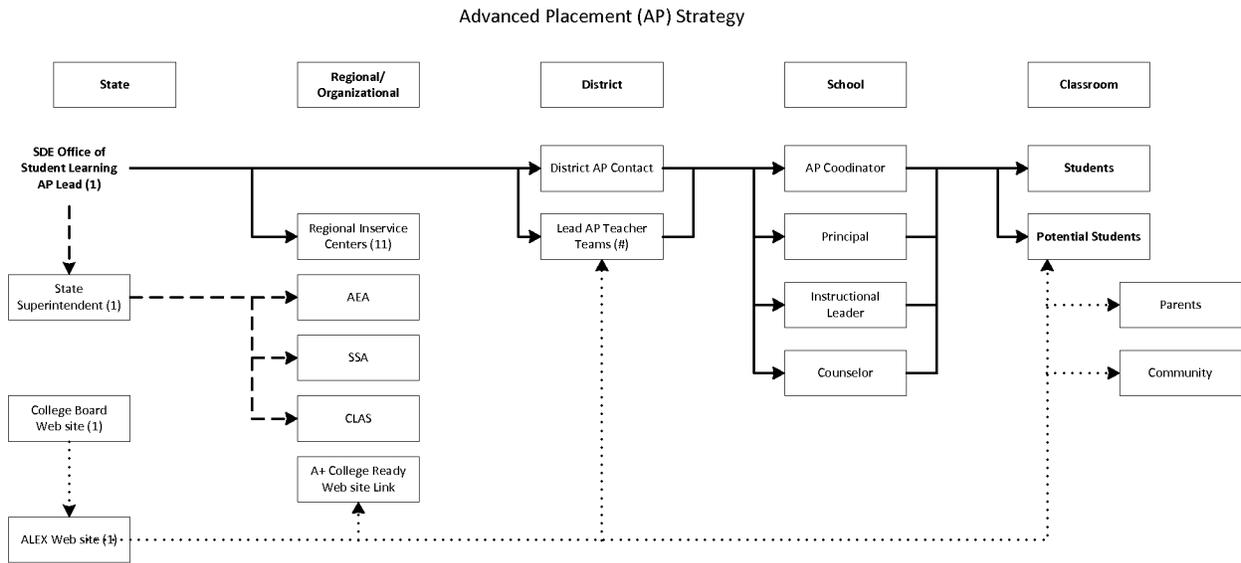
**Risks in the
Delivery
Process**

List of risks, challenges or roadblocks identified with the activity

One of the biggest challenges to AP course expansion is the lack of qualified AP teachers in some areas of the state. ACCESS provides one solution to that problem, but more and better qualified teachers still need to be identified.

Another challenge is the lack of interested from some LEAs. AP courses are often viewed as “in addition to” courses that are above and beyond the core courses that most colleges require. What data shows, however, is that most students who succeed in college have taken “core and more” courses that are more rigorous. The SDE needs to make expansion of AP a core component of its approach to Plan 2020. As such, it needs to be addresses in a systematic and recurring fashion. Lack of a strong education foundation presents yet another challenge. Students who have not had a rigorous academic background and a solid education in elementary and middle school may not be prepared for the challenges of an AP course or an AP exam. The likelihood of these students passing an AP exam with a score of 3 or higher is slim.

Delivery Chain:



Feedback Loops:

Aligned Assessments Strategy

Activity Profile:

Activity Description	<p><u>What is the activity?</u></p> <p>Concurrent with the adoption of the college- and career-ready standards, planning began for revision of the assessment system with the goals of increasing the rigor of the assessments and alignment of the new assessments to the new college- and career-ready standards. The State Department of Education began phasing in college- and career-ready assessments with the State Board of Education's approval of recommendations for a student assessment plan that had as its goal to measure the essential skills and knowledge students need to be ready to succeed in entry-level, credit-bearing academic college courses in two- and four-year institutions and highly skilled careers. The new aligned assessment system is focused on measuring college- and career-readiness from Grade 3 through Grade 12 and uses the ACT as the capstone assessment to determine college readiness.</p> <p>The vision is to include a balanced assessment system that integrates formative data, benchmark data, and summative data in making instructional decisions. The plan includes summative assessments, a formative/benchmark/interim assessment repository, project-based assessments, and career interest and aptitude assessments that reflect the new college- and career-ready standards.</p>
Activity Timeline 2012-2016	<p><u>When does the activity begin and end?</u></p> <p>The new aligned assessment plan includes a phase-in of ACT's EXPLORE, PLAN, ACT Plus Writing, and WorkKeys assessments. The phase-in began with eighth-graders of 2010-11 who were administered EXPLORE in fall 2010. These eighth graders will be administered PLAN as tenth graders in the fall of 2012. The ACT Plus Writing will be administered to this same class as eleventh graders in 2013-14. WorkKeys will be administered to this same class as twelfth graders in 2014-15. The plan also includes phasing in of all twelve of ACT's QualityCore end-of-course assessments beginning in 2012-13 with English 9, English 10, Algebra I, Geometry, and Biology. New aligned assessments for Grades 3-7 will be implemented in 2013-14 to include reading, English, mathematics, science, and writing.</p> <p>Complementing these assessments is the addition of a system of formative/benchmark/interim assessments for Grades K-12 that includes a pool of aligned items to each standard at each grade level within each assessment content area that will be used to inform instructional practices and include links to instructional resources aligned to the standards. Full implementation of the new aligned assessment system will occur in 2014-15.</p>

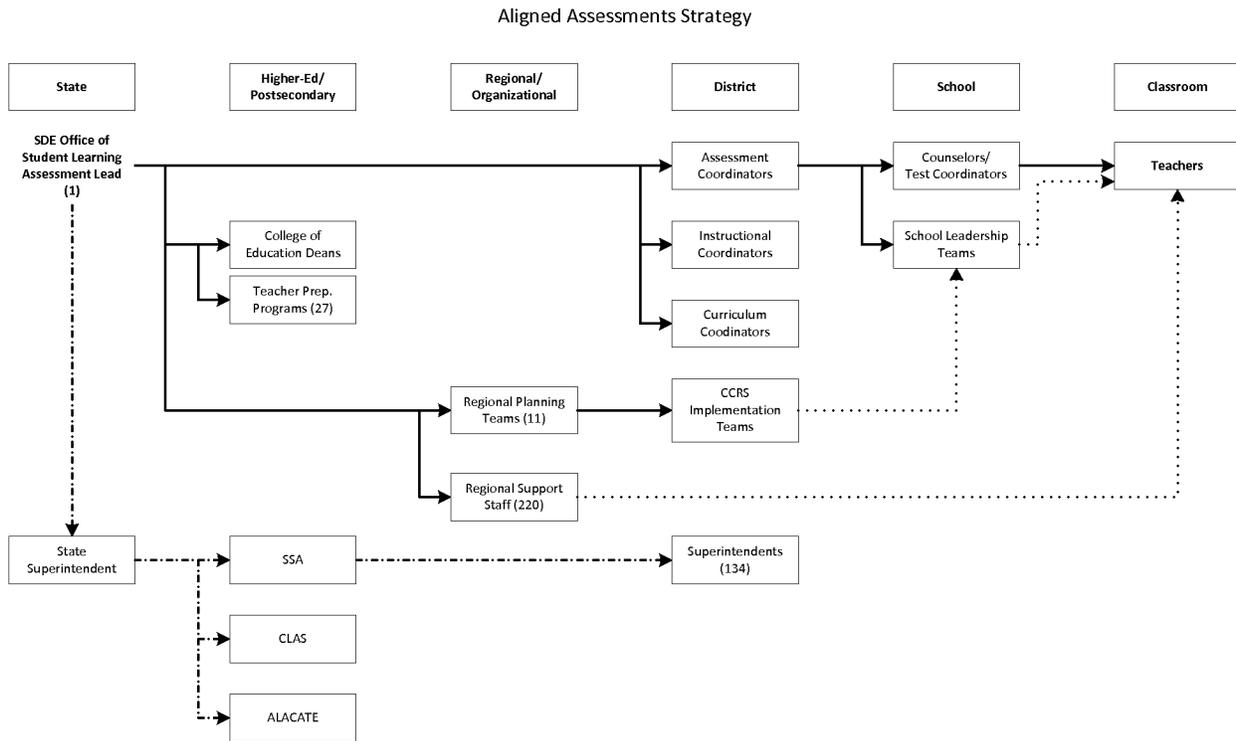
Project Scope	<p><u>How many schools, districts, students, or teachers are involved?</u></p> <p>The new aligned assessment system will be administered to all students statewide in Grades 3 through 12.</p>																		
Intended Impact	<p><u>What changes as a result of this activity?</u></p> <p>Students in Grades 3-7 will benefit from the new assessment system by use of results that will include an indication of whether the students are on track for college- and career-readiness. This will provide an early-warning indicator for students who are not on target and will provide data to educators to focus on the strengths and weaknesses of these students as they approach high school. Adjustments can then be made that provide an appropriate instructional program that will lead to college- and career-readiness for students.</p> <p>By requiring all high school students to participate in the new aligned assessment system, more students will have the opportunity to participate in the ACT and the assessments leading up to it (i.e., EXPLORE, PLAN, QualityCore, and WorkKeys). Students will benefit from the information gleaned from the assessment results which will be used in helping students make/revise their high school/postsecondary plans throughout their high school years based on career/interest information and academic information from the new assessments.</p>																		
Resources	<p><u>What resources are dedicated to it? Funding?</u></p> <p>Alabama will use both state and federal funds for the new aligned assessment system.</p>																		
Effects on Target	<p>ACT results for the graduating class of 2012 show that only 18 percent of students met the ACT benchmarks indicating they were college- and career-ready. The goal is that by 2020, 30% of Alabama’s graduating class will meet the ACT benchmarks for college- and career-readiness. The vision is that the implementation of the new aligned assessment system will provide time-sensitive data that can be used to positively impact students in preparation for college or career.</p> <p>Level and Number of Students that will be impacted by the Aligned Assessments Strategy</p> <table border="1" data-bbox="378 1612 1401 1808"> <thead> <tr> <th>Year</th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Level of Impact</td> <td>-</td> <td>L</td> <td>L</td> <td>M</td> <td>M</td> </tr> <tr> <td>Number of Students</td> <td>0</td> <td>87</td> <td>87</td> <td>87-175</td> <td>87-175</td> </tr> </tbody> </table>	Year	2011-12	2012-13	2013-14	2014-15	2015-16	Level of Impact	-	L	L	M	M	Number of Students	0	87	87	87-175	87-175
Year	2011-12	2012-13	2013-14	2014-15	2015-16														
Level of Impact	-	L	L	M	M														
Number of Students	0	87	87	87-175	87-175														

**Risks in the
Delivery
Process**

List of risks, challenges or roadblocks identified with the activity

The biggest challenge in implementation of the new aligned assessment system is sufficient funding for full implementation in 2014-2015.

Delivery Chain:



Feedback Loops:

Career Technical Education Strategy

Activity Profile:

Activity Description	<p><u>What is the activity?</u></p> <p>The activity is to align Career and Technical Education (CTE) programs to excel in preparing college and career ready students using workforce development data to meet the needs of local, regional, state, and global economies.</p> <p>By participating in a CTE program, taking two or more sequenced courses, students will be engaged in learning the content knowledge and skills that will lead them into their chosen career pathway.</p> <p>CTE programs in Alabama will collaboratively work with other sections within the state department of education, state agencies, workforce development councils/agencies, higher education and postsecondary institutions, professional organizations/agencies, in-service centers, state department regional and field staff, district superintendents and staff, principals, CTE administrators and teachers to provide programs that excel in preparing students to be college and career ready.</p> <p>CTE state staff and teachers will engage in sustained professional development activities to incorporate strategies and content knowledge and skills integrating Alabama’s College and Career Ready Standards into the instructional program so that students are college and career ready.</p>
Activity timeline	<p><u>When does the activity begin and end?</u></p> <p>This activity will be implemented on a yearly basis.</p> <p>The activity will begin in the 2012-2013 school year and will continue until the end of the 2019-2020 school year.</p>
Project Scope	<p><u>How many schools, districts, students, or teachers are involved?</u></p> <p>The project scope of this activity will include:</p> <ul style="list-style-type: none"> ● All School Districts ● 75 Career and Technical Education Centers ● 400,000 Students ● 4,500 Career and Technical Education Teachers ● 4,000 Career and Technical Education Programs

**Intended
Impact**

What changes as a result of this activity?

Who benefits and how will they be impacted?

- Students will benefit by graduating from high school college- and career-ready, engaging in CTE programs that lead to a career, having a better understanding of how their coursework is preparing them for the workforce.
- Teachers will receive professional development and tools to be effective in preparing all students to be college- and career-ready.
- A skilled workforce will meet supply and demand needs.
- More students will enroll in higher education and postsecondary institutions directly from high school without remediation.
- Economic growth will occur as a result of the availability of a skilled workforce.
- Business and Industry partners will be utilized to advise administrators/teachers on curricula, facilities, and equipment needs as well as to provide sites for students to engage in work-based learning experiences. They may provide funds and/or resources for the classroom and labs that assist teachers in preparing students using real-life experiences in a work setting. All entities, educational, workforce development, and business and industry, collaborate to implement a seamless educational program that prepares college- and career-ready students.

How many of them are impacted?

- By 2020, all high school graduates will be college- and career-ready.

If the answers to the above questions are not enough, how will we estimate this impact?

What is the “formula” for estimating impact?

- An increase in the number of students graduating from high school college- and career-ready. An increase in the number of high school graduates receiving an industry credential. A decrease of the number of students attending higher education/postsecondary institutions who require remediation directly from high school. An increase in the number of CTE concentrators enrolling in CTE programs.

What assumptions will we need to make?

- CTE programs have effective teachers, engaged students, a relevant, rigorous, work-based curricula and the funds, facilities, and updated equipment/technology that prepares all students to be college- and career-ready. Students will have better knowledge of how all courses taken in high school impact their future career in the workforce. There will be an increase in the capacity of the state department of education to expand CTE programs across the state.

What other data will we need in order to fill in the “formula”?

- Data is needed to indicate the:
 - Increase in the 4-year Cohort Graduation Rate.
 - Increase number of students who are college- and career-ready, as measured by receiving an Industry Credential upon graduation.
 - Increase of the percentage of students who are college- and career-ready, as measured by the High School Graduate College and Readiness Index.
 - Number of students requiring remedial courses in reading and mathematics in two-four year colleges.
 - Percentage of students performing at or above proficiency on the Alabama Reading and Mathematics Test in 3rd through 8th grade reading. (CTE impacts only grades 6-8.)
 - Percentage of students performing at or above proficiency on the Alabama Reading and Mathematics Test in 3rd through 8th grade mathematics. (CTE impacts only 6-8.)
 - Decrease in the gap of the Alabama Reading and Mathematics Test combined reading and mathematics scores for 8th grade students and the composite ACT score.
 - Supply and demand needs for skilled workers.
 - District’s compliance with Federal CTE Core Indicators.
 - Placement data of CTE concentrators after graduating from high school.
 - Program status for Business/Industry Certification (BIC) by district, by year, and by program area.
 - Number of students affiliated with National recognized CTSOs by chapter.

Resources

What resources are dedicated to it?

- Data results from each region/district/school.
- Data results from state approved technical skills assessments taken by students receiving a business/industry credential/certificate.
- Data collection system that provides reliable, valid and accessible data.
- Communication Plan to market Plan 2020 and CTE’s role in meeting the objectives, indicators, and targets of Plan 2020.
- Marketing Plan so that all stakeholders understand the meaning of college- and career-readiness.
- An increase in the number of counselors that provide guidance services to students.
- Schedules that permit time for teachers to collaborate.
- Policies that allow continuous updating of course of study.
- Funds needed for districts to meet the costs associated with the credentialing of students.
- Teams to cross walk College- and Career-Ready Standards to CTE courses.
- Teams to cross walk Standards for Career Ready Practice and Common Technical Core Standards.

- Funds needed to expand the number of CTE programs offered to reflect the increase number of students enrolling in CTE courses.
- Funds to increase the number of SDE Regional and field staff available to assist CTE teachers in implementing College- and Career-Ready Standards in math and language arts and other core areas when developed.
- An increase in the number of CTE “best practices” sites in integrating College- and Career-Ready Standards.
- Funds to equip CTE classrooms and labs furnished with updated equipment, technology and technological tools.
- Funds for professional development on activities related to implementing Plan 2020 and integrating College- and Career-Ready Standards into CTE course offerings.
- Funds needed for CTE programs to address changes in CTE program offerings based on workforce data and projections.
- Follow-up data to track students through high school and college.

Personnel dedicated to project

All state CTE staff responsible for CTE programs and units that impact the CTE instructional program and teacher effectiveness including:

- Staff serving on SDE Regional Teams
- State CTSO Advisers
- Data Stewards
- Staff assigned to College- and Career-Ready Standards Roll Outs
- Staff assigned to Courses of Study Committees

Funding for project (amount and timeframe?)

Federal and state funds allocated to the CTE and Workforce Development Section during the designated timeline in Plan 2020 such as:

- \$20,000,000 - Federal Funds (Perkins) Yearly
- \$30,000,000 - Bond money for equipment (State Funds) every three years
- \$5,000,000 - CTE Initiative (State Funds) Yearly
- \$5,000,000 - Professional Development (State Funds) Yearly
- \$84,000,000 - 2,000 additional classrooms and labs for program expansion (State Funds)

Effects on Target

Estimation of the activity’s effects on preparing all students to be college- and career-ready.

Students will be engaged in quality career and technical education programs that are taught by effective teachers who provide instruction that integrates Alabama’s College- and Career-Ready Standards and workforce development data; content knowledge and skills needed for preparing students for their chosen career pathway and meets the employment needs of local, regional, state, and global economy.

Students will be prepared to enter the workforce, satisfied in their chosen career pathway and credentialed as they enter the workforce.

Level and Number of Students that will be impacted by the Career Technical Education Strategy

Year	2011-12	2012-13	2013-14	2014-15	2015-16
Level of Impact	-	M	H	H	H
Number of Students	0	87-175	175+	175+	175+

Risks in the Delivery Process

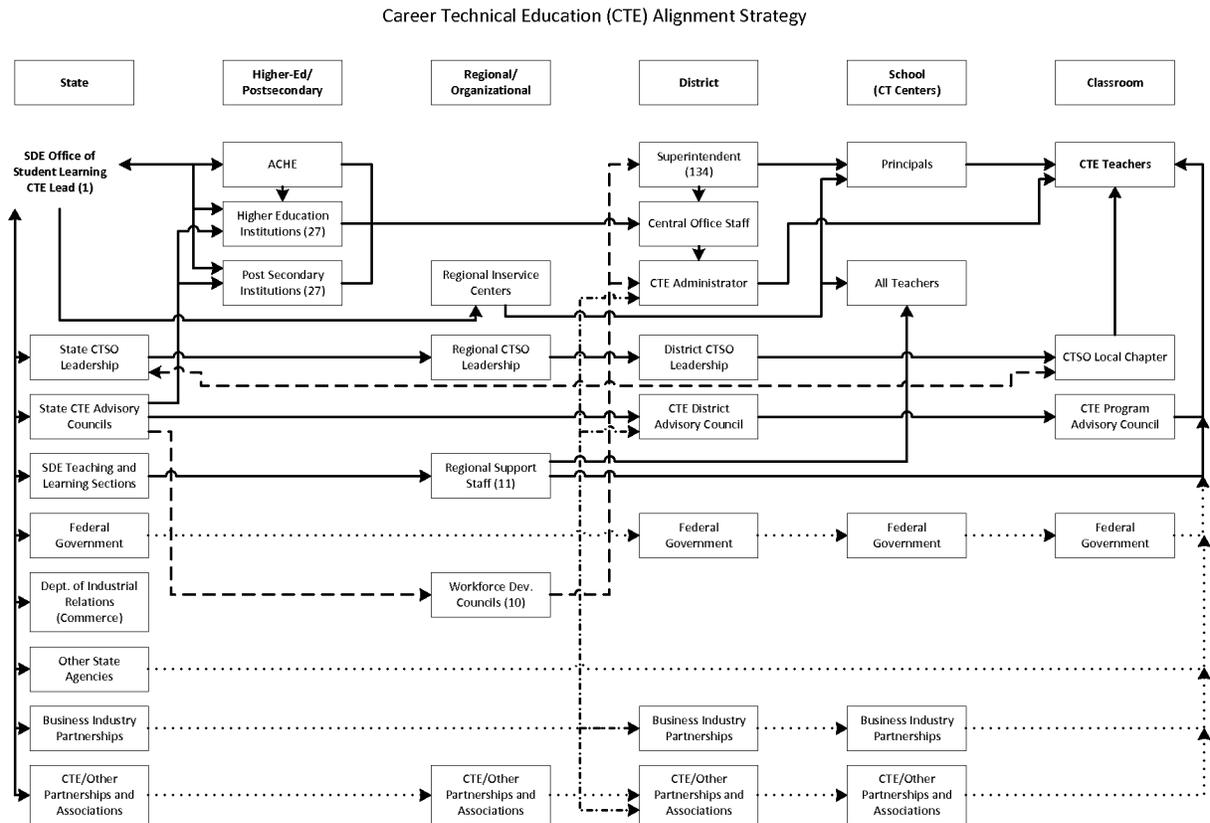
List of risks, challenges, or roadblocks identified with the activity

- Lack of communication caused by information not being shared at the state, district, school, and classroom levels.
- Lack of participation of the education community in some of the Regional Workforce Development Councils.
- The need to increase the number of CTE programs to provide effective instruction for all students to be college- and career-ready.
- Some stakeholders may not have the same meaning of what CTE is in Alabama and what is meant by College- and Career-Readiness.
- Counselors are assigned to tasks that are not related to guidance.
- There is no time allocated in a daily schedule for teachers to collaborate with each other.
- Courses of study are developed every six years, thus content knowledge and skill taught in today’s classrooms may be out-of-date and not based on current workforce development data.
- Lack of funding needed for credentialing.
- Need for businesses and industries to place importance of credentialing in their hiring practices.
- Many district and program advisory committees do not have the right people sitting at the table.
- CTE courses have not been cross walked with the College- and Career-Ready

Standards in math, language arts, the new Standards for Career Ready Practice, and new Common Technical Core Standards.

- Lack of a strong communication plan to market CTE as a component of preparing College- and Career-Ready Students and Plan 2020.
- Lack of a common message to use at the various levels to promote CTE in preparing College- and Career-Ready Students.
- Lack of regional staff from the SDE that has been assigned to assist CTE staff in implementing College- and Career-Ready Standards in math and language arts.
- Lack of “CTE Best Practices” sites that promote preparing college- and career-ready students.
- Lack of reliable, valid, and accessible data for making sound decisions at all levels.
- The need for professional development at all levels to assist with the knowledge content and skill necessary to prepare all students to be college- and career-ready.
- There is a need to increase SDE/CTE staff to better serve all students.
- Lack of funds for adequately equipped labs that are up-to-date and utilize technology/technical tools to prepare college- and career-ready students.
- Need to increase the number of secondary CTE courses that are articulated with postsecondary and higher education.

Delivery Chain:



Targets and Trajectories

The activity is to align Career and Technical Education (CTE) programs to excel in preparing college- and career-ready students using workforce development data to meet the needs of local, regional, state, and global economies.

Targets and Trajectories

- Increase the number of students graduating from high school college- and career-ready.
- Increase the number of high school graduates receiving an industry credential.
- Decrease the number of students attending higher education/postsecondary institutions requiring remediation directly from high school.
- Increase the number of CTE concentrators enrolling in CTE programs.

Students Graduating from High School College- and Career-Ready Year-by-Year

Baseline:

741 of 999 CTE students who passed WorkKeys® assessments at the Bronze level or better.

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number >	46	6	5	5	5
Percentage	18%	20%	22%	24%	26%
Accumulative Totals	787	793	798	803	808

Baseline: 61,412 students

(All 9th grade students (2012-2013) to be assessed in 2015-16 using WorkKeys®.)

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number >	N/A	N/A	N/A	N/A	1,228
Percentage	18%	20%	22%	24%	26%
Accumulative Totals	N/A	N/A	N/A	14,739	15,967

High School Graduates Receiving an Industry Credential Year-by-Year

Baseline: 11,706 CTE Students

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number >	N/A	294	494	794	1,044
Accumulative Totals	11,706	12,000	12,200	12,500	*12,750

Students Attending Higher Education/Postsecondary Institutions Requiring Remediation Directly From High School Year-by-Year

Baseline: 27,361 Students

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number <	9,303	5,417	3,287	2,058	1,459
Percentage of Baseline	34%	30%	26%	22%	20%
Accumulative Totals of Students not Needing Remediation	18,058	12,641	9,354	7,296	5,837

CTE Concentrators* Enrolling In CTE Programs Year-by-Year

Baseline: 63,683 Students

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number > per year	3,184	3,184	3,184	3,184	3,184
Accumulative Totals	66,866	70,050	73,234	76,418	79,602

*Concentrator: A student taking two or more sequenced CTE courses within a CTE program.

Feedback Loops:

College and Career Readiness Standards Rollout Strategy

Activity Profile:

Activity Description	<p><u>What is the activity? Describe in a sentence or two.</u></p> <p>Recognizing that adopting standards alone would not increase the rigor of teaching and learning, the Alabama Department of Education (SDE) designed a comprehensive delivery plan to introduce all administrators and teachers to the new College-and Career-Ready Standards. This plan enlists the assistance of regional SDE staff, inservice center personnel from Institutes of Higher Education (IHE), and other stakeholders in the education family of Alabama, such as A+ Best Practices Center.</p>
Activity Timeline	<p><u>When does the activity begin and end? (school year, year-round, etc.)</u></p> <p>Year-round</p> <ul style="list-style-type: none"> • Annual planning with all districts (Beg. October) • Quarterly Regional Meetings (Sept., Nov., Feb., April) with local CCRS Implementation Teams • Monthly Planning with Regional Support Staff (Beg. August)
Project Scope	<p><u>How many schools, districts, students, or teachers are involved?</u></p> <p>1500 schools; 134 districts; 46,000 teachers; 750,000 students</p>
Intended Impact	<p><u>What changes as a result of this activity?</u></p> <p>It is anticipated that instructional practices will change as a result of this activity which will ultimately lead to an increase in student achievement in mathematics and English Language Arts (ELA).</p> <p><u>Who benefits?</u></p> <p>All the administrators and teachers that receive training are initially impacted. The students are the ultimate beneficiary.</p> <p><u>How are they impacted?</u></p> <p>The delivery plan has been organized into four phases: 1) Awareness; 2) Preparation for Implementation (District and school leaders, classroom teachers, and special area teachers); 3) Ongoing Support for Implementation (District and school leaders, classroom teachers, and special area teachers); and 4) Assessment of implementation and identification of future needs.</p> <p><u>How many of them are impacted?</u></p> <p>46,000 teachers; 750,000 students</p>

Resources	<p><u>What resources are dedicated to it?</u></p> <p>The CCRS Rollout has been identified as a focus of the SDE for the coming years. With that in mind, a large percentage of SDE personnel have been assigned to one of 11 Regional Planning Teams. Representatives from these teams will meet with each district in each of the regions to assess the level of readiness for implementation of the CCRS. These Regional Planning Teams are comprehensive teams made up of key leaders from Pre-K, SDE, and Institutes of Higher Education (IHE). A customized plan for support will be developed for each district based on their individual needs and capacity. Regional support staff has prepared to facilitate school- or district- based learning communities to deepen understanding of the math CCRS. This will include shared teaching experiences with classroom teachers. They will assist in organizing to address the individual training and implementation needs of districts and schools.</p> <p><u>Personnel dedicated to project</u></p> <p>SDE staff, 220 Regional Support Staff, 11 Regional In-Service Center Directors, 20+ IHE faculty</p> <p><u>Funding for project (amount and timeframe?)</u></p> <p>Funding comes from individual section accounts for staff days on task and travel. Funds for print orders and rental of facilities are from SDE funds. Additional finds have been disbursed for (1) setting up a website; (2) developing and delivering training; (3) securing resources and adapting them for Alabama’s use; and, (4) purchase and adaptation of web-based Alabama Insight tool.</p>										
	Effects on Target	<p><u>Estimation of the activity’s effects on ACT and Core or More course taking</u></p> <ul style="list-style-type: none"> • Better placement of students in advanced courses beginning in Grade 6 which will better prepare them for college readiness • Targeted intervention for high performing students to place them in advanced courses • Proper Grade 8 placement and preparation for success in Grade 9 coursework <p>Level and Number of Students that will be impacted by the College and Career Readiness Standards Rollout Strategy</p> <table border="1" data-bbox="617 1596 1380 1722"> <tr> <td>-</td> <td>L</td> <td>L</td> <td>M</td> <td>M</td> </tr> <tr> <td>0</td> <td>87</td> <td>87</td> <td>87-175</td> <td>87-175</td> </tr> </table>	-	L	L	M	M	0	87	87	87-175
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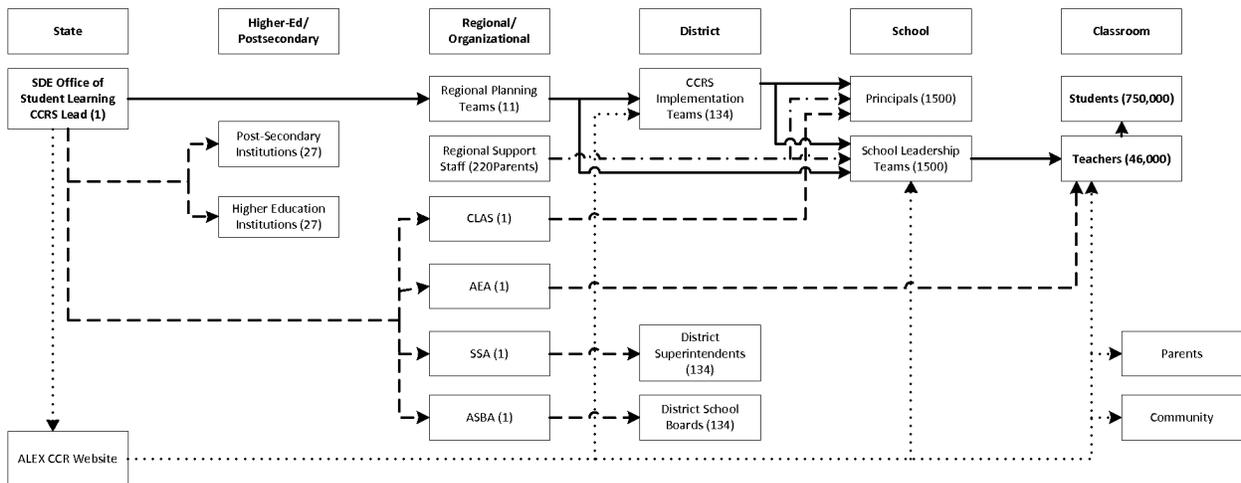
Risks in the Delivery Process

List of risks, challenges or roadblocks identified with the activity.

- Not all administrators and/or teachers receive the training
- Teachers must adapt their style of teachers for students to receive maximum impact from these new standards. How many teachers will be able or willing to do that?
- Communication - to assess the communication process from the SDE to LEA leaders, and to the classroom
- Training - to assess the quality and timeliness of training from the SDE to the LEA leadership teams, and the "turnaround" of training to all teachers and classrooms.

Delivery Chain

College And Career Readiness Standards Rollout Strategy



Feedback Loops:

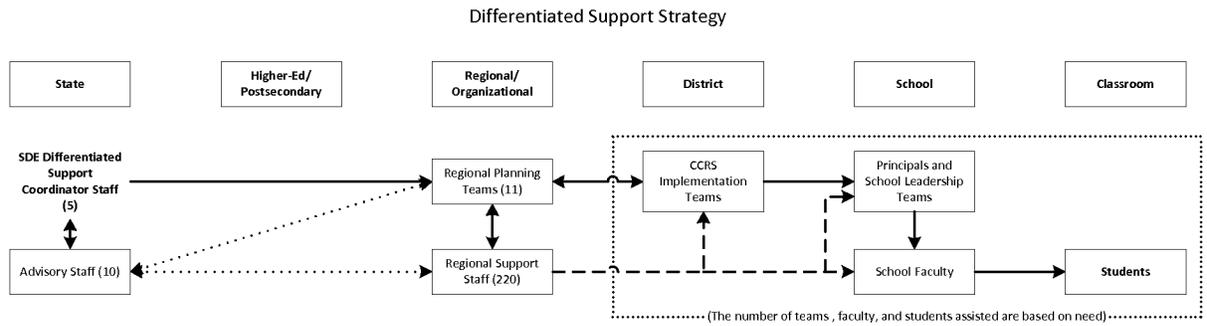
Differentiated Support Strategy

Activity Profile:

Activity Description	<p><u>What is the activity?</u></p> <p>The goal of the SDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and career. All SDE efforts to support this goal will be customized for each of the districts based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports, one size does not fit all.</p> <p>Regional Planning Teams (RPTs) will plan with LEAs for two purposes: 1) To facilitate transition to the CCRS; 2) To provide precise and differentiated support based on district and school needs – as determined by data analysis and JOINT planning. RPTs are composed of representatives from SDE sections, RICs, IHE, and OSR. Other members may join throughout the year.</p>
Activity Timeline	<p><u>When does the activity begin and end? (school year, year-round, etc.)</u></p> <p>Professional learning for all SDE sections, RICs, IHE, and OSR partners began in April, 2012 to prepare for a “partnership” approach of working with LEAs. From this group, eleven Regional Planning Teams were formed in May, 2012. These Regional Planning Teams (RPTs) continued their professional learning as a team from June, 2012 through May, 2013. At that time, feedback will determine how to proceed.</p> <p>RPTs will plan with LEAs beginning in August, 2012 and based on the district/school CIP, priorities will determine specific support through regional staff. The frequency in which the RPT will meet with each LEA is based on need and status (Priority and Focus schools will receive more intense support and monitoring).</p> <p>Annually:</p> <ul style="list-style-type: none"> ● Identify schools/districts for more intense support (Priority and Focus) ● Provide support/services for joint continuous improvement planning ● Provide precise support based on needs – this may be regionally or by individual LEA
Project Scope	<p><u>How many schools, districts, students, or teachers are involved?</u></p> <p>Differentiated support will be provided to all 134 districts. Need and priorities will determine the intensity and frequency of support.</p>

Intended Impact	<p><u>What changes as a result of this activity?</u></p> <p>Districts will be able to focus on their needs with specific support from the RPTs. Due to the coordination and collaboration between SDE sections and external partners, districts will spend less time on a variety of activities and more time on specific students, programs, and data.</p> <p>Plan 2020 will be the guide to monitor student achievement, student progress, and graduation rate for all students. Benchmark assessments will be analyzed quarterly.</p>										
Resources	<p><u>What resources are needed?</u></p> <p>SDE staff will change their current work responsibilities in order to collaborate across sections and with external partners to provide precise and differentiated support. Federal funds are providing professional learning for the teams and state funds are being used to train regional staff on the partnership approach and CCRS.</p> <p>Priority and Focus Schools may need funding for professional learning, staffing, etc. as determined by the joint planning with the RPT.</p>										
Effects on Target	<p><u>Estimation of the activity's effects on ACT and Core or More course taking.</u></p> <p>By 2020, we expect 2200 more students being CCR as determined by ACT, WorkKeys, or Industry credentials.</p> <p>Level and Number of Students that will be impacted by the Differentiated Support Strategy</p> <table border="1" data-bbox="617 1144 1372 1270"> <tr> <td>-</td> <td>M</td> <td>M</td> <td>H</td> <td>H</td> </tr> <tr> <td>0</td> <td>87-175</td> <td>87-175</td> <td>175+</td> <td>175+</td> </tr> </table>	-	M	M	H	H	0	87-175	87-175	175+	175+
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Risks in the Delivery Process	<p><u>List of risks, challenges or roadblocks identified with the activity</u></p> <ul style="list-style-type: none"> • RPTs will be able to devote the time to effectively plan with each LEA and then collaborate to provide precise resources • Schools and districts must have a level of trust with the RPTs in order to be honest and transparent about needs • RSS and funding will be adequate for differentiated services 										

Delivery Chain:



SDE DS Coordinator Staff

The SDE Differentiated Support Coordinator Staff is comprised of the State Superintendent of Education, the Deputy Superintendent of Education, the Director of the Office of Student Learning, the Director of the Office of Learning Support, and the Director of the Office of Teaching and Learning.

SDE DS Advisory Staff

The Advisory Staff is comprised of director and coordinator representatives of the Division of Teaching and Learning which includes appropriate sections from the Offices of Student Learning, Learning Support, and Teaching and Learning.

Regional Planning Teams

Regional Planning Teams are composed of representatives from State Department of Education (SDE) sections, Regional Inservice Centers, Institutions of Higher Education, and the Office of School Readiness.

Regional Support Teams

Regional Support Staff are composed of representatives from the SDE Office of Teaching and Learning Field Staff which may or may not include Instructional Staff, ARI Reading and Instructional Coaches, and AMSTI Site Directors and Coaches.

Feedback Loops:

Response to Instruction (Rtl) Alignment Strategy

Activity Profile:

Activity Description	<p><u>What is the activity?</u></p> <p>The activity is support for Response to Instruction (Rtl) implementation through alignment with the College and Career Ready Standards Rollout and Positive Behavior support systems.</p> <p>The SDE Office of Student Learning Lead will plan with the CCRS Lead, Assessment Lead and Positive Behavior Support Lead for the following purposes:</p> <ul style="list-style-type: none"> A) Integrate Response to Instruction principles with instructional practices, intervention and behavioral support. B) Infuse Response to Instruction principles into professional development provided for Regional Support Staff, Behavioral Support Staff and District Implementation Teams. C) Facilitate the collection of appropriate data to assess students' progress both academically and behaviorally.
Activity Timeline	<p><u>When does the activity begin and end? (school year, year-round, etc.)</u></p> <p>Year-round activity Begin: August of 2012 –</p>
Project Scope	<p><u>How many schools, districts, students, or teachers are involved?</u></p> <p>All public education entities in the State: 134 districts; 1500 schools; 46,000 teachers; 750,000 students</p>
Intended Impact	<p><u>What changes as a result of this activity?</u></p> <p>Changes will occur in the way that lessons are planned, delivered and observed.</p> <p><u>Who benefits?</u></p> <ul style="list-style-type: none"> • Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. This will be of great benefit to all students. Through effective implementation of Rtl, teachers will be able to effectively identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the students' responses. Teachers will benefit from this focused approach to instruction. <p><u>How are they impacted?</u></p> <ul style="list-style-type: none"> • Teachers can focus on effective daily instructional practices to address Rtl rather than forms. Students receive targeted support based on needs identified by data.

How many of them are impacted?

- All teachers. All students.

If the answers to the above questions are not enough, how will we estimate this impact?

What is the “formula” for estimating impact?

- The number of students identified through formative assessment as being below grade level in reading or math at the beginning of the school year. # of students identified as reaching their benchmark in reading or math or making at least 2 years growth by the end of the school year. Reduction in the # of office referrals

What assumptions will we need to make?

- Assume that districts will develop and communicate their RtI focus to all educators and the community. Assume that districts will communicate to principals the expectation of being instructional leaders and to teachers the expectation of being instructional decision makers. Assume that districts will ensure that educators have the professional development and ongoing support needed to fulfill their roles.

What other data will we need in order to fill in the “formula”?

- Survey LEAs to collect implementation data.

Resources

What resources are needed?

- Statewide Formative Assessment Tool
- Standards Insights Tool (to unpack standards)
- Structured planning framework that allows for differentiated student support (one has been developed by the Instructional Strategies Project Team)

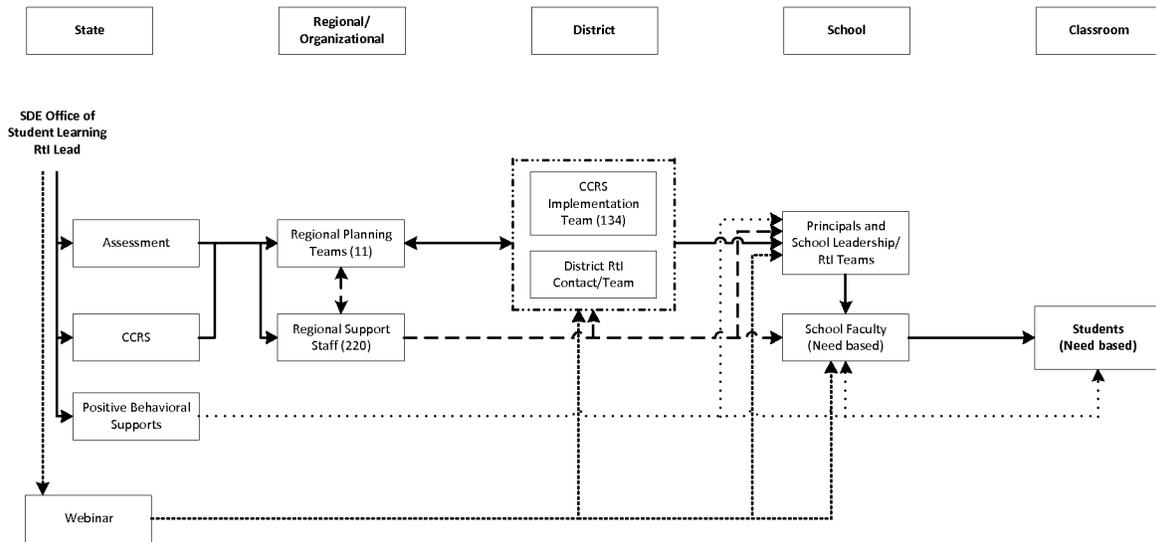
What resources are dedicated to it? (Personnel dedicated to project, funding for project (amount and timeframe?))

- PD needed for CCRS rollout team, Regional Support Staff, District Implementation Team and Positive Behavior Support Staff on how to integrate the RtI principals into their work.
- SDE RtI Lead would need to provide ongoing support to all SDE Leads involved

Effects on Target	<p><u>Estimation of the activity's effects on ACT and Core or More course taking.</u></p> <ul style="list-style-type: none"> • Students receive high-quality, research-based instruction by qualified staff in their general education setting. • Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners. • Movement between tiers should be guided by a data-driven decision-making process. • Universal screening and progress monitoring are the basis for instructional decisions. <p>Level and Number of Students that will be impacted by the Response to Instruction (Rti) Alignment Strategy</p> <table border="1" data-bbox="617 735 1380 861"> <tr> <td>-</td> <td>M</td> <td>M</td> <td>H</td> <td>H</td> </tr> <tr> <td>0</td> <td>87-175</td> <td>87-175</td> <td>175+</td> <td>175+</td> </tr> </table>	-	M	M	H	H	0	87-175	87-175	175+	175+
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0	87-175	87-175	175+	175+							
Risks in the Delivery Process	<p><u>List of risks, challenges or roadblocks identified with the activity</u></p> <p>Time must be set aside for the SDE RTI Lead to collaborate with the other SDE Leads involved.</p>										

Delivery Chain

Response to Instruction (Rti) Alignment Strategy



Feedback Loops:

Appendices

Appendix A – Definition of Terms

Aligned Assessments Definitions:

Advanced Placement Definitions:

Career Technical Education Alignment Definitions:

The following definitions provide further explanation of the links that create the delivery chain:

Career and Technical Education (CTE) includes the Director of Career and Technical Education and Workforce Development, Education Administrators (Program Managers and CTE Unit Managers) and Education Specialists (Program Specialist and CTE Unit Specialist).

State Career and Technical Student Organizations (CTSO) Leadership includes State CTSO Advisors of career focused organizations which include Future Farmers of America (FFA), Future Business Leaders of America – Phi Beta Lambda (FBLA – PBL), Distributive Education Clubs of America (DECA), SkillsUSA, Technology Student Association (TSA), Health Occupation Students of America (HOSA), Family, Career and Community Leaders of America (FCCLA), and Jobs for Alabama Graduates (JAG).

State Career and Technical Education Advisory Council includes Business and Industry Representatives, Presidents of the State Program CTE Advisory Committees, and CTSE State Presidents.

Career and Technical Education Program Advisory Committees include Agriscience, Law and Public Safety and Security; Commerce and Information Technology; Family, Human Services, Hospitality and Tourism Education; Health Science; and Technical Systems Education.

SDE Office of Student Learning includes AMSTI, ARI, Assessment, Curriculum, and Instruction.

College and Career Readiness Standards Rollout Definitions:

Differentiated Support Definitions:

The following definitions provide further explanation of the links that create the delivery chain:

SDE DS Coordinator Staff is comprised of the State Superintendent of Education, the Deputy Superintendent of Teaching and Learning, the Director of the Office of Student Learning, the Director of the Office of Learning Support, and the Director of the Office of Teaching and Leading.

SDE DS Advisory Staff is comprised of director and coordinator representatives of the Division of Teaching and Learning which includes appropriate sections from the Offices of Student Learning, Learning Support, and Teaching and Leading.

Regional Planning Teams are composed of representatives from State Department of Education (SDE) sections, Regional Inservice Centers, Institutions of Higher Education, and the Office of School Readiness.

Regional Support Teams are composed of representatives from the SDE Office of Teaching and Learning Field Staff which may or may not include Instructional Staff, ARI Reading and Instructional Coaches, and AMSTI Site Directors and Coaches.

Response to Instruction Alignment Definitions:

Appendix B – Abbreviations

ACHE – Alabama Commission on Higher Education

The Alabama Commission on Higher Education, a statewide 12-member lay board appointed by the Governor, Lieutenant Governor, and Speaker of the House and confirmed by the Senate, is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. The Commission seeks to provide reasonable access to quality collegiate and university education for the citizens of Alabama. In meeting this commitment, the Commission facilitates informed decision making and policy formulation regarding wise stewardship of resources in response to the needs of students and the goals of institutions. The agency also provides a state-level framework for institutions to respond cooperatively and individually to the needs of the citizens of the State.

AEA – Alabama Education Association

The Alabama Education Association (AEA) is the largest education association in the state of Alabama. The AEA is an advocate organization that leads the movement for excellence in education and is the voice of education professionals in Alabama. Our mission is to promote educational excellence.

The Alabama Education Association provides legal assistance, professional development opportunities, great member benefits, and a strong voice for education in the Alabama Legislature. The AEA serves as the advocate for its members and leads in the advancement of equitable and quality public education for Alabama's diverse population.

AEA is an affiliate of the 3.2 million members, National Education Association (NEA) – the nation's largest professional-employee organization. The NEA is committed to advancing the cause of public education and believes every child deserves a quality education.

AMSTI – Alabama Mathematics, Science, and Technology Initiative

The Alabama Math, Science, and Technology Initiative, commonly referred to as AMSTI, is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies. The premise behind AMSTI is that students learn math and science best by doing math and science, especially when they are able to relate it to their daily lives.

ARI – Alabama Reading Initiative

The Alabama Reading Initiative (ARI) is a statewide K-12 initiative managed by the Department of Education. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students. The Alabama Reading Initiative provides differentiated levels of support, including professional development, onsite support, and school coaches to over 1,000 schools. The initiative focuses intensely on three aspects of the teaching of reading: preventing reading difficulties, identifying struggling readers and intervening to help them become proficient readers, and expanding the reading power of all students.

CLAS – Council for Leaders in Alabama Schools

The mission of the Council for Leaders in Alabama Schools is to coordinate and facilitate the resources of all members for the advancement of public education. Consistently, CLAS members choose quality professional development as the most important function of the umbrella organization.

CTE – Career and Technical Education

Alabama's Career and Technical Education (CTE) programs develop the talents and skills of students in classroom settings that are rigorous, progressive and certified to international standards. Students have an opportunity to explore career options in more than 215 courses offered statewide and can earn advanced diplomas and college credit.

The Alabama Department of Education is the only state-level educational agency in the nation to receive certification from the International Organization for Standardization (ISO) for its business/industry certification (BIC) process, used to certify CTE programs for industry compliance.

CCRS (Alabama) – College and Career Readiness Standards

On November 18, 2010, Alabama joined a number of other states, the District of Columbia, and the Virgin Islands in adopting the Common Core State Standards in mathematics and English language arts, with the current total now having reached 45. The adoption of internationally benchmarked Common Core State Standards along with selected Alabama standards creates a set of standards that will prepare students for a successful future in the ever-expanding global environment.

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, state officials, and other experts to provide a clear and consistent framework to prepare students for college and the workforce.

KLN – Key Leaders Network

The Key Leaders Network (KLN) is the leadership strand of ABPC’s Powerful Conversations Network (PCN) in which district and school administrators meet and learn together, and act on their new understandings to improve instruction and student achievement in their districts. The overarching goal of the KLN, which meets quarterly, is for participants to learn how to more effectively lead change and address resistance to improvement initiatives.

PCN – Powerful Conversations Network

The Powerful Conversations Network (PCN) consists of more than 115 public schools where educators believe and act on the belief that both adult and student learning are critical to high achieving schools. The Network includes both elementary and secondary schools, which meet as separate groups on a quarterly basis. One of the four meetings is actually a site visit to another school.

Rtl – Response to Instruction

Response to Instruction (Rtl) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs. Rtl combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

SSA – School Superintendents of Alabama

As Alabama’s association for school superintendents and their system leaders, we welcome the opportunity to provide information and assistance to our members, as well as to others who may have an interest in Alabama’s public schools. The mission of SSA is to provide professional development for school superintendents and their leadership team to strengthen their effectiveness and to serve as chief advocate for Alabama’s school children. We are dedicated to the success of the children we serve and effective leadership is essential. Through SSA superintendents and school system leaders are helping policymakers make better funding and policy decisions so we can serve every child with an adequate education in this decade.

Appendix C – Strategy Impact

The strategy impact determines ranges for different impact categories. These categories can be assigned to each strategy to estimate an activity’s impact on the overall goal. Once impact has been estimated for each strategy, a summary of impact for all strategies for a given year can be established.

(Random) Number of students taking the ACT	Number of students represented by a 2% increase	Number of students represented by a low impact (.25 % or below)	Number of students represented by a medium impact (.25% to .50%)	Number of Students represented by a high impact (.50% or more)
35,000	700	87	87-175	175+
40,000	800	100	100-200	200+
45,000	900	112	112-225	225+
50,000	1000	125	125-250	250+

The first column, “(Random) Number of Students taking the ACT,” is an estimate of the total number of students that could the ACT from year-to-year. Because of an expected increase of students taking the ACT (see Aligned Assessments), several figures have been generated.

The second column “Number of students represented by a 2% increase,” is the number of students needed to produce a 2% increase in the total number of students passing all portions of the ACT.

The third column, “Number of students represented by low impact,” is a specific strategy’s target that will have an impact on a low number of students. The low impact is .25% or below of the total.

The fourth column, “Number of students represented by medium impact,” is a specific strategy’s target that will have an impact on a medium number of students. The medium impact is between .25% - .50% of the total.

The fifth column, “Number of students represented by high impact,” is a specific strategy’s target that will have an impact on a high number of students. The high impact is .50% or more of the total.

Alabama Department of Education

Supporting Increased Graduation Rates Strategic Plan

A Component of Plan 2020: Strategies for Support Systems

Dr. Thomas R. Bice, State Superintendent
Alabama Department of Education

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Teaching and Learning Division

Dr. Melinda Maddox, Assistant Superintendent
Research, Information & Data Services

Dr. Linda Felton-Smith, Director
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August 2012

Alabama Department of Education

Supporting Increased Graduation Rates Strategic Plan

Summary: Plan 2020 establishes a framework for preparing Alabama's students for life beyond K-12, whether that is attending college or pursuing a career. A prepared graduate should have the knowledge and skills necessary to succeed in college, technical or trade schools without having to take remedial courses. Additionally, those graduates should be able to apply their knowledge and skills to real-world situations. Each of the goals and objectives listed below will support students as they work toward graduation.

State Goals:

"Plan 2020 for Learners" Objectives (*Graduation Rate Goal in bold*):

1. All students perform at or above proficiency and show continuous improvement (achievement/growth)
2. All students succeed (gap closure)
- 3. Every student graduates from high school (graduation rate)**
4. Every student graduates high school prepared (college and career readiness)

"Plan 2020 for Support Systems" Objectives

1. All students will attend school daily and be engaged in rigorous and relevant learning environments.
2. All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.
3. All students will be provided with individual and group counseling services.
4. All students will enter 9th grade prepared and with a 4-year plan that addresses their individual academic and career interest needs.
5. All students will be provided with healthy meals, physical education, and health instruction supported with needed medical and related services.

State Strategies:

"Plan 2020: Strategies for Support Systems"

- Implement an early warning system for student absences and build a community-based support and intervention system. (Graduation Tracking)
- Implement a Positive Behavior Support or other related student and school culture program to support student ownership of their actions that includes alternatives to traditional disciplinary sanctions. (Graduation Tracking and Comprehensive Counseling)
- Implement Alabama's Comprehensive Guidance and Counseling Plan. (Comprehensive Counseling and Guidance Plan)
- Develop and implement a Coordinated School Health and Support Program. (InformationNow Health System)

Supporting Increased Graduation Rates/Indicator:

By FY 2016, increase the percentage of students who are high school graduates to 85%.

Supporting Increased Graduation Rates Target Selection:

For FY 2013, the target will be students who remain in school and graduate within four years.

Supporting Increased Graduation Rates, Strategy Leads, and Strategy Descriptions:

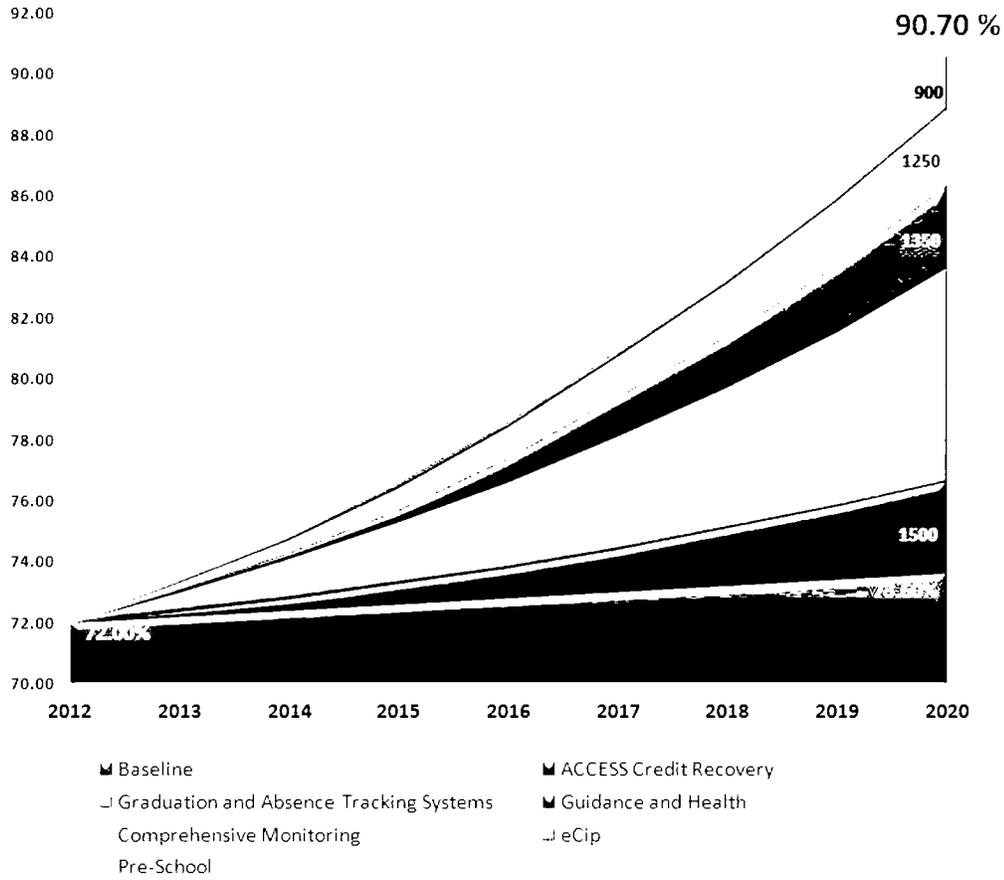
The goal leader for the Increasing the Graduation Rate Indicator is the Director of the Office of Learning Support, Dr. Linda Felton-Smith. The following table includes the selected strategies for the Supporting Increased Graduation Rates Strategic Plan, as well as the strategy leads responsible for each strategy and summary descriptions of each strategy.

Strategy/Strategy Lead	Strategy Description
<p>ACCESS Credit Recovery, Earlene Patton</p>	<p>ACCESS Credit Recovery was selected to give students additional opportunities to obtain credits for graduation. The mission of the Alabama ACCESS Distance and Blended Learning model is to provide an infrastructure that delivers equitable, quality learning opportunities for all high school students.</p> <p>The goal of the Alabama ACCESS Distance and Blended Learning model is to provide equity through additional high-quality course offerings for all Alabama public high school students.</p>
<p>Graduation Indicators Alabama Graduation Tracking System, Unexcused Absences Kay Warfield Jim Toney</p>	<p>The K-12 Graduation Tracking System (GTS) is a training supportive tool designed through a partnership with Everyone Graduates Center, STI, Baldwin County School System, and the ALSDE for use by local education agencies (LEAs) in the state of Alabama that are utilizing the STI Information –INOW-INFOCUS information system software. The Graduation Tracking System (GTS) utilizes existing STI technology to capture student information in kindergarten through Grade 12 pertaining to attendance, behavior, and grade/course attainment data as “high yield” indicators. This tool is designed to provide LEAs with the capability to:</p> <ul style="list-style-type: none"> •Use existing STI technology to establish an early warning system to identify which students are off track to graduate and most likely to dropout. •Design a process for analyzing GTS reports and for aligning appropriate interventions/resources that provide support for off-track students and families. <p>Unexcused absences is a key indicator of dropping out of school. All students with 5 unexcused absences or 10 absences will have their academic performance reviewed and compared to the attendance issues. A conference will be held with the students and a plan to increase academic performance will be established.</p>
<p>Comprehensive Guidance and School Health - Counseling and Guidance, HIV education, I-Now</p>	<p>The Counseling and Guidance Program is an integral part of the total school program and community. It is comprehensive in that it addresses the needs of students in the areas of academics, personal/social, and career development.</p> <p>The school health activity is focused on HIV Education and</p>

<p>Marilyn Lewis Elainer Jones</p>	<p>Prevention. The ALSDE HIV Education and Prevention Program Improving the Health and Educational Outcomes of Young People is a Cooperative Agreement funded by the Centers for Disease Control (CDC). This cooperative agreement serves youth in 11 school districts in the Black Belt region: Dallas County, Demopolis City, Greene County, Hale County, Linden City, Lowndes County, Marengo County, Perry County, Selma City, Sumter County, and Wilcox County.</p> <p>Alabama School Health Services (ASHS) have the responsibility of providing consultation on school health issues, establishing standards for school health services, and providing policy creation and revisions. Focusing attention on future processes for the school nursing program, implementing InformationNOW Health system as the primary source for on-site nurses to enter adolescent student health issues is critical to increasing the state's graduation rate.</p>
<p>Comprehensive Monitoring, Crystal Richardson Novelette Seroyer</p>	<p>Comprehensive Monitoring is intended to balance the need for continuous procedural compliance with a focus on improving student results and outcomes. Monitoring includes checkpoint strands for regular education as well as special education, school safety, financial and school improvement.</p>
<p>eCIP Edmund Moore</p>	<p>Alabama's Continuous Improvement Plan (CIP) should be used by all schools in improvement and Title I schools not in improvement to facilitate the planning process. The eCIP is an electronic document that is designed to guide the school improvement effort of the school. It should be reviewed regularly and revised as needed in response to the school's progress on the identified goals and strategies.</p> <p>The eCIP professional development revision will reflect an LEA's identified needs in the completed eCIP reports.</p>
<p>Pre-School, Sallye Longshore</p>	<p>Preschool in Alabama is a way to provide preschool special education and related services to young children with disabilities. Services begin on their third birthday.</p> <p>Preschool is also available for all children four years and older through collaboration with the Office of School Readiness. The goal is to achieve voluntary pre-kindergarten in Alabama by enhancing existing and establishing new pre-kindergarten programs.</p>

Graduation Rate Goal Trajectory - Expected Timeline for Graduation Rate Goal and Graduation Rate Indicator Strategies:

Supporting Graduation Rates Trajectory

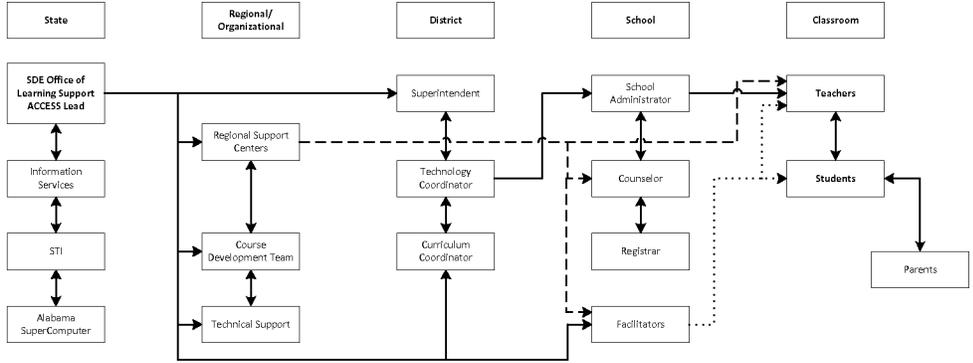


Activity Name: ACCESS Credit Recovery

Activity Description	<p>ACCESS Credit Recovery was selected to give students additional opportunities to obtain credits for graduation. The ACCESS DL plan provides Alabama students with access to quality instruction and coursework by blending:</p> <ul style="list-style-type: none">• Rigorous Web-based and Interactive Videoconferencing (IVC) courses taught by Alabama-certified and highly-qualified teachers• A technical infrastructure to deliver approved Web-based courses and connect IVC labs via a statewide network• Three regional support centers to hire, train, evaluate, and support e-teachers• Statewide coordination, scheduling, and support for distance learning.
Activity timeline	<p>ACCESS Credit Recovery is set up to allow students to enroll at any time and work at their own pace toward completion. The students may enroll in credit recovery courses any time during the calendar year (regular school year and summer school)</p>
Project Scope	<p>This program is available to every high school in the state. For the 2011-2012 school year, ACCESS CR had 1,643 enrollments, which included 1,366 unique students, 113 unique teachers, and 134 schools. The goal of ACCESS is to continue to meet objectives of the ACCESS plan, expanding the availability of ACCESS Distance Learning to all public high schools in the state.</p> <ul style="list-style-type: none">- Provide access to advanced diploma courses.- Provide access to additional course offerings.- Provide access to Advanced Placement and dual enrollment/dual credit courses.- Provide access to remediation and supplemental resources.- Leverage existing resources and distance learning offerings.- Provide teachers with additional multimedia and tools to enhance instruction.- Provide access to courses and resources through the Alabama Supercomputer Authority statewide network infrastructure assuring quality of service delivery.- Utilize outside evaluation to assess weaknesses and strengths of the program in order to make appropriate adjustments to the implementation of the objectives of ACCESS.

Intended Impact	<p>Students who have failed a core course will have the opportunity to recover the lost credit through the ACCESS CR program. ACCESS Credit Recovery has the potential to increase the number of students graduating in four years. The availability of data is lacking because the program has only been in existence for one year.</p>
Resources	<p>Individual schools must provide a facilitator to work with the students in the ACCESS labs, high speed internet, and a computer for each student. This program does not require any additional funding beyond the ACCESS program which includes certified, high-qualified teachers and course content. Schools have used innovative ways to provide before, during, and after school, and night-time opportunities for participation.</p>
Effects on Target	<p>The program has the potential to impact every student who fails a core course required for graduation. The ACCESS CR program is expected to have a medium to high impact based on 25% of the students actively involved in a credit recovery course.</p>
Risks in the Delivery Process	<p>One of the roadblocks to successfully recovering a credit is that the CR course could be more rigorous than the original course the student failed.</p>

ACCESS Credit Recovery Strategy



Graduation Indicators

Activity Profile: Graduation Tracking System

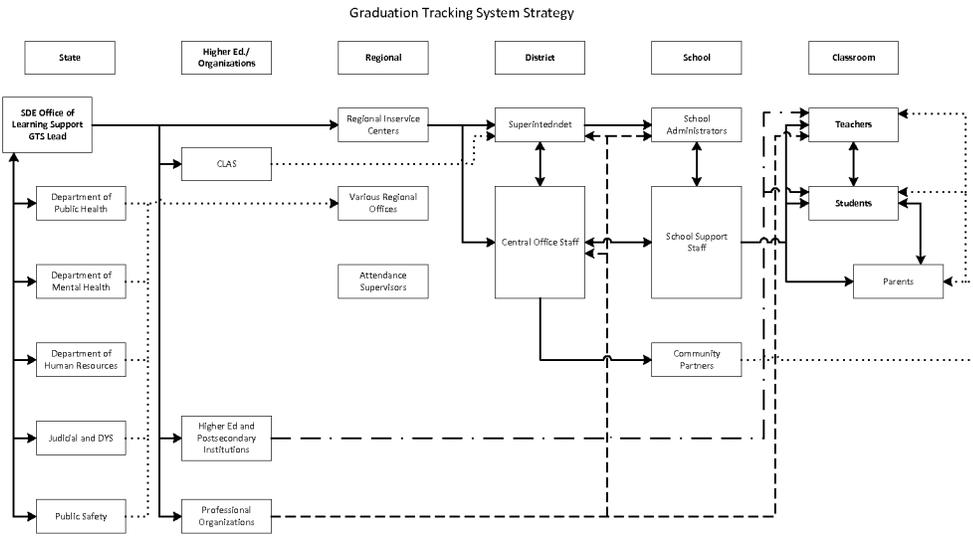
Activity Description	<p>The K-12 Graduation Tracking System (GTS) is a training supportive tool designed through a partnership with Everyone Graduates Center, STI, Baldwin County School System, and the ALSDE for use by local education agencies (LEAs) in the state of Alabama that are utilizing the STI Information –INOW-INFOCUS information system software. The Graduation Tracking System (GTS) utilizes existing STI technology to capture student information in kindergarten through Grade 12 pertaining to attendance, behavior, and grade/course attainment data as "high yield" indicators. This tool is designed to provide LEAs with the capability to:</p> <ul style="list-style-type: none"> • Use existing STI technology to establish an early warning system to identify which students are off track to graduate and most likely to dropout. • Design a process for analyzing GTS reports and for aligning appropriate interventions/resources that provide support for off-track students and families. <p>The (GTS) training module outlines a Six-Step Implementation Process that includes recommendation from the National High School Center at the American Institute for Research on <u>how to effectively implement an early warning tracking system.</u></p>										
Activity Timeline 2012-2016	<p>Implementation of the Graduation Tracking System occurs over the course of the school year and should be aligned with the LEA academic calendar. Intervals 1-4 should be scheduled strategically and implemented in a timely, directive, and systematic manner.</p> <p>Suggested Timeline for Implementing the GTS</p> <table border="1" data-bbox="289 978 1153 1776"> <thead> <tr> <th data-bbox="289 978 500 1031">Schedule</th> <th data-bbox="500 978 1153 1031">Process/Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 1031 500 1236">Summer prior to start of school year</td> <td data-bbox="500 1031 1153 1236"> <ul style="list-style-type: none"> • Appoint Team and establish roles and responsibilities (step 2). • Provide professional development to the Team on GTS implementation (step 1). • Review and interpret student needs on the basis of previous year's data (step 3). • Identify and align available resources to student needs (step 4). </td> </tr> <tr> <td data-bbox="289 1236 500 1415">At the beginning of the school year</td> <td data-bbox="500 1236 1153 1415"> <ul style="list-style-type: none"> • Reconvene the Team. • Verify student information, especially enrollment/COHORT status, and identify no-shows. • Reconcile enrollment status. • Align available resources to student needs (step 4). </td> </tr> <tr> <td data-bbox="289 1415 500 1596">Interval 1</td> <td data-bbox="500 1415 1153 1596"> <ul style="list-style-type: none"> • Review and interpret NEW school level and student level GTS reports (step 3). • Identify and implement student interventions (step 4). • Monitor students' responses to interventions (step 5). • Revise students' interventions, as needed (step 6). </td> </tr> <tr> <td data-bbox="289 1596 500 1776">Interval 2</td> <td data-bbox="500 1596 1153 1776"> <ul style="list-style-type: none"> • Review and interpret NEW school level and student level GTS reports. • Identify and implement student interventions (step 4). • Monitor students' responses to interventions (step 5). • Revise students' interventions, as needed (step 6). </td> </tr> </tbody> </table>	Schedule	Process/Steps	Summer prior to start of school year	<ul style="list-style-type: none"> • Appoint Team and establish roles and responsibilities (step 2). • Provide professional development to the Team on GTS implementation (step 1). • Review and interpret student needs on the basis of previous year's data (step 3). • Identify and align available resources to student needs (step 4). 	At the beginning of the school year	<ul style="list-style-type: none"> • Reconvene the Team. • Verify student information, especially enrollment/COHORT status, and identify no-shows. • Reconcile enrollment status. • Align available resources to student needs (step 4). 	Interval 1	<ul style="list-style-type: none"> • Review and interpret NEW school level and student level GTS reports (step 3). • Identify and implement student interventions (step 4). • Monitor students' responses to interventions (step 5). • Revise students' interventions, as needed (step 6). 	Interval 2	<ul style="list-style-type: none"> • Review and interpret NEW school level and student level GTS reports. • Identify and implement student interventions (step 4). • Monitor students' responses to interventions (step 5). • Revise students' interventions, as needed (step 6).
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	End of the School Year	<ul style="list-style-type: none"> Review and interpret NEW school level and student level GTS reports. Identify and implement student interventions (step 4). Monitor students' responses to interventions (step 5). Revise students' interventions, as needed (step 6). Evaluate the GTS processes and revise as necessary.
Project Scope	<p>Although the increments of increasing the graduation rate in 2010-2011 ranked Alabama fourth at the national level and the reduction in the number of students dropping out of school as 3rd in the nation, Alabama has more work ahead to reach the goal of "Every Child a Graduate". Schools utilizing the GTS tool and other drop out preventive initiatives reduced.</p> <p>GTS was developed to serve pre-kindergarten through graduation, with the use of STI software as the only requirement. There is no cost incurred for the K-12 local school system for the GTS. GTS training conducted across the state for the past three years has identified representatives from LEAs as participants.</p> <p>LEAs can customize reports/templates that maybe placed on the INOW dashboard for others ALSDE/LEAs to view and select.</p>	
Intended Impact	<p>By the increasing the number of LEAs utilizing the Six-Step Implementation Process for the GTS, more students and families at risk of school failure will be identified in a timely ,directive ,and systematic manner.</p> <p>The ideal recommendation would be that every K-12 school and LEA utilize this free tool for identifying the" indicators" that place our students/families at risk of school failure. An additional recommendation would be to provide an opportunity of appropriate venues to share with other state agencies (Public and Mental Health, Department of Human Resources, Department of Youth Services and the Juvenile Justice System) information pertinent to determine the best innovatie pathway or intervention for students and families. This will require additional collaboration and a change in the "mind set" of many from "positive to restorative justice" in a conceptual mapping of processes.</p> <p>In order to impact the graduation rate, the following structure is proposed:</p> <ul style="list-style-type: none"> Train a team of 3 to 4 per LEA (404) that will then train every teacher K-12 in the LEA, for a total of 47,573 teachers trained. Reduce the number of students are at risk based on attendance, behavior or course or grade attainment. By the end of 2013, work toward a 3% reduction in the number of absences, 4% in the number of teacher referrals and 3% in the grade and or course attainment above a c . Increase by 4% the number of the students who will stay in school that are at risk Project 4% increase in the grad rate from last year! Estimated impact - high 	
Resources	The Alabama Select Commission on High School Graduation and Student Dropouts and PLAN	

Comment [SJ1]: Delete this grid?

	<p>2020 identifies the K-12 Graduation Tracking System as a foundational strategy to increase the graduation rate at no additional cost incurred by the LEAs for retrieving data collected based on the indicators-attendance, behavior, and grade/course attainment.</p> <p>Training sessions on "Introduction To The Graduation Tracking System (GTS)" to include the six step implementation process and LEA experiences with real-time data, has been attended in 2011 by representatives from participating LEAs. The ALSDE is in the process of financially securing the availability of the INOW-INFocus software for the ALSDE in order to provide additional support for effective LEA analysis and for programmatic support/evaluations and for repurposing possible funding sources.</p> <p>There is currently only one ALSDE employee providing development, training, technical assistance and projected long term requirements for the GTS package. Collaborative agreements with Baldwin County School System have been critical in supporting the expansion of this initiative, in addition to the STI partnership during development and currently with revisions and additional components. The Everyone Graduates Center, Johns Hopkins University received a grant award through the USDOE for over \$9 million dollars and selected Alabama for a four year research study.</p> <p>based on the GTS tool as one of the major assets and the fact Alabama was ranked third in the nation for reducing dropouts .</p> <p>The focus of this study will be to determine the impact of variables on students being promoted from ninth to tenth grade and staying in school. A total of 40 Alabama schools, 20 pilots, and 20 comparison/control schools will be randomly selected with a graduation rate of 75% or below who submit to participate.</p> <p>The ALSDE has been awarded for the 6th year , state funds earmarked for dropout prevention. The SY 2013 funds were reduced from previous years for a SY 2013 total of just over \$494,000 which will continue to partially support 24 graduation coaches in 24 LEAs for \$18,950 per coach position. The need for an early warning system was identified by the data analyses from this target group.</p>
Effects on Target	<p>During the 2011-2012 school year, Alabama produced 45,220 graduates. At least 5.64% of students are projected based on 2011 data not to reach that plateau and drop out of the traditional high school setting. The Everyone Graduates Center ranked Alabama third in the nation for reducing the number of dropouts in 2010. The PLAN 2020 goal is to provide innovative pathways for all students to be successful and to be college and or career prepared. By strongly encouraging all LEAs to utilize the GTS and to follow the six step implementation process in addition to the ALSDE providing appropriate training for select LEAs personnel such as graduation coaches, counselors, social workers, and registrars, the graduation rate will increase and the dropout rate will decrease.</p> <p>LEAs will be surveyed in August 2012 to determine implementation of the GTS, target areas of interest, concerns encountered, and success stories available to share.</p> <p>Estimated Impact - high</p>
Risks in the Delivery Process	<p>The first greatest challenge to effective LEA GTS implementation is the evidence of data inaccurately being entered into the STI software program. Inconsistencies for attendance, tardiness, behavior infractions, and grade/course attainment present major obstacles in reflecting students' needs, programmatic decisions and matching appropriate interventions. The second greatest challenge to full GTS implementation has been intra-communication between LEA technology coordinators, keepers of the password, and the appropriate LEA persons to run and analyze the reports. The third challenge addresses the "one shoe fits every foot" mentality as interventions are mapped for Tiers 1,2, and 3 application to provide wrap around support for students and families. The fourth challenge involves the punitive interpretation of Alabama Code and the Administrative Code as LEAs "Code of Conduct "are developed and enforced. The national trend is "restorative justice" as students' behaviors are changed or retooled after a period of time. The Alabama Select Commission on High School Graduation and Drop Outs identified that existing policies and practices throughout the state are inconsistent with state requirements to provide a free and appropriate education for all students. Consequently, the Commission recommended that the Alabama Association of School Boards in collaboration with the ALSDE, develop a "Guide For Examining School System Codes of Conduct" with a focus on conflicts with state laws and other administrative codes as they relate to discipline actions such as suspensions and expulsions as well as the areas of attendance and truancy. Bessemer City School System is piloting such a process and the document is projected for completion by January 2014, although the special ALSDE grant to continue funding for this initiative was denied for 2013.</p>

The last challenge of greatest concerns is the limited exposure to date of the ALSDE staff to embrace the utilization of the nationally acclaimed tool in analyzing the impact of programs, interventions and services currently receiving major funding and emphasis as LEAs with specific needs or gaps are identified. With the purchase of the INFocus dashboard at the ALSDE, it is suggested that the repurposing of staff and emphasis begin!



Activity Name: Unexcused absences reduction in local schools*

Activity Description	Attendance is the number one indicator for potential dropouts. During the 2011-2012 school year, 198,740 students in Alabama public schools had 5 or more unexcused absences. Absences in general may have a negative impact on school performance, but unexcused absences will have a negative impact. All students with 5 unexcused absences or 10 absences will have their academic performance reviewed and compared to the attendance issues. A conference will be held with the students and a plan to increase academic performance will be established.
Activity timeline	The duration of the academic year.
Project Scope	Each local education agency and every school.
Intended Impact	Each student who demonstrates high risk of academic difficulties should be identified and the issues addressed. The activity will demonstrate an early concern by local administrators and teachers for all students including high risk students and will impact all excessively truant students.
Resources	Attendance and academic reports at the local school level. Administrators and school counselors should be involved with each activity. The ALSDE may provide assistance when requested from the LEA. (Travel costs and document costs may be needed)
Effects on Target	Early identification and responses would demonstrate to the students that there is a genuine concern from adults for each student's graduation. Since 50% of dropouts do not have a positive adult model at school, at least 500 or 15% of our dropouts could be prevented each year. Based on the number of seniors who had five or more unexcused absences, if a comprehensive intervention plan is developed and followed to reduce the number of unexcused absences and increase academic achievement, the following number of students would have an increased attendance in school providing a great opportunity to stay in school and graduate. Estimated Impact: High
Risks in the Delivery Process	Planning and training should be initiated at the ALSDE level. Follow-up responses should be prompt. LEAs must develop a comprehensive plan for reviewing attendance and school performance. Local school administrators and teachers should develop a frequent positive and supportive communication with each student.

*A comprehensive K-12 plan should be implemented with a focus on 4-12. The data shown is K-12.

Comprehensive Guidance and School Health

Activity Name: Counseling and Guidance

Activity Description	The Counseling and Guidance Program is an integral part of the total school program and community. It is comprehensive in that it addresses the needs of students in the areas of academics, personal/social, and career development. In an effort to promote student achievement, focus is on a foundation of collaboration between students and all stakeholders to prepare students to function successfully as citizens in their communities, state and nation.
Activity timeline	The Counseling and Guidance Program delivers services to students year-round or as needed.
Project Scope	By allocating 80% of a counselor's time to direct/indirect services, all students will have the potential to be high school graduates that are college ready, prepared for the work force and successful contributors to society.
Intended Impact	By allowing counselors the time needed to implement a comprehensive Counseling and Guidance program, every student can have the opportunity to learn, and every student can succeed in his/her chosen career field.
Resources	Every school has access to a certified school counselor. The Comprehensive Counseling and Guidance Plan for Alabama Public Schools serves as a model for all district and school programs. There are two specialists and one administrator at the State Department of Education that specialize in three areas: Ceceilia Mills—Personal/Social Development Margaret (Meg) Smith—Career Development Janice Webb—Academic Development
Effects on Target	The 2010-2011 graduation rate was 72%. Presently counselors spend approximately 50% of their time delivering direct/indirect services to students. We would like to increase the allocated time to 80% over the next four years. By allowing counselors the time needed to implement a comprehensive program for students, to include the development and yearly review of the student's four-year

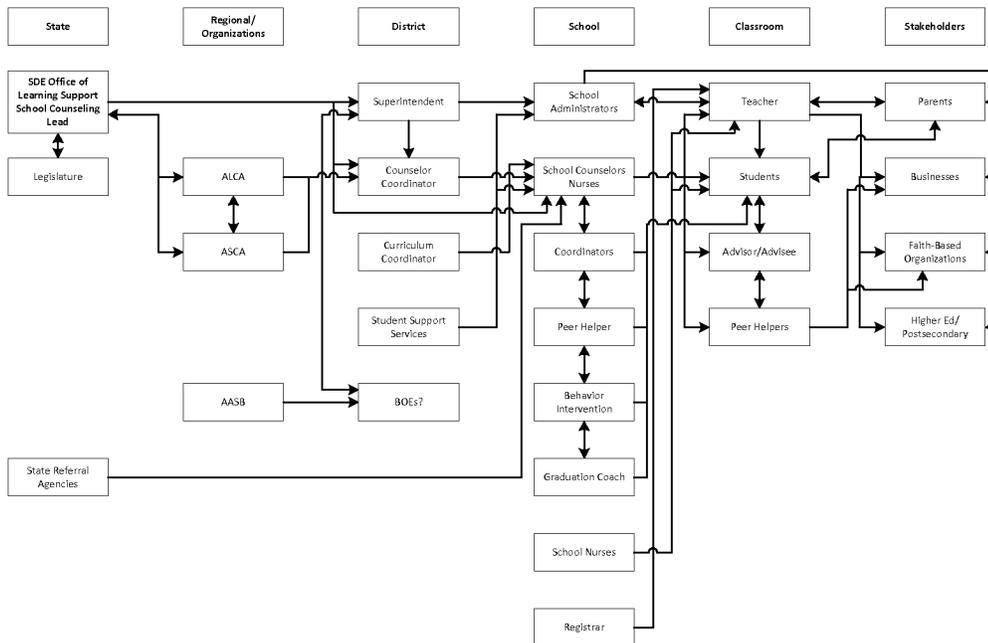
plans, we should see an increase in the graduation rate with students totally prepared for life after high school.

Estimated impact - high

Risks in the Delivery Process

One of the biggest challenges that counselors face is being allowed 80% of their time to deliver direct/indirect services to children. Other challenges that counselors face are the assignment of non-guidance duties and counselor-to-pupil ratio. Different funding from the legislature would be one solution to the challenges. Counselors are now funded as teacher units. In order for the change in time allocations to be made, counselors should be funded as counselors rather than teacher units. Allowing principals to decide to use counselors as substitute teachers or testing coordinators removes valuable time from a counselor's schedule that should have been used to work directly with students.

School Counseling Strategy



Activity Name: HIV Education and Prevention: Improving the Health and Education Outcomes of Young People

Activity Description	The ALSDE HIV Education and Prevention Program Improving the Health and Educational Outcomes of Young People is a Cooperative Agreement funded by the Centers for Disease Control (CDC). This cooperative agreement serves youth in 11 school districts in the Black Belt region: Dallas County, Demopolis City, Greene County, Hale County, Linden City, Lowndes County, Marengo County, Perry County, Selma City, Sumter County, and Wilcox County.
Activity timeline	Currently we are in the 5 th year of the 5 year grant. The grant cycle is March 1, 2012 through February 28 th 2013.
Project Scope	The CDC has recognized for the past 20 years the disproportionate risks of sexually transmitted infections, HIV, and teen pregnancy in the deep south. Among those affected by the diseases are youth of color ages 15-19 living in high risk situations. The Alabama Department of Public Health has identified youth in the states' Public Health Areas who are in need of interventions to combat and reduce these diseases. The 2009 Alabama Youth Risk Behavior Survey (YRBS) indicated that over half (57%) of high school students have had sexual intercourse, the 2011 YRBS, indicated 58% with 43% of those who had sexual intercourse not using a condom or other method of birth control. These statistics indicate the need for more in depth professional development in the targeted areas.
Intended Impact	The purpose of this cooperative agreement is to reduce HIV related disparities among <u>Alabama youth</u> and to increase the use of scientifically accurate, proven-effective HIV educational programming among school personnel and other youth-serving personnel in the 11 Black Belt regions. Contractors provide professional development and technical assistance to the 11 Black Belt districts and in turn, health educators are to provide instruction to the students in the 11 districts.
Resources	The Centers for Disease Control has awarded the SDE approximately 200,000.00. The ALSDE has an HIV coordinator. Contractual services for professional development are available to schools in the 11 Black belt districts and for conducting the Youth Risk Behavior Survey (YRBS). The 11 districts are provided evidence-based curricula as well as supplemental resources.
Effects on Target	The data from CDC and the Alabama Department of Public Health continues to show increases in the number of teen pregnancies, incidences of HIV, and Sexually Transmitted Infections (STI). The implementation of the resources provided by the ALSDE impact approximately 2,200 teens in middle and high schools in the 11 targeted districts. By providing the necessary tools for teens in these schools to avoid and decrease sexual risk behaviors would greatly decrease the disparities. This activity will have a high impact on the graduation rate from year to year in these targeted systems. Statewide, the impact would be lower.
Risks in the Delivery Process	Estimated impact – low The Prevention and Support Section would like to see more participation of health educators who attend the professional development on the evidence-based curricula and to implement the curricula in their classrooms

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which can reduce the incidences of HIV, Sexually Transmitted Infections, and teen pregnancy in the 11 targeted districts.

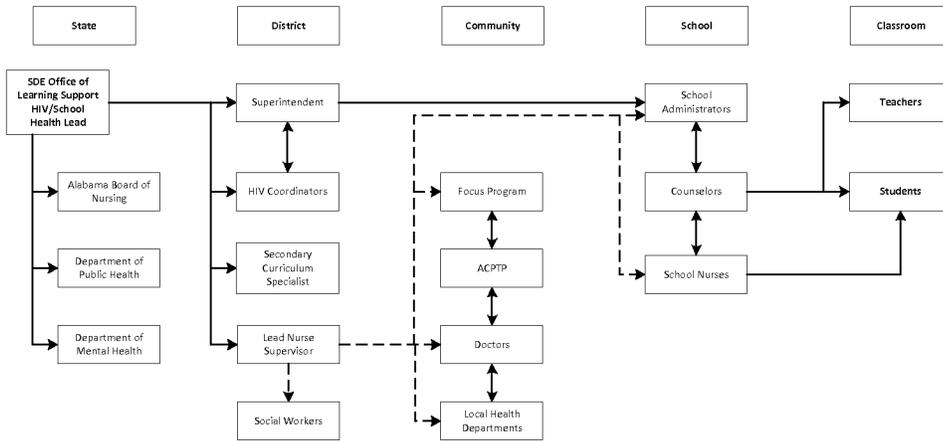
Activity Name: InformationNOW Health System

Activity Description	Alabama School Health Services (ASHS) have the responsibility of providing consultation on school health issues, establishing standards for school health services, and providing policy creation and revisions. Focusing attention on future processes for the school nursing program, implementing InformationNOW Health system as the primary source for on-site nurses to enter adolescent student health issues is critical to increasing the state's graduation rate.
Activity timeline	ASHS are available to students every day of the school year. Nurses who enter data into the InformationNOW Health system create a "health print" on students for other adults in their buildings to view; thereby, maximizing students' success. The timeline for building capacity and implementing InformationNOW Health system is from Fall 2012 to Spring 2020.
Project Scope	Although the number of school nurses has increased in Alabama schools, for many nurses, their knowledge and expertise derive from other health care settings (e.g. hospitals, health departments, etc.). By building capacity and implementing InformationNOW Health system to enter primary student health issues, school nurses can positively affect the state's graduation rate.
Intended Impact	By increasing the number of school nurses who utilizes the InformationNOW Health system, educators will have electronic health information for the students they teach. Students will benefit from increased health care monitoring from all of the adults they encounter during the school day rather than just the school nurse. This will increase in-school attendance rather than students' health conditions causing them to miss school due to illnesses.

Resources	<p>School nurses are available to every school in the state.</p> <p>The Alabama Board of Nurses provides direct guidance to all school nurses about nurse practices.</p> <p>State Nurse Consultant and Nurse Managers are available at the Alabama Department of Education.</p>
Effects on Target	During the 2011-2012 school year, more than half of the school nurses utilized the InformationNOW Health system. By increasing the number of school nurses using the InformationNOW Health system to establish and maintain student health information, out-of-school absences may be reduced for students with health concerns. If reductions occur, they could be related to wraparound health services provided by the school nurse and building educators through InformationNOW Health system utilization. Another effect of utilizing the InformationNOW Health system would be school nurse professional development. Through reports acquired at the Alabama State Department of Education (ALSDE), the Nurse

Risks in the Delivery Process	<p>Administrator would identify state, regional and local training needs for nurses.</p> <p>The Alabama State Department of Education (ALSDE) wants to increase the number of nurses using the InformationNow Health system as the primary source for adolescent student health issues by at least 20 more nurses annually by the year 2016.</p> <p>As a result of improving nurse practices in the InformationNow Health system, student absences may be reduced annually by the year 2016.</p> <p>Increased implementation of the InformationNow Health system will have a medium impact on the graduation rate annually by the year 2016.</p> <p>Estimated Impact - Medium</p>
	<p>The biggest challenge to increasing the number of school nurses utilizing the InformationNOW Health system is available time to enter the information. Due to reduced budgets, school nurses are being assigned more than one location to service students' health needs. In these situations the utilization of the InformationNOW Health system is most important because educators can assist school nurses in the appropriate health care for students thereby reducing out-of-school absences.</p>

HIV/School Health Strategy

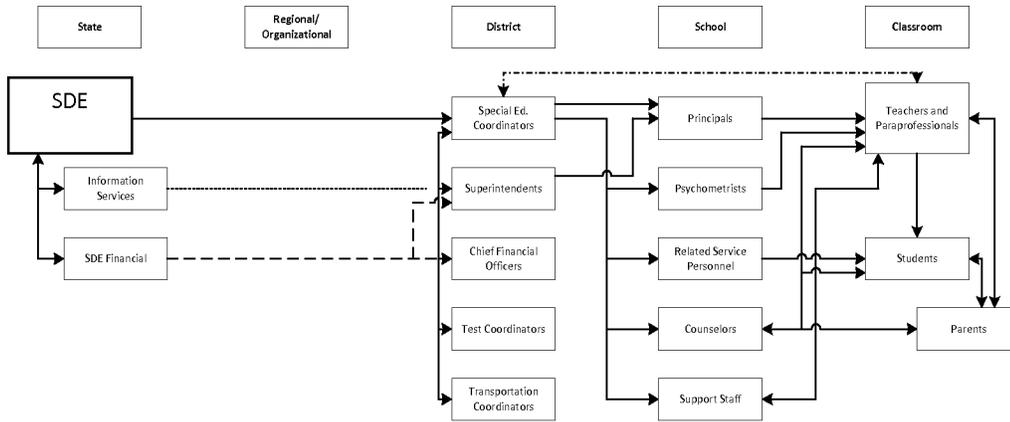


Activity Name: Comprehensive Monitoring: Federal Programs and Special Education

<p>Activity Description</p>	<p>Monitoring in Federal Programs checks to make sure that LEAs are in compliance with No Child Left Behind. The SDE monitors the LEAs' policies, budgets and procedures as they relate to NCLB.</p> <p>Focused Monitoring for Special Education is intended to balance the need for continuous procedural compliance with a focus on improving student results and outcomes.</p> <p>Monitoring is aimed at ensuring services are provided and supports are in place for students of need.</p>
<p>Activity timeline</p>	<p>August through May of each year for on-sites visits. All year for reviewing new data.</p>
<p>Project Scope</p>	<p>Special education - Approximately 33 LEAs per year and 6-8 State Supported schools per year.</p> <p>Federal Programs – Approximately 44 LEAs per year and at least 50% of all Title 1 schools. Non-served schools are randomly monitored as well.</p>
<p>Intended Impact</p>	<p>LEAs get confirmation they are in compliance with Federal and State rules. LEAs learn where they have findings of noncompliance and are asked to correct those findings and to change current practice (i.e., prevent findings in the future). New data is reviewed by the monitors to ensure that the evidence of change in practice has occurred.</p> <p>Special Education - Individual student data and records are reviewed to ensure that there is a good match between individual students needs and the services the student is receiving in order to meet those needs.</p> <p>Federal Programs – ELL, migrant, homeless and N&D student records are checked for required documents, evidence of access and ACCESS test scores.</p>
<p>Resources</p>	<p>Special Education - 4 Monitoring Teams. Each Team has 2-3 In-service Regions in their catchment area. Each Team has 3 SDE members and 3 contract monitors. We have one Education Administrator assigned to work with the Focused monitors and an ASA III who is assigned to work with that group as well.</p> <p>The Education Administrator who oversees monitoring works closely with the data stewards to make sure all information is accurate and timely as required by the Annual Performance Report.</p> <p>Approximately 1.3 million is spent on monitoring per year.</p>

	<p>Federal Programs – The entire federal programs staff conducts monitoring visits. Teams of 2-18 members visit the LEAs and they are assigned according to which staff members are available at the time. Five contract staff are assigned to monitor full time, as well as one Education Administrator.</p>
Effects on Target	<p>Special Education - If LEAs are providing a Free Appropriate Public Education (FAPE) to each identified student in his or her Least Restrictive Environment (LRE), then there is a likelihood that the graduation rate will increase. There is no way to tell for sure but there is a belief that if a student with a disability has access to the general education curriculum and is taught by HQTs , then he/she can progress in that curriculum, which may make it more likely for him/her to graduate.</p> <p>Federal Programs - Monitor to ensure that LEA's budget is allocated in rank order with the highest poverty schools receiving the most money. Check for policies that ensure ELL, migrant, homeless and N&D students receive the services they need. Identify any barriers that may exist in getting those students the appropriate services. If graduation rate is the reason for the LEA not making AYP, the SDE will monitor to see if funds are used for programs and/or services that will increase the graduation rate.</p> <p>Estimated impact – low to medium</p>
Risks in the Delivery Process	<p>Federal requirement to monitor LEAs for compliance.</p> <p>A big challenge is having consistent information shared with LEAs and being consistent with identifying issues of noncompliance. We strive to work with LEAs on improving services to children instead of punishing them for not being in compliance.</p> <p>Another challenge is miscommunication between LEAs and schools about what policies and procedures are actually in place. Schools may not be aware of LEA policies around funding.</p>

Special Education Strategy



Special Education Strategy

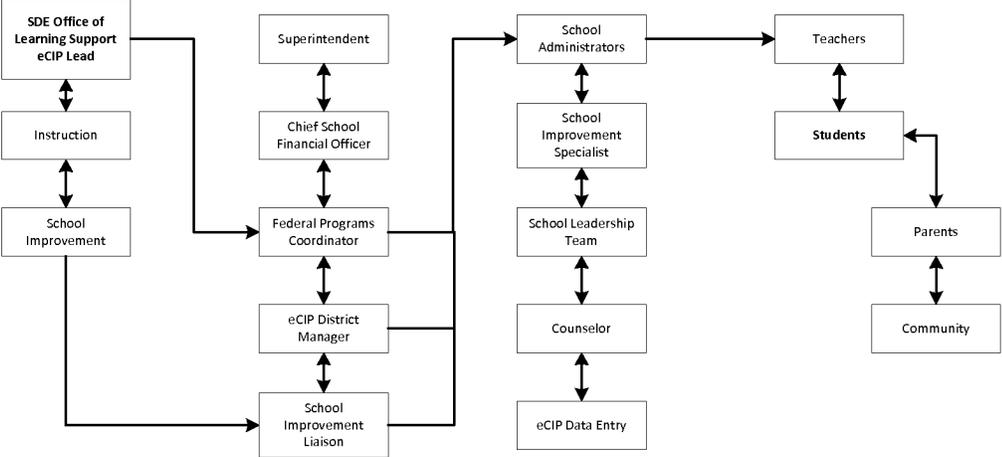


Activity Name: eCIP

Activity Description	Alabama's Continuous Improvement Plan (CIP) should be used by all schools in improvement and Title I schools not in improvement to facilitate the planning process. The eCIP is an electronic document that is designed to guide the school improvement effort of the school. It should be reviewed regularly and revised as needed in response to the school's progress on the identified goals and strategies. The eCIP professional development revision will reflect an LEA's identified needs in the completed eCIP reports.
Activity timeline	Year long – FY 2012-2013
Project Scope	All districts implementing the electronic version of the CIP, which includes all districts receiving Title 1 funds. Currently, five districts do not receive those funds and thus do not fill out eCIPs. As of Fall 2012, eCIP will not be mandatory for schools in improvement.
Intended Impact	To increase the percentage of eCIPs indicated as "Superintendent approved" on the eCIP plan report. Currently, only 400 of 900 eCIPs have been approved by their respective superintendents, indicating a breakdown somewhere. Increased knowledge and participation in the process by the superintendents will lead to an increased awareness of the eCIP's goals for the district and thus lead to an increased application of those goals at the district and school levels. Plans are to track the training for the school level users provided by the LEAs, but the method and means for tracking has not yet been determined.
Resources	Resources and opportunities for training LEA staff on the eCIP: <ol style="list-style-type: none"> 1. Trainings for LEA district administrators and Federal Programs 2. Webinars 3. AAFEPa conference 4. MEGA and Fall Conference
Effects on Target	Approval of eCIPs in a timely manner by the superintendents will lead to meeting the goals stated in the eCIP in a timely manner. If the goals stated in the eCIPs accurately reflect the needs of Title 1 schools and schools in improvement, then the plans can be used as a roadmap to increased college and career readiness and an improved graduation rate.

Risks in the Delivery Process	<p>Estimated impact - low</p> <p>The train the trainer model used to provide training and TA at the LEA level is only effective if the trainers actually do training at the school level.</p> <p>High turnover in schools and district staff.</p> <p>Process is very technical, time consuming and hard to use.</p>
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Electronic Continuous Improvement Plan (eCIP) Alignment Strategy

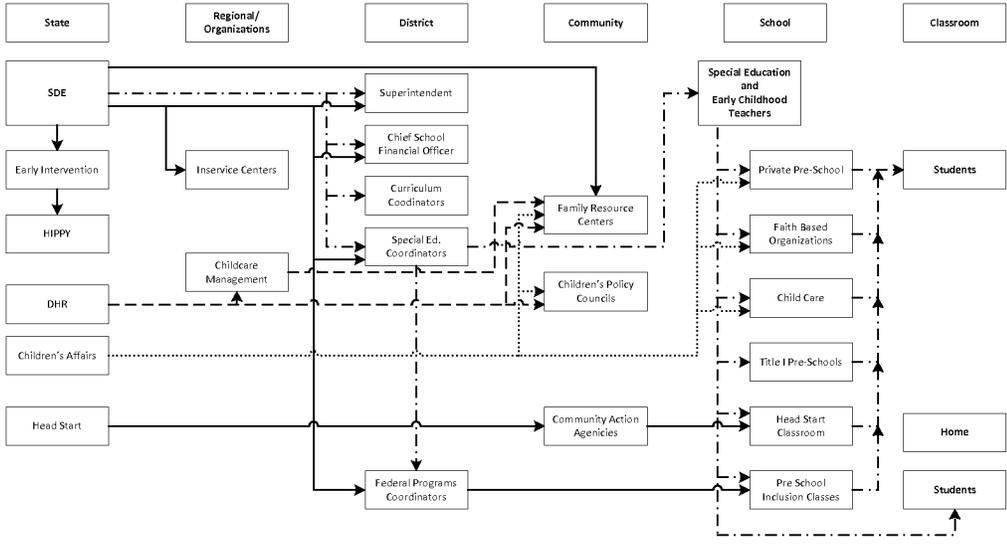


Activity Name: Preschool

<p>Activity Description</p>	<p>Preschool in Alabama is a way to provide preschool special education and related services to young children with disabilities. Services begin on their third birthday.</p> <p>Preschool is also available for all children four years and older through collaboration with the Office of School Readiness. The goal is to achieve voluntary pre-kindergarten in Alabama by enhancing existing and establishing new pre-kindergarten programs.</p> <p>The SDE hopes to:</p> <ul style="list-style-type: none"> • Raise awareness of the benefits of children experiencing a quality preschool experience. • Integrate preschool services and awareness of preschool issues with McKinney-Vento Homeless Education, Migrant Education and English Learners program within federal programs. • Foster a cooperative relationship from Federal Programs section and Special Education Section with Head Start programs in the state.
<p>Activity timeline</p>	<p>Year-round</p>
<p>Project Scope</p>	<p>Work with all school districts that serve diverse learners, i.e. homeless, EL and migrant students to identify preschoolers eligible to receive services. Work to involve the local education agencies with local Head Start programs to ensure linkages, such as the disabilities forum and developing transition plans. 134 School districts.</p> <p>OSR serves 3,870 preschoolers (age 4) in 215 sites (2010-2011 school year – most current data)</p> <p>OSR is a mixed-delivery preschool program with the following breakdown of preschool classes:</p> <p style="padding-left: 40px;">50% - Public Schools 23% - Child Care 18% - Head Start 3% - Faith-Based centers 3% - Community-Based centers 2% - College/Lab schools 0.5% - Military settings</p> <p>Special Education Services reports serving 7,355 preschoolers last year (ages 3-5).</p> <p>We have 169 preschool classes in Alabama supported with Title I funding. There are many others funded with local funding, but preschool class information is not mandated to be reported to the ADE, so obtaining an accurate number of total preschool classes in our public schools is difficult to do.</p>

Intended Impact	<p>Preschool students will receive allowable services within the homeless, EL and migrant programs and will have an increased probability of performing well in school and becoming successful students in the K-12 system. Collaborative work will increase and improve communication and impact services provided to preschoolers.</p> <p>Preschool students experiencing quality early care and education will have an increased probability of performing well in school and becoming successful students in the K-12 system.</p> <p>Funds may be leveraged to provide preschool services in communities, i.e. Title I; Head Start; OSR; child care subsidies.</p>
Resources	<p>Federal funds allocated to the Homeless Education, EL, and Migrant programs within federal programs section.</p> <p>Leveraging funds from federal programs and special education services with federally-funded Head Start programs. Teachers and paraprofessionals from local education agencies and Head Start.</p>
Effects on Target	<p>Preschool-aged children served in 2012 will be in the third grade in 2016. Preschool-aged children will not graduate until 2026 – approximately, therefore in the coming four years, preschool activities will have a low impact on the graduation rate. However, we assert that providing a quality preschool experience will lay the foundation for being successful students in school. Funding increases at the local, state, and national levels will be needed to serve all four-year-olds in Alabama desiring a free, voluntary preschool program. Increasing the number of preschool classes will increase the number of teachers trained and certified in early childhood education and child development.</p> <p>Estimated impact – medium to high</p>
Risks in the Delivery Process	<p>Sufficient personnel, resources, and identification procedures</p>

Pre-School Strategy





STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent
of Education

Alabama
State Board
of Education

May 10, 2012

Governor
Robert Bentley
President

Mr. Michael Yudin
Acting Assistant Secretary
Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Randy McKinney, J.D.
District I
Vice President

Dear Assistant Secretary Yudin:

Betty Peters
District II

I am writing on behalf of the Alabama State Department of Education (ALSDE) to request a waiver of Section 1111(b)(2)(H) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended, to permit Alabama to use the same annual measurable objectives (AMOs) that Alabama used for AYP determinations based on assessments administered in the 2010–2011 school year to make such determinations for the 2011–2012 school year. The ALSDE believes that allowing Alabama to use the same AMOs for AYP determinations based on assessments administered in the 2011–2012 school year as it used for the 2010–2011 school year will help increase the quality of instruction for students and improve the academic achievement of students by removing the pressure of meeting escalating AMOs so that educators and other stakeholders within the state can devote necessary time and resources to planning for the implementation of ESEA flexibility, which the ALSDE needs additional time to do.

Stephanie Bell
District III

Yvette M.
Richardson, Ed.D.
District IV

Ella B. Bell
District V

Set forth below in Tables 1-7 are Alabama's current AMOs in reading/language arts and mathematics and the AMOs that Alabama will use for Grades 3-8 and 11 if approved for the One-Year AMO Flexibility.

Charles E. Elliott, M.D.
District VI

Table 1 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 3				
School Year	Reading/Language Arts		Mathematics	
	AMOs in Accountability Workbook	AMOs under One-Year AMO Flexibility	AMOs in Accountability Workbook	AMOs under One-Year AMO Flexibility
2010 – 2011	88		84	
2011 – 2012	92	88	89	84
2012 – 2013	96	96	95	95
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook.

Gary Warren
District VII
President Pro Tem

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

Table 2 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 4				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	86		83	
2011 – 2012	91	86	89	83
2012 – 2013	95	95	94	94
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012-2013 and for the 2013-2014 school years will be the same as in an SEA's approved Accountability Workbook.

Table 3 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 5				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	88		82	
2011 – 2012	92	88	88	82
2012 – 2013	96	96	94	94
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012-2013 and for the 2013-2014 school years will be the same as in an SEA's approved Accountability Workbook.

Table 4 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 6				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	89		74	
2011 – 2012	93	89	83	74
2012 – 2013	96	96	91	91
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012-2013 and for the 2013-2014 school years will be the same as in an SEA's approved Accountability Workbook.

Table 5 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 7				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	84		74	
2011 – 2012	89	84	83	74
2012 – 2013	95	95	91	91
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook.

Table 6 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 8				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	76		78	
2011 – 2012	84	76	85	78
2012 – 2013	92	92	93	93
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook.

Table 7 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 11				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	92		86	
2011 – 2012	95	92	91	86
2012 – 2013	97	97	95	95
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook.

Prior to submitting this request, Alabama teachers, leaders, college and university faculty, and lay citizens reviewed the Alabama Standards and the Common Core State Standards and compiled the best of both into the Alabama College- and Career-Ready Standards for Mathematics and English Language Arts reflective of the aspirations Alabamians hold for all public school students to be prepared for college, career, and the workforce. On November 18, 2010, Alabama adopted these college- and career-ready content standards that meet the definition of “college- and career-ready standards” in the document titled *ESEA Flexibility*, as Alabama has adopted content standards that are common to a significant number of states. Attached hereto is evidence that Alabama has formally adopted those standards consistent with the state’s standards adoption process.

The ALSDE hereby assures that it currently provides student growth data on current students and students taught in the previous year to teachers of reading/language arts and mathematics in Grades in which the state administers assessments in those subjects in a manner that is timely and informs instruction, consistent with the timelines and definitions required under State Fiscal Stabilization Fund (SFSF) Indicator (b)(2).

Further, the ALSDE has identified persistent achievement and graduation rate gaps within the state that need to be closed. As evidence of this identification, attached to this letter is a table that sets forth statewide achievement data, including proficiency rates and achievement gaps, for the “all students” group and identified student subgroups based on the most recent three years of data. The ALSDE hereby assures that it will report these data publicly by posting the data in a format that is easily understandable on its website on a page that is easily accessible by the public.

The ALSDE further assures that it will take all steps necessary to plan for the implementation of ESEA flexibility and will submit a request for ESEA flexibility. The ALSDE understands that if it fails to submit a request for ESEA flexibility or if its request is not approved prior to the time it must make AYP determinations based on assessments administered in the 2012–2013 school year, the ALSDE will revert to using its currently approved AMOs for the 2012–2013 and the 2013–2014 school years, meaning that all schools and local educational agencies (LEAs) in the state will be held accountable for reaching 100 percent proficiency by 2014.

Also attached is the notice the ALSDE has sent to LEAs in our state regarding this waiver request and the comments received as a result. Further, we have attached the notice provided to the public through the ALSDE public website.

Please feel free to contact me by telephone at (334) 242-9700 or by e-mail at tbice@alsde.edu if you have any questions regarding this request. Thank you for your consideration.

Respectfully submitted,

(b)(6)

Thomas R. Bice
State Superintendent of Education

TRB:SW

Attachments: Board meeting agenda and minutes, notice provided to LEAs, LEA comments received, and notice provided to the public

Statewide Achievement Gaps in Reading/Language Arts, Mathematics, and Graduation Rates by Subgroup

	All Students		Economically Disadvantaged		Students with Disabilities		English Learners		White		African American		Hispanic		Asian/Pacific Islander		Native American	
	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap
READING/ LANGUAGE ARTS	08	83	76	-7	40	-43	63	-20	89	6	74	-9	76	-7	92	9	86	3
	09	83	77	-6	41	-42	59	-24	89	6	74	-9	77	-6	91	8	88	5
	10	85	79	-6	46	-39	60	-25	90	5	77	-8	80	-5	91	6	89	4
	08	77	68	-9	36	-41	60	-17	84	7	65	-12	70	-7	93	16	83	6
	09	79	71	-8	39	-40	62	-17	85	6	68	-11	74	-5	93	14	85	6
10	81	74	-7	44	-37	63	-18	87	6	70	-11	77	-4	94	13	86	5	
MATHEMATICS		% Graduating	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap
	08	87	85	-2	61	-26	72	-15	89	2	82	-5	82	-5	96	9	92	5
	09	88	82	-6	63	-25	68	-20	90	2	84	-4	85	-3	95	7	90	2
	10	72	62	-10	30	-42	36	-36	78	6	63	-9	66	-6	77	5	80	8
	11																	

* Graduation rate data for school year 2010-2011 is based on the four-year adjusted cohort graduation rate calculations.

Note: A gap for a particular year is the difference between the percentage of students proficient in the particular subject or graduating in the "all students" group and the percentage of students proficient in the subject or graduating in the indicated subgroup. A negative gap indicates that the subgroup is performing below the "all students" group; a positive gap indicates that the subgroup is performing above the "all students" group.

Adoption of College and Career Ready
Standards



STATE OF ALABAMA

STATE BOARD OF EDUCATION MEETING



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President Pro Tem

Secretary and
Executive Officer
Joseph B. Morton

REVISED
A G E N D A
THURSDAY, NOVEMBER 18, 2010
9:30 A.M.

GORDON PERSONS BUILDING AUDITORIUM
MONTGOMERY, ALABAMA
ELEMENTARY/SECONDARY EDUCATION

- A. Call to Order
- B. Invocation/Pledge of Allegiance
- C. Roll Call – Establishment of a Quorum
- D. Approval of Minutes for the Meeting of October 14, 2010
- E. Approval of Agenda
- F. Public Hearing for *Alabama Administrative Procedures Act*
 - Adopt Amended Rule, 290-2-4-.06 (3), Local Mechanic Certification
 - Adopt Amended Rules, 290-2-1-.01, Annual Apportionment of the Foundation Program Funds; 290-2-1-.03, Annual Apportionment of Transportation Funds; 290-2-1-.04, Annual Apportionment of Public School Funds
- G. Action Items
 1. Unfinished Business - None
 2. New Business
 - a. Public Comments and Consideration of a Resolution to Adopt the Common Core State Standards in English Language Arts and Mathematics
 - b. Resolution to Approve Teacher Education Programs, University of Montevallo, Montevallo, Alabama
 - c. Resolution to Approve a Teacher Education Program, Samford University, Birmingham, Alabama
 - d. Resolution to Approve Teacher Education Programs, University of West Alabama, Livingston, Alabama
 - e. Selection of State Board Delegate for Alabama Association of School Boards' 2010 Convention and Delegate Assembly

- H. Superintendent's Report
- I. Legal
- J. Date, Time, and Place of Next Elementary/Secondary Meeting
December 9, 2010, 9:30 a.m.
Gordon Persons Building, Auditorium

**MINUTES OF THE ALABAMA STATE BOARD OF EDUCATION
THE STATE OF ALABAMA
THURSDAY, NOVEMBER 18, 2010
MONTGOMERY, ALABAMA**

The Alabama State Board of Education met for its regular meeting of Elementary/Secondary Education matters on Thursday, November 18, 2010, at 9:43 a.m. in the auditorium of the Gordon Persons Building, Montgomery, Alabama. The meeting was called by the Vice President of the Board in accordance with *Alabama Code (1975)*, §16-3-7, as amended.

**PRESIDING: MR. RANDY MCKINNEY, VICE PRESIDENT
ALABAMA STATE BOARD OF EDUCATION**

Mr. Randy McKinney called the meeting to order. The invocation and Pledge of Allegiance were held during the Postsecondary meeting. On roll call, the following members were present:

Mrs. Ella B. Bell
Mrs. Stephanie Bell
Mr. David F. Byers, Jr.
Dr. Mary Jane Caylor, President Pro Tem
Dr. Ethel H. Hall, Vice President Emerita
Mr. Randy McKinney, Vice President
Mrs. Betty Peters
Governor Bob Riley
Mr. Gary Warren

Dr. Joseph B. Morton, State Superintendent of Education and Secretary and Executive Officer of the Board, was present.

APPROVAL OF THE MINUTES OF OCTOBER 14, 2010

On motion by Mrs. Ella B. Bell and seconded by Dr. Mary Jane Caylor, the Board voted unanimously to adopt the minutes of October 14, 2010.

APPROVAL OF AGENDA

On motion by Mrs. Ella B. Bell and seconded by Dr. Mary Jane Caylor, the Board voted 7-2 to approve the agenda. Mrs. Stephanie Bell and Mrs. Betty Peters voted no. Based on her statement earlier, Mrs. Bell informed Mr. McKinney and the Board that her vote was based on her request to address the proposed acceptance of Common Core Standards during the February 2011 meeting in place of today's meeting.

ADOPT AMENDED RULE, 290-2-4-.06 (3), LOCAL MECHANIC CERTIFICATION

One individual, Mr. Ronald Jackson, Citizens for Better Schools, addressed the Board pertaining to this rule.

Voice recording of the speaker may be accessed on the Alabama State Board of Education page at www.alsde.edu/stateboard under Podcasts.

On motion by Mrs. Ella B. Bell and seconded by Mr. Gary Warren, the Board voted unanimously to adopt the amended rule.

**ADOPT AMENDED RULES, 290-2-1-.01, ANNUAL APPORTIONMENT OF THE FOUNDATION
PROGRAM FUNDS; 290-2-1-.03, ANNUAL APPORTIONMENT OF TRANSPORTATION FUNDS;
290-2-1-.04, ANNUAL APPORTIONMENT OF PUBLIC SCHOOL FUNDS**

There were no speakers signed up to address the Board pertaining to these rules.

On motion by Mrs. Stephanie Bell and seconded by Mrs. Betty Peters, the Board voted unanimously to adopt the amended rule.

**PUBLIC COMMENTS AND CONSIDERATION OF A RESOLUTION TO ADOPT THE COMMON
CORE STATE STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS**

**RESOLUTION TO ADOPT THE
COMMON CORE STATE STANDARDS
IN ENGLISH LANGUAGE ARTS AND MATHEMATICS**

WHEREAS, on May 14, 2009, the Alabama State Board of Education adopted a resolution to "Participate in a State-Led Common Set of Standards in English and Mathematics;" and

WHEREAS, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) committed to create a school-led (not a federal government-led) effort to develop a common core of standards in English Language Arts and Mathematics; and

WHEREAS, the Alabama State Board of Education has conducted three work sessions on the topic of Common Core State Standards; has heard a report from members of the most recent English Language Arts and Mathematics Course of Study Committees on their review of the Common Core Standards and existing courses of study and that they prefer the Common Core Standards for use in Alabama's schools; has not changed any policies or procedures for future Courses of Study development in any subject areas and that the State Board will continue to adhere to the policies and procedures for utilizing school personnel, private sector individuals, and the general public to serve on Course of Study committees, and the final adoption of Courses of Study will remain a duty of the State Board of Education; has not changed any policies or procedures for adhering to state law on the textbook selection; has heard a report on the four regional meetings held in Mobile, Montgomery, Birmingham, and Decatur where approximately 200 people attended; has heard a report that adoption and implementation of the Common Core Standards will cost less than the continued traditional development and implementation of Courses of Study; has reviewed documents of support from education groups, businesses and industries, the United States Military, and civic groups, both in Alabama and nationally; and has recognized that 38 states, the District of Columbia and the U.S. Virgin Islands have adopted the Common Core Standards, with four additional states having adopted the Standards by their respective State Boards of Education but needing legislative approval due to their state laws:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the Common Core State Standards in English Language Arts and Mathematics.

Done this the 18th day of November 2010

At this time, public comments were made by the individuals listed below.

(b)(6)

Voice recordings of the speakers may be accessed on the Alabama State Board of Education page at www.alsde.edu/stateboard under Podcasts.

Dr. Joseph B. Morton addressed the Board pertaining to the Common Core State Standards. Dr. Morton stated that the Common Core State of Standards are of high quality and are well-developed standards in English Language Arts and Mathematics brought about by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) not by the federal government. He said the NGA and CCSSO knew that if 50 states have different standards some would be strong and some would be weak and some students and teachers would be at a disadvantage not only within a given state but nationally and internationally. He stated that working together the idea of developing strong standards in English and Mathematics was born and the work began. Dr. Morton stated that the Board adopted a resolution on May 14, 2009, to participate in the development stage of Common Core State Standards, not to adopt, but to participate in order for Alabama to have a voice in what the standards look like. One of the writers, Dr. Susan Pimentel, participated in the September 23, 2010, State Board work session. He stated that during Dr. Pimentel's presentation, he asked her if anyone from the White House, U. S. Department of Education, or any other person connected with the federal government ever directed or made suggestions to her or any of the writing committee, and she firmly stated no to the question. He stated that Dr. Pimentel's response was that the public reacted with over 10,000 offered suggestions for improvement. Dr. Morton stated that 40 states have adopted the standards and Alabama is the only state in the deep south that has not adopted the standards and is one of two states east of the Mississippi River that has not adopted. He advised that the original members of the Mathematics and English Language Arts Courses of Study Committees were reassembled (members who were appointed by the Board), and the committees worked for days going grade by grade and line by line and at the end of their work recommended that the State Board adopt the Common Core State Standards because they are better than what we have. Dr. Morton stated that four regional meetings were held beginning at 5:30 p.m. in the afternoon and the public was invited. He said he was pleased with individuals voicing their opinion today and also commented on people who are on the ground, the school boards of Alabama (locally

ected people), teachers, principals, deans of education, those who train teachers; the private sector, those who employ high school graduates, and last those patriots who serve in the military.

Dr. Morton said that for these reasons and others too numerous to mention, he recommended adoption of the standards.

Motion was made by Mrs. Ella B. Bell and seconded by Dr. Mary Jane Caylor to adopt the Common Core State Standards.

Motion was made by Mrs. Stephanie Bell and seconded by Mrs. Betty Peters to table the motion until the February 2011 meeting. The motion to table was defeated 2-7.

Voting Yes to Table the Vote

Mrs. Stephanie Bell
Mrs. Betty Peters

Voting No to Table the Vote

Mrs. Ella B. Bell
Mr. David F. Byers
Dr. Mary Jane Caylor
Dr. Ethel H. Hall
Mr. Randy McKinney
Governor Bob Riley
Mr. Gary Warren

Mr. David F. Byers, Jr., stated that he had a lengthy amended substitution (below) to the resolution presented that he would like to share. Copies of the amended version were distributed to the Board members.

At this time, a motion was made by Mr. Byers and seconded by Mr. Gary Warren to amend the original resolution with the wording highlighted below.

**RESOLUTION TO ADOPT THE
COMMON CORE STATE STANDARDS
IN ENGLISH LANGUAGE ARTS AND MATHEMATICS**

WHEREAS, on May 14, 2009, the Alabama State Board of Education adopted a resolution to "Participate in a State-Led Common Set of Standards in English and Mathematics;" and

WHEREAS, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) committed to create a school-led (not a federal government-led) effort to develop a common core of standards in English Language Arts and Mathematics; and

WHEREAS, the Alabama State Board of Education has conducted three work sessions on the topic of Common Core State Standards; has heard a report from members of the most recent English Language Arts and Mathematics Course of Study Committees on their review of the Common Core Standards and existing courses of study and that they prefer the Common Core Standards for use in Alabama's schools; has not changed any policies or procedures for future Courses of Study development in any subject areas and that the State Board will continue to adhere to the policies and procedures for utilizing school personnel, private sector individuals, and the general public to serve on Course of Study committees, and the final adoption of Courses of Study will remain a duty of the State Board of Education; has not changed any policies or procedures for adhering to state law on the textbook selection; has heard a report on the four regional meetings held in Mobile, Montgomery, Birmingham, and Decatur where approximately 200 people attended; has heard a report that adoption and implementation of the Common Core Standards will cost less than the continued traditional development and implementation of Courses of Study; has reviewed documents of support from education groups, businesses and industries, the United States Military, and civic groups, both in Alabama and nationally; and has recognized that 38 states, the District of Columbia and the U.S. Virgin Islands have adopted the Common Core Standards, with four additional states having adopted the Standards by their respective State Boards of Education but needing legislative approval due to their state laws:

WHEREAS, the Alabama State Board of Education will continue to be the sole and exclusive entity vested with the authority without restriction to adopt, or revoke all academic standards in all subjects for students in the public schools in the state of Alabama including the Common Core State Standards without direct or indirect pressure or coercion by the United States government or any of its subdivisions and the Alabama State Board of Education will be kept apprised of any such activity; and

WHEREAS, the Alabama Course of Study Committees for English Language Arts and Mathematics could have recommended to the Alabama State Board of Education adoption of only 95 percent of the Common Core State Standards; the committees instead recommended 100 percent adoption with additional Alabama-specific standards in both content areas. As is the case with all Alabama standards and courses of study, Local Education Agencies (LEAs) may add additional content standards as determined and approved by their local board(s) of education without restriction; and

WHEREAS, the adoption of the Common Core State Standards contained herein shall not apply to any subjects other than English Language Arts and Mathematics, and shall not apply to assessments of Alabama students unless approved by a vote of the Alabama State Board of Education;

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the Common Core State Standards in English Language Arts and Mathematics.

Done this the 18th day of November 2010

During the discussion period, Mr. Byers directed the Board's attention to the paragraphs added. He stated that he met with local superintendents in his area who were concerned about control at a national level and also some in high-performing school systems who were concerned that they would not have flexibility in their curriculum, and he concluded that clarification was needed. Mr. Byers stated that the intent of adopting a course of study was that we should always maintain control with a right to delete and add information. He said that the standards are not objectionable, only fears of what could happen in the future. Mr. Byers stated that he felt the Board should be aware if there is any effort for the federal government to control the state standards and feels that the Board should have every opportunity to be apprised of the situation before any steps are taken.

Mrs. Stephanie Bell offered an amendment. Mr. Randy McKinney stated that there could be only one amendment at a time. Mrs. Bell stated that there was a lot included in the amended version that is still questionable and does not protect Alabama from the standpoint of telling Washington what we are going to do where there is so much unknown. She stated that a delay would be wise.

In response to Mrs. Betty Peters' questions on whether or not there had been any changes or procedures pertaining to textbooks, Dr. Morton stated that there is no state law on the sequence of adoption only on the procedures and there would be no altering in that sense. He said there is a \$15 per book appropriation from the Legislature for textbooks.

Mr. Randy McKinney called for a vote on the amendment. Mrs. Stephanie Bell made a motion to amend the resolution to delay the vote until February 2011. Mr. McKinney stated that the motion was out of order. The vote in favor of the amendment passed 7-2.

Voting Yes for the Amendment

Mrs. Ella B. Bell
Mr. David F. Byers, Jr.
Dr. Mary Jane Caylor
Dr. Ethel H. Hall
Mr. Randy McKinney
Governor Bob Riley
Mr. Gary Warren

Voting No for the Amendment

Mrs. Stephanie Bell
Mrs. Betty Peters

In response to Mr. Byers' question as to what is involved to be a common core state and whether or not there is an application process or an agreement, Dr. Morton informed Board members of his telephone conversation with Gene Wilhoit, Executive Director of CCSO, who stated that there is no application process or contractual agreement; all that is required for the state, if the resolution passed, was to e-mail or fax the resolution. Dr. Morton stated that this provided an opportunity for states to collaborate on professional development for teachers and other activities in order to enhance the standards and when the state does another course of study in English Language Arts and if different from Common Core or if it does not look like Common Core, Alabama is out. Dr. Morton stated that the state could get out by a vote of the State Board and can get in by a vote of the State Board.

Mrs. Ella B. Bell stated that she was excited that someone has put high standards of achievement in place and sees it as an opportunity for the students in her Board district to have a level of education the same as the other 40 states.

Governor Bob Riley stated that this had been a truly interesting discussion and thanked participants. He said he felt more dialogue of this type was needed. Governor Riley reported that he had been working with other governors for the last five or six years and stated that the Common Core was set up primarily to make sure the federal government could not dictate to states what their curriculum could be. He stated that Alabama, in the past, has never led when it came to education and has never had the national reputation of a state that demands excellence. He said historically, Alabama has never been the state that other states wanted to emulate. Governor Riley said Alabama should never allow federal policy to dictate what the Board does. He said this has nothing to do with moral standards, but rather Alabama taking its rightful place. Governor Riley stated his support of the Common Core Standards and referenced Clay County's support (a county that does not believe in federal control) to principals who want to raise the bar of excellence. He, too, wants to continue to raise the bar. Governor Riley said this is an opportunity for Alabama to continue to do what is best for the children in this state, and we did not need to delay.

Mrs. Stephanie Bell submitted the list of organizations not in support of the Common Core Standards and said it was quite an impressive one, the Wetumpka Tea Party, the U.S. Coalition for World-Class Math, Tea Party Patriots of Alabama, Smart Girl Politics of Alabama, The Reasor Foundation, Pioneer Institute, Pacific Research Foundation, National Association of Scholars, Lexington Institute, The Home School Legal Defense Fund, the Heritage Foundation, The Hartland Foundation, Focus on the Family, The Family Research Council, Eagle Forum of Alabama and National Eagle Forum, Concerned Women for Alabama and at the national level, Common Sense Patriots, Christian Educators International, Cato Institute, Allied Women of Alabama, The Alabama Policy Institute, and Alabama Federation of Republican Women. She stated that she had heard from a long list of individuals who have asked her to vote against the Common Core Standards not only for Alabama but for the country. She said she also had an opportunity to hear from national associations, Education Commission of the States and Governor Tim Pawlenty, and they made very compelling presentations. Mrs. Bell said she had concerns about the amendments and asked if the vote could be delayed until February 2011 when a new board is in place along with a new governor. She complimented the Board members who came in 1995 on their service.

Dr. Mary Jane Caylor stated that this was her fourth term, and she felt it was her sworn duty to represent her district until the date the new board member takes office. She stated that she had met with individuals in her board district for months pertaining to Common Core, and she changed her mind and was in full support of the standards.

Dr. Caylor called for the question – a motion to end the debate on the previous question. Dr. Ethel H. Hall seconded. The vote on the motion for the previous question carried. The Board then voted 7-2 on the amended motion to adopt the resolution.

Voting Yes

Mrs. Ella B. Bell
Mr. David F. Byers, Jr.
Dr. Mary Jane Caylor
Dr. Ethel H. Hall
Mr. Randy McKinney
Governor Bob Riley
Mr. Gary Warren

Voting No

Mrs. Stephanie Bell
Mrs. Betty Peters

On motion by Mrs. Stephanie Bell and seconded by Mrs. Ella B. Bell, the Board voted unanimously to approve the following:

**RESOLUTION TO APPROVE TEACHER EDUCATION PROGRAMS
UNIVERSITY OF MONTEVALLO
Montevallo, Alabama**

WHEREAS, a review of teacher education programs was conducted on July 16-20, 2010, by the State Department of Education in accordance with the Alabama State Board of Education, State Department of Education, *Administrative Code*, Rule No. 290-3-3-.56(2)(b)2(ii); and

WHEREAS, additional documentation was reviewed on September 13, 2010, September 22, 2010, October 6, 2010, and October 13, 2010; and

WHEREAS, compliance with the Alabama State Board of Education rules has been verified; and

WHEREAS, the State Superintendent of Education recommends approval of the programs:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education hereby approves the following programs with approval to expire on May 31, 2016:

Alternative Class A Collaborative Special Education (K-6)
Alternative Class A Collaborative Special Education (6-12)
Alternative Class A Hearing Impaired (P-12)
Class AA Instructional Leadership (P-12)

Done this 18th day of November 2010

**RESOLUTION TO APPROVE A TEACHER EDUCATION PROGRAM
SAMFORD UNIVERSITY
Birmingham, Alabama**

WHEREAS, a review of a teacher education program was conducted on July 16-20, 2010, by the State Department of Education in accordance with the Alabama State Board of Education, State Department of Education *Administrative Code*, Rule No. 290-3-3-.56(2)(b)2; and

WHEREAS, additional documentation was reviewed on September 13, 2010, and

WHEREAS, compliance with Alabama State Board of Education rules has been verified; and

WHEREAS, the State Superintendent of Education recommends approval of the program:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education hereby approves the following program, with approval to expire on May 31, 2013:

Class AA Instructional Leadership (P-12)

Done this 18th day of November 2010

**RESOLUTION TO APPROVE A TEACHER EDUCATION PROGRAM
UNIVERSITY OF WEST ALABAMA
Livingston, Alabama**

WHEREAS, a review of a teacher education program was conducted on July 16-20, 2010, by the State Department of Education in accordance with the Alabama State Board of Education, State Department of Education *Administrative Code*, Rule No. 290-3-3-.56(2)(b)2; and

WHEREAS, additional documentation was reviewed on September 23, 2010, and October 5, 2010; and

WHEREAS, compliance with Alabama State Board of Education rules has been verified; and

WHEREAS, the State Superintendent of Education recommends approval of the program:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education hereby approves the following program, with approval to expire on May 31, 2015:

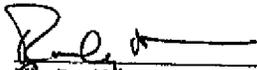
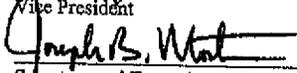
Class AA Teacher Leader (P-12)

Done this 18th day of November 2010

SELECTION OF STATE BOARD DELEGATE FOR ALABAMA ASSOCIATION OF SCHOOL BOARDS' 2010 CONVENTION AND DELEGATE ASSEMBLY

On motion by Mrs. Ella B. Bell and seconded by Dr. Mary Jane Caylor, the Board voted unanimously for Dr. Ethel H. Hall to serve as the delegate for the Alabama State Board of Education.

The meeting adjourned at 12:15 p.m.


Vice President

Secretary and Executive Officer

Local Educational Agencies (LEAs) Notice



STATE OF ALABAMA DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent
of Education

April 26, 2012

Alabama
State Board
of Education

Governor
Robert Bentley
President

Randy McKinney, J.D.
District I
Vice President

Betty Peters
District II

Stephanie Bell
District III

Yvette M.
Richardson, Ed.D.
District IV

Ella B. Bell
District V

Charles E. Elliott, M.D.
District VI

Gary Warren
District VII
President Pro Tem

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice (b)(6)
State Superintendent of Education

RE: One-Year Annual Measurable Objectives (AMO) Flexibility Option

We are seeking your feedback on Alabama's proposed request to the United States Department of Education for temporary flexibility of Section 1111(b)(2)(H) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended, to permit Alabama to use the same Annual Measurable Objectives (AMOs) that Alabama used for Adequate Yearly Progress (AYP) determinations based on assessments administered in the 2010-2011 school year to make such determinations for the 2011-2012 school year. The purpose of this flexibility is not to give states and districts a reprieve from accountability, but rather to move toward one aligned system of school accountability and provide the necessary flexibility at the state and local levels to improve our schools. The AMO One-Year Flexibility Option will allow school districts to better focus on Improving student learning and increasing the quality of instruction.

Attached is the proposed flexibility request. The deadline for written comments from school districts is May 3, 2012. Please send your questions, comments, and concerns to amocomment@alsde.edu.

TRB/MM/SW
Attachment
FY12-3054

May 10, 2012

Dear Assistant Secretary Yudin:

I am writing on behalf of the Alabama State Department of Education (ALSDE) to request a waiver of Section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to permit Alabama to use the same annual measurable objectives (AMOs) that Alabama used for AYP determinations based on assessments administered in the 2010–2011 school year to make such determinations for the 2011–2012 school year. The ALSDE believes that allowing Alabama to use the same AMOs for AYP determinations based on assessments administered in the 2011–2012 school year as it used for the 2010–2011 school year will help increase the quality of instruction for students and improve the academic achievement of students by removing the pressure of meeting escalating AMOs so that educators and other stakeholders within the state can devote necessary time and resources to planning for the implementation of ESEA flexibility, which the ALSDE needs additional time to do.

Set forth below in Tables 1-7 are Alabama's current AMOs in reading/language arts and mathematics and the AMOs that Alabama will use for Grades 3-8 and 11 if approved for the One-Year AMO Flexibility.

Table 1 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 3				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	88		84	
2011 – 2012	92	88	89	84
2012 – 2013	96	96	95	95
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook

Table 2 Alabama's AMOs for Reading/Language Arts and Mathematics

Grade 4				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	86		83	
2011 – 2012	91	86	89	83
2012 – 2013	95	95	94	94
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook

Table 3 Alabama's AMOs for Reading /Language Arts and Mathematics

Grade 5				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	88		82	
2011 – 2012	92	88	88	82
2012 – 2013	96	96	94	94
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook

Table 4 Alabama's AMOs for Reading /Language Arts and Mathematics

Grade 6				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	89		74	
2011 – 2012	93	89	83	74
2012 – 2013	96	96	91	91
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook

Table 5 Alabama's AMOs for Reading /Language Arts and Mathematics

Grade 7				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	84		74	
2011 – 2012	89	84	83	74
2012 – 2013	95	95	91	91
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook

Table 6 Alabama's AMOs for Reading /Language Arts and Mathematics

Grade 8				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	76		78	
2011 – 2012	84	76	85	78
2012 – 2013	92	92	93	93
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook

Table 7 Alabama's AMOs for Reading /Language Arts and Mathematics

Grade 11				
School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2010 – 2011	92		86	
2011 – 2012	95	92	91	86
2012 – 2013	97	97	95	95
2013 – 2014	100	100	100	100

NOTE: AMOs under the One-Year AMO Flexibility for the 2012–2013 and for the 2013–2014 school years will be the same as in an SEA's approved Accountability Workbook

Prior to submitting this request, Alabama teachers, leaders, college and university faculty, and lay citizens reviewed the Alabama Standards and the Common Core State Standards and compiled the best of both into the Alabama College- and Career-Ready Standards for Mathematics and English Language Arts reflective of the aspirations Alabamians hold for all public school students to be prepared for college, career, and the workforce. On November 18, 2010, Alabama adopted these college- and career-ready content standards that meet the definition of “college- and career-ready standards” in the document titled *ESEA Flexibility*, as Alabama has adopted content standards that are common to a significant number of states. Attached hereto is evidence that Alabama has formally adopted those standards consistent with the state’s standards adoption process.

The ALSDE hereby assures that it currently provides student growth data on current students and students taught in the previous year to teachers of reading/language arts and mathematics in Grades in which the state administers assessments in those subjects in a manner that is timely and informs instruction, consistent with the timelines and definitions required under State Fiscal Stabilization Fund (SFSF) Indicator (b)(2).

Further, the ALSDE has identified persistent achievement and graduation rate gaps within the state that need to be closed. As evidence of this identification, attached to this letter is a table that sets forth statewide achievement data, including proficiency rates and achievement gaps, for the “all students” group and identified student subgroups based on the most recent three years of data. The ALSDE hereby assures that it will report these data publicly by posting the data in a format that is easily understandable on its website on a page that is easily accessible by the public.

The ALSDE further assures that it will take all steps necessary to plan for the implementation of ESEA flexibility and will submit a request for ESEA flexibility. The ALSDE understands that if it fails to submit a request for ESEA flexibility or if its request is not approved prior to the time it must make AYP determinations based on assessments administered in the 2012–2013 school year, the ALSDE will revert to using its currently approved AMOs for the 2012–2013 and the 2013–2014 school years, meaning that all schools and local educational agencies (LEAs) in the state will be held accountable for reaching 100 percent proficiency by 2014.

Also attached is the notice the ALSDE has sent to LEAs in our state regarding this waiver request and the comments received as a result. Further, we have attached the notice provided to the public through the ALSDE public website.

Please feel free to contact me by phone or e-mail at (334) 242-9700 or tbice@alsde.edu if you have any questions regarding this request. Thank you for your consideration.

Respectfully submitted,

Thomas R. Bice
State Superintendent of Education

Attachments: Board meeting agenda and minutes, notice provided to LEAs, LEA comments received, and notice provided to the public

DRAFT

Statewide Achievement Gaps in Reading/Language Arts, Mathematics, and Graduation Rates by Subgroup

Year	Reading/Language Arts		Mathematics		Graduation Rate											
	% Proficient	Gap	% Proficient	Gap	% Graduating	Gap										
08	83	-7	40	-43	63	-20	89	6	74	-9	76	-7	92	9	86	3
09	83	-6	41	-42	59	-24	89	6	74	-9	77	-6	91	8	88	5
10	85	-6	46	-39	60	-25	90	5	77	-8	80	-5	91	6	89	4
11	77	-9	36	-41	60	-17	84	7	65	-12	70	-7	93	16	83	6
08	79	-8	39	-40	62	-17	85	6	68	-11	74	-5	93	14	85	6
09	81	-7	44	-37	63	-18	87	6	70	-11	77	-4	94	13	86	5
10	87	-2	61	-26	72	-15	89	2	82	-5	82	-5	96	9	92	5
11	88	-6	63	-25	68	-20	90	2	84	-4	85	-3	95	7	90	2
12	72	-10	30	-42	36	-36	78	6	63	-9	66	-6	77	5	80	8

* Graduation rate data for school year 2010-2011 is based on the four-year adjusted cohort graduation rate calculations.

Note: A gap for a particular year is the difference between the percentage of students proficient in the particular subject or graduating in the "all students" group and the percentage of students proficient in the subject or graduating in the indicated subgroup. A negative gap indicates that the subgroup is performing below the "all students" group; a positive gap indicates that the subgroup is performing above the "all students" group.

Washington Shanthia

From: (b)(6)
Sent: Friday, April 27, 2012 3:18 PM
To: amocomment
Cc: Campbell Jon
Subject: Response to AMO Request

Dear Dr. Bice,

Thank you for striving to bring reason to the current AMO status across the state of Alabama. Yes, we as committed educators want ALL of our students to be fully proficient in every academic area which implies that each student is fully college and career ready when they graduate from high school. Having realistic AMOs each year for the past decade in the areas of reading and mathematics guided our instruction in a way that saw tremendous gains across the state. As we have moved forward marching toward the goal of perfection, however, I feel we have become more attuned to marching than to supporting individual student goals and needs. By granting a one year pause in the process we can look more closely at our students AND their data, instead of just data, to more efficiently analyze what exactly is needed.

I applaud your efforts. Thank you for supporting ours.

(b)(6)

Jacksonville City Schools
123 College Street SW
Jacksonville, AL 36265

(b)(6)

Washington Shanthia

From: (b)(6)
Sent: Monday, April 30, 2012 10:10 AM
To: amocomment
Subject: Comments about Proposed AMOs

How do the proposed changes in AMOs help for the 12-13 and 13-14 school years?

(b)(6)

Superintendent
Anniston City Schools

(b)(6)

Washington Shanthia

From: (b)(6)
Sent: Thursday, May 03, 2012 7:59 AM
To: amocomment
Subject: AMO

We support the AMO Flexibility Option.

(b)(6)

Demopolis City Schools

(b)(6)

Washington Shanthia

From: (b)(6)
Sent: Wednesday, May 02, 2012 11:54 AM
To: amocomment
Subject: Comments

After reviewing the State Department of Education memo dated April 26, 2012, and the proposal for the One Year Annual Measurable Objective (AMO) Flexibility Option, the Attalla City School System would like to add its endorsement to this plan. As stated in the information provided this would allow school systems in Alabama to move towards improving student learning and give the school system time to increase the quality of instruction.

Thanks,

(b)(6)

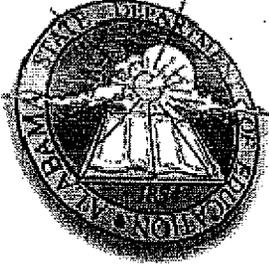
Washington Shanthia

From: (b)(6)
Sent: Wednesday, May 02, 2012 10:04 AM
To: amocomment
Subject: AMO Waiver Comment

After reviewing the proposed flexibility request and with comprehensive knowledge of the school system's measured annual progress, the Mobile County Public School System is in agreement with and heartily endorses the AMO One-Year Flexibility Option. In this progressive school district maintaining the 2010-2011 AMOs for another year is viewed as a realistic and practical approach for measuring and reporting academic progress. The one-year option will provide additional time to ensure in-depth student learning through continued quality instruction and RTI (response to instruction) which targets academic success for all students at rigorous levels. Mobile County Public School System looks forward to the forthcoming ESEA Flexibility Plan and under the direction of the Alabama State Department of Education will plan and identify resources to effectively implement the plan.

Washington Shanthia

From: Valdes-Hubert Malissa
Sent: Friday, May 04, 2012 10:08 AM
To: ALLCALL
Subject: Notice of One-Year Annual Measurable Objectives (AMOs) Flexibility Option Request Opportunity



State of Alabama
Department of Education
Thomas R. Bice, Ed.D.
State Superintendent of Education



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of Education

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Gary Warren
District VII
President Pro Tem

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

News Release:
May 4, 2012

Contact: Malissa Valdes-Hubert
334-242-9952
mvaldes@alsde.edu

**Notice of One-Year Annual Measurable Objectives
(AMOs)
Flexibility Option Request Opportunity**

Montgomery, AL - The Alabama Department of Education has an opportunity to submit a request to the United States Department of Education for temporary flexibility of Section 1111(b)(2)(H) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended, to permit Alabama to use the same Annual Measurable Objectives (AMOs) that Alabama used for Adequate Yearly Progress (AYP) determinations based on assessments administered in the 2010-2011 school year to make such determinations for the 2011-2012 school year.

The purpose of this flexibility is not to give states and districts a reprieve from accountability, but rather to move toward one aligned system of school accountability and provide the necessary flexibility at the state and local levels to improve our schools. The AMO One-Year Flexibility Option will allow school districts to better focus on improving student learning and increasing the quality of instruction.

Written comments may be emailed to amocomment@alsde.edu by May 8, 2012.

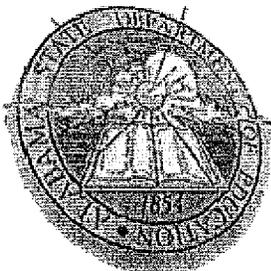
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Maddox Melinda

From: Valdes-Hubert Malissa
Sent: Monday, May 07, 2012 8:55 AM
To: ALLCALL
Subject: State Board of Education Meeting Agenda for Thursday, May 10, 2012



State of Alabama
Department of Education
Thomas R. Bice, Ed.D.
State Superintendent of Education



Alabama
State Board
of Education

News Release:
May 7, 2012

Governor
Robert Bentley
President

Contact: Malissa Valdes-Hubert
334-242-9952
mvaldes@alsde.edu

Randy McKinney, J.D.
District I
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District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

AGENDA
THURSDAY, MAY 10, 2012
9:30 A.M.

GORDON PERSONS BUILDING AUDITORIUM
MONTGOMERY, ALABAMA
ELEMENTARY/SECONDARY EDUCATION

- Resolution Commending Natasha D. Sims, Barbara Fannin Memorial Employee of the Quarter, April – June 2012
- Resolution in Appreciation of State Department of Education Employees
- Resolution Commending the 2012-2013 Alternate Teacher of the Year
- Resolution Commending the 2012-2013 Alabama Teacher of the Year
- Resolution Commending the 2012-2013 District Finalists for Alabama Teacher of the Year
- Resolution Recognizing Alabama Public Television's 2012 Young Heroes
- Resolution Commending Munford Elementary School, Talladega County School System, as State Nominee and National Winner for the United States Department of Education Green Ribbon School 2012 Award (State School Board District III)
- Resolution Commending Winterboro High School, Talladega County School System, as State Nominee and National Winner for the United States Department of Education Green Ribbon School

- 2012 Award (State School Board District III)
- Resolution Commending Mill Creek Elementary School, Madison City School System, as State Nominee for United States Department of Education Green Ribbon School 2012 Award (State School Board District VIII)
- No Child Left Behind Annual Measureable Objectives (AMO) One-Year Freeze Request
- Resolution for Approval of Teacher Education Programs, Alabama A & M University, Huntsville, Alabama
- Resolution to Authorize Review of a Teacher Education Program, University of Mobile, Mobile, Alabama
- Approval of Personnel Recommendation
- Superintendent's Report
- Legal
- Date, Time, and Place of Next Elementary/Secondary Education Meetings

May 24, 2012, Work Session, Plaza 104 Gordon Persons Building

June 14, 2012, 9:30 a.m., Auditorium, Gordon Persons Building, Montgomery, Alabama

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Approval to Request AMO One-Year Freeze



STATE OF ALABAMA STATE BOARD OF EDUCATION MEETING



Thomas R. Bice
State Superintendent
of Education

AGENDA

THURSDAY, MAY 10, 2012

9:30 A.M.

GORDON PERSONS BUILDING AUDITORIUM MONTGOMERY, ALABAMA ELEMENTARY/SECONDARY EDUCATION

Alabama
State Board
of Education

Governor
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Vice President

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Yvette M.
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Gary Warren
District VII
President Pro Tem

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

- A. Call to Order
- B. Invocation/Pledge of Allegiance
- C. Roll Call – Establishment of a Quorum
- D. Approval of Minutes for the Meeting of April 12, 2012
- E. Approval of Agenda
- F. Public Hearing for *Alabama Administrative Code*
- G. Action Items
 1. Unfinished Business – None
 2. New Business
 - a. Resolution Commending Natasha D. Sims, Barbara Fannin Memorial Employee of the Quarter, April – June 2012
 - b. Resolution in Appreciation of State Department of Education Employees
 - c. Resolution Commending the 2012-2013 Alternate Teacher of the Year
 - d. Resolution Commending the 2012-2013 Alabama Teacher of the Year
 - e. Resolution Commending the 2012-2013 District Finalists for Alabama Teacher of the Year
 - f. Resolution Recognizing Alabama Public Television's 2012 Young Heroes
 - g. Resolution Commending Munford Elementary School, Talladega County School System, as State Nominee and National Winner for the United States Department of Education Green Ribbon School 2012 Award (State School Board District III)
 - h. Resolution Commending Winterboro High School, Talladega County School System, as State Nominee and National Winner for the United States Department of Education Green Ribbon School 2012 Award (State School Board District III)
 - i. Resolution Commending Mill Creek Elementary School, Madison City School System, as State Nominee for United States Department of Education Green Ribbon School 2012 Award (State School Board District VIII)
 - j. No Child Left Behind Annual Measureable Objectives (AMO) One-Year Freeze Request
 - k. Resolution for Approval of Teacher Education Programs, Alabama A & M University, Huntsville, Alabama
 - l. Resolution to Authorize Review of a Teacher Education Program, University of Mobile, Mobile, Alabama
 - m. Approval of Personnel Recommendation

Alabama State Board of Education Meeting - Agenda

Page 2

May 10, 2012

- H. Superintendent's Report
- I. Legal
- J. Date, Time, and Place of Next Elementary/Secondary Education Meetings
 - May 24, 2012, Work Session, Plaza 104 Gordon Persons Building
 - June 14, 2012, 9:30 a.m., Auditorium, Gordon Persons Building, Montgomery, Alabama



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent
of Education

May 10, 2012

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Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

MEMORANDUM

TO: To Whom It May Concern

FROM: Ann Starks, Executive Secretary
Alabama State Board of Education

RE: No Child Left Behind Annual Measureable Objectives (AMO) One-Year Freeze

(b)(6)

This is to confirm that the Alabama State Board of Education, during its meeting on Thursday, May 10, 2012, approved the No Child Left Behind Annual Measureable Objectives (AMO) One-Year Freeze as requested by Dr. Thomas R. Bice, State Superintendent of Education. This action was done in a motion by Mrs. Mary Scott Hunter and seconded by Dr. Yvette Richardson. The Board voted unanimously in support of the motion. For your information, attached is a copy of the agenda.

Please contact me if additional information or clarification is needed.

AS

Attachment

Attachment 15

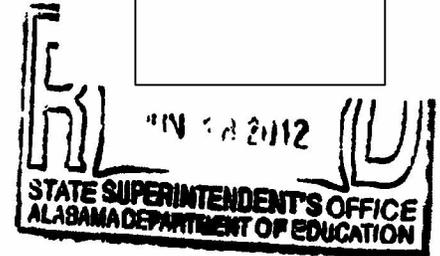


UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

May 31, 2012

(b)(6)

The Honorable Thomas R. Bice
State Superintendent of Education
State of Alabama
Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101



Dear Superintendent Bice: *TOR*

I am writing in response to the Alabama State Department of Education (ALSDOE) request to waive certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to permit ALSDOE to use the same annual measurable objectives (AMOs) to make annual yearly progress (AYP) determinations based on assessments administered in the 2011–2012 school year that ALSDOE used to make such determinations based on assessments administered in the 2010–2011 school year. ALSDOE submitted this request in response to a voluntary opportunity that was announced by Secretary Arne Duncan inviting interested States to submit requests for ESEA flexibility.

ALSDOE included in its request—

- evidence that ALSDOE has formally adopted, consistent with the State's own standards-adoption process, college- and career- ready content standards in Reading/Language Arts and Mathematics that meet the definition of "college- and career- ready standards" in the document titled *ESEA Flexibility*;
- an assurance that ALSDOE will provide, in a manner that is timely and informs instruction, student growth data on current students and students taught in the previous year to, at a minimum, teachers of Reading/Language Arts and Mathematics in grades in which the State administers assessments in these subjects, consistent with the timelines and definitions required under State Fiscal Stabilization Fund (SFSF) Indicator (b)(2);
- evidence that ALSDOE identified persistent achievement and graduation rate gaps within the State that need to be closed and an assurance that ALSDOE will report these data publicly by posting the data, in a format that is easy to understand, on its website on a page that is easy to access by the public; and
- an assurance that ALSDOE will take all necessary steps to develop and submit a request for ESEA flexibility.

After review of ALSDOE's request and confirming that ALSDOE posted on its website the data related to persistent achievement and graduation rate gaps, I grant, pursuant to my authority under ESEA Section 9401, a one-year waiver of ESEA Section 1111(b)(2)(H) to permit ALSDOE to use the same AMOs to make AYP determinations based on assessments administered in the 2011-2012 school year that it used to make AYP determinations based on assessments administered the 2010-2011 school year. My approval is based on the determination that this waiver is likely to increase the quality of instruction for students and improve the academic achievement of students by enabling ALSDOE, its local educational agencies (LEAs), and its schools to devote time and resources to planning for the implementation of ESEA flexibility rather than devote additional resources to respond to the growing numbers of schools and LEAs that otherwise would be identified for improvement as a consequence of the escalating AMOs required by current law. Please note. I do not anticipate granting an extension of this one-year waiver. Accordingly, should ALSDOE choose not to submit a request for ESEA flexibility, or not receive approval of its request, it will be required to make AYP determinations based on assessments administered in the 2012-2013 school year using AMOs that meet the requirements of current law.

I appreciate the work you are doing to develop an ESEA flexibility request. If you have any questions, please send an e-mail to ESEAFlexibility@ed.gov.

Sincerely,

(b)(6)

Deborah S. Delisle
Assistant Secretary

A selective chronology of IHE related events.

July 12, 2005: State Board of Education adopted the Alabama Standards for Instructional Leaders recommended by the Governor's Congress on School Leadership. Following that action, 13 Alabama universities were notified that they must shut down approved educational administration programs and recommend Class A (master's degree level) program completers for certification so that their application were received no later than August 31, 2009, and Class AA (education specialist degree level) program completers so that their applications were received no later than August 31, 2012. Institutions were given an opportunity to meet the new standards which now appear on pages 400.01-400.11 and 400.38.01-400.38.05 of the Teacher Education Chapter of the Alabama Administrative, accessible via this link: http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=16160&sort=47. All eight standards are important, but (2)(b) teaching and learning, pages 400.03-400.04, are especially important in terms of preparing new instructional leaders to provide strong, supportive instruction leadership on teaching to the new standards. Note the last item on page 400.03 pertaining to the development of curriculum aligned to state standards. The CCRS are now state standards.

Following 27 onsite visits by the same team of reviewers, and analysis of numerous documents, 13 Alabama IHEs were deemed to meet the new Class A standards for the preparation of Instructional Leaders. Thus, Alabama has successfully navigated the transition from preparing administrators to preparing instructional leaders. Also, individuals who prepare in other states and wish to earn an Alabama certificate must provide a valid and renewable professional educator certificate from another state along with documentation of at least three years of employment as an assistant principal, principal, assistant/associate superintendent, or superintendent in a P-12 school or school system.

January 11, 2007: State Board of Education adopted the Alabama Quality Teaching Standards recommended by the Governor's Commission on Quality Teaching. The AQTs, applicable to all programs leading to the initial preparation of teachers through IHE-based programs, may be found on pages 261-270 of the Teacher Education Chapter of the Alabama Administrative which is accessible via this link: http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=16160&sort=47. All five AQTs are important, but Standard 4 Diversity (pages 266-267) may have greatest applicability to preparing new teachers to teach all students. Note that two standards listed under the Curriculum heading at the bottom of page 261 require prospective teachers to demonstrate:

- (i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined by the Alabama Course of Study for those teaching fields. [Reminder: The CCRS are reflected in content prescribed in the State Courses of Study for English Language Arts and Mathematics.]
- (ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

July 1, 2007: All 27 Alabama IHEs that provide Class B (bachelor's degree level) teacher preparation programs leading to initial certification submitted documentation of how the AQTs had been incorporated in their programs. Documentation was reviewed and adjustments were made, if needed, to better ensure compliance.

July 1, 2008: All 16 Alabama IHEs that provide Alternative Class A (master's degree level) teacher preparation programs leading to initial certification submitted documentation of how the AQTs had

been incorporated in those programs. Documentation was reviewed and adjustments were made, if needed, to better ensure compliance.

Alabama College and Career Ready Assessment System

Grade	Assessment(s)		
12	WorkKeys	}	End-of-Course English 9, 10, 11, 12 Alg I, Geometry, Alg II w/Trig, Pre-Cal Biology, Chemistry, Physics US History
11	ACT w/Writing		
10	PLAN		
9	Transition		
8	EXPLORE		
7	ARMT+	}	ARMT+ (Reading/ELA, Math, Science and Writing/Social Studies Based) aligned to College and Career Readiness Benchmarks
6	ARMT+		
5	ARMT+		
4	ARMT+		
3	ARMT+		
2	Developmentally Appropriate Assessments(s)		
1	Developmentally Appropriate Assessments(s)		
K	Kindergarten Screener(s) for all entering Kindergarten students		

All assessments will be offered in online or paper and pencil format with a standards-based reporting format that will be immediate. All assessments will be formatted for "through course" or single setting use.



Formative, Benchmark and/or Interim Assessment Repository with Resources

Grades 3 - 12

A pool of aligned items to each standard at each grade level within each assessment content area will be available for teacher, school or system use for formative, benchmark and/or interim assessments to be used to inform instructional practice. Included will also be links to instructional resources aligned to the standards for use by teachers, schools or school systems.



Project-Based Assessments

Grades 6 - 12

These assessments are designed to foster research inquiry skills, persistence, independence, and intercommunications in ways that are not accomplished with more traditional summative and end-of-course assessments. Project-based assessments are scored based on templates or rubrics that produce rich, multileveled evaluations of student work.



Career Interest/Career Aptitude Assessments

Grades 6-12

These assessments are designed to inform student, parent, teacher, counselor and principal decisions about appropriate coursework and co-curricular opportunities for students culminating in a comprehensive and annually updated 4-year high school plan of study.

Item	2011-12	2012-13	2013-14	2014-15	2015-16
Proposed Accountability Model	AMO Freeze at 2010-2011 levels Develop details of new accountability plan	Propose to continue AMO freeze Communicate Phase I data points New Accountability Plan Baseline Data Collected for Phase I	Data collected for Phase I of New Accountability Plan Baseline data collected for Phase II of New Accountability Plan	Data collected for Phase I of New Accountability Plan Data collected for Phase II of New Accountability Plan	Fully implement all phases of New Accountability Plan
Proposed Assessment Timeline	K-2 Formative Assessments ARMT+ 8th grade EXPLORE 10-12th grade AHSGE	K-12 Formative/ Interim/ Benchmark Assessments ARMT+ 8th grade EXPLORE 10th grade PLAN 11-12th grade AHSGE English 9, Algebra 1, English 10, Geometry, Biology EOC Tests Math Standards Implemented	K-12 Formative/ Interim/ Benchmark Assessments New 3-7 Assessment 8th Grade EXPLORE 10th grade PLAN 11th Grade ACT w/writing 12th Grade AHSGE English 9, Algebra 1, Biology, English 10, Geometry, Chemistry, English 11, Algebra 2, U.S. History EOC Tests Math, ELA Standards Implemented	K-12 Formative/ Interim/ Benchmark Assessments New 3-7 Assessment 8th Grade EXPLORE 10th grade PLAN 11th Grade ACT w/writing 12th Grade WorkKeys English 9, Algebra 1, Biology, English 10, Geometry, Chemistry, English 11, Algebra 2, U.S. History English 12, Pre-Calculus, Physics EOC Tests Math, ELA Standards Implemented	K-12 Formative/ Interim/ Benchmark Assessments New 3-7 Assessment 8th Grade EXPLORE 10th grade PLAN 11th Grade ACT w/writing 12th Grade WorkKeys English 9, Algebra 1, Biology, English 10, Geometry, Chemistry, English 11, Algebra 2, U.S. History, English 12, Pre-Calculus, Physics EOC Tests Math, ELA Standards Implemented
Proposed Rewards and Intervention Timeline	Being streamlined and reorganized to reflect current ADE focus	Transition year from Rewards and Intervention to Recognition, Accountability, and Support Program Differentiated support based on existing data metrics	Differentiated support based on Phase I baseline data	Fall 2014 Implementation of new Recognition, Accountability and Support Program using Phase I accountability results	Fall 2015 Implementation of new Recognition, Accountability and Support Program using Phase I and Phase II accountability results
ACT NO. 2012-402	Prescribe the design and content of a school grading system by not later than 12/31/2012	Prescribe guidelines and implementation schedule for Legislative School Performance Recognition Program by not later than 12/31/2013	School grading system in place by 2013-2014 school year. Announce results Fall 2014		Legislative School Performance Recognition Program implemented not later than two years after grading system is implemented

Assessment and Accountability Task Force

Superintendents	Suzanne Freeman, Trussville City Schools Dr. Jeff Langham, Elmore County Schools Dr. Barry Sadler, Eufaula City Schools
Principals	Dr. Maurine Black, Greystone Elementary, Hoover City Schools Mr. Martin Nalls, Homewood Middle School, Homewood City Mr. Richard Dennis, Prattville High School, Autauga County
Central Office	Dr. Sandra Spivey, Secondary Curriculum Coordinator, Madison County Dr. Shelia Martin, Special Education Coordinator, Mobile County Ms. Marcia Smiley, Federal Programs Coordinator, Perry County Ms. Vicki Holloway, Assessment Coordinator, Montgomery County
Teachers	Dr. Gay Barnes, Horizon Elementary School, Madison City Ms. Wendy Joiner, Sweetwater School, Marengo County Ms. Marla Hines, Vestavia High School, Vestavia City Ms. Ann West, Career Technical Director, Marion County Schools
Postsecondary	Dr. Susan Price Dr. Kandis Steele
Higher Education	Dr. Betty Lou Whitford, Dean of the College of Education, Auburn University Dr. Tonya Perry, Professor, University of Alabama in Birmingham
Professional Organizations	Dr. Eric Mackey, School Superintendents of Alabama Dr. Tyna Davis, Alabama Education Association Mr. Earl Franks, Council of Leaders in Alabama Schools Dr. Sally Howell, Alabama Association of School Boards
Board Appointees	District 1 Dr. Pam Henson, Central Office Administrator, Baldwin County District 2 Maria Johnson, Literacy Coach, Beverly Middle, Dothan District 3 District 4 District 5 District 6 Dr. Jeanne Payne, Curriculum Coordinator, Decatur City District 7 Dr. Hal Horton, Principal, Muscle Shoals City Schools District 8 Dr. Cathy Vasile, Principal, Huntsville City Schools
Stakeholders	Ms. Caroline Novak, A+ Education Partnership Mr. Gary Palmer, President, Alabama Policy Institute Dr. Jim McLean, Dean of the College of Education, University of Alabama

ACT NO. 2012-402

1 HB588
2 136338-7
3 By Representatives Collins, Henry, Chesteen, Fincher, Scott,
4 Wallace, Beech, Williams (P), Mask, Buttram, Ball, Weaver,
5 Greer, Treadaway and Williams (D)
6 RFD: Education Policy
7 First Read: 20-MAR-12



1
2 ENROLLED, An Act,

3 Relating to public K-12 education; to require the
4 State Superintendent of Education to develop a school grading
5 system reflective of school and district performance; and to
6 create the Legislative School Performance Recognition Program.
7 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

8 Section 1. (a) Just as there is value in assigning
9 grades that reflect the performance of public school students
10 in Alabama, the Legislature finds that there is also value in
11 assigning grades that reflect the performance of the public
12 schools attended by public school students in Alabama. The
13 Legislature further finds that an easy to understand school
14 grading system would best serve the interests of the public as
15 a whole, and specifically the parents and guardians of public
16 school students, by providing another transparent layer of
17 accountability for the public dollars allocated to elementary
18 and secondary education in the state.

19 (2) The Legislature also finds that there is a need
20 for a program to reward public K-12 schools in Alabama that
21 demonstrate high achievement. The Legislature further finds
22 that performance-based incentives and increased autonomy are
23 commonplace in the private sector and should be infused into
24 the public sector as a reward for productivity.

1 Section 2. (a) In addition to any other labels or
2 designations assigned to public schools and public school
3 districts pursuant to a federal, state, school, district, or
4 other assessment or accountability system, the State
5 Superintendent of Education, consistent with the provisions of
6 this act, shall develop a school grading system reflective of
7 school and district performance. The grading system shall
8 utilize the traditional A, B, C, D, or F framework.

9 (1) Schools receiving a grade of "A" are making
10 excellent progress.

11 (2) Schools receiving a grade of "B" are making
12 above average progress.

13 (3) Schools receiving a grade of "C" are making
14 satisfactory progress.

15 (4) Schools receiving a grade of "D" are making less
16 than satisfactory progress.

17 (5) Schools receiving a grade of "F" are failing to
18 make adequate progress.

19 (b) In developing this school grading system, the
20 State Superintendent of Education shall seek input from
21 parents, teachers, school administrators, existing State
22 Department of Education advisory groups or task forces, and
23 other education stakeholders on how the system can properly
24 reflect not only the overall academic proficiency of each
25 public school but also the academic improvements made by each

1 public school, along with other key performance indicators
2 that give a total profile of the school or the school system,
3 or both.

4 (c) The State Superintendent of Education shall
5 prescribe the design and content of the school grading system
6 by not later than December 31, 2012. It is the intent of the
7 Legislature that the system be in place by not later than the
8 2013-2014 school year. The system may not be utilized by the
9 State Superintendent of Education or the State Department of
10 Education until sufficient rules have been promulgated by the
11 State Department of Education pursuant to the Alabama
12 Administrative Procedure Act.

13 (d) Using an easy to understand grading scale, the
14 school grading system shall describe achievement in the state,
15 each district, and each school. Additionally, the State
16 Superintendent of Education shall not be precluded from also
17 assigning grades to school feeder patterns or grades that
18 reflect the fiscal health and fiscal efficiency of a school or
19 school system.

20 (e) The State Superintendent of Education shall make
21 these grades available to the general public, and shall post
22 these grades on the website of the State Department of
23 Education as soon as the grades are available. Additionally,
24 appropriate grade information shall be delivered to the parent
25 or guardian of each public school student at least once

1 annually in the same manner that student report cards are
2 currently delivered.

3 (f) Using state-authorized assessments and other key
4 performance indicators that give a total profile of the school
5 or the school system, or both, a school's grade, at a minimum,
6 shall be based on a combination of student achievement scores,
7 achievement gap, college and career readiness, learning gains,
8 and other indicators as determined by the State Superintendent
9 of Education to impact student learning and success. The
10 school grading system shall be consistently applied so that
11 grades of one school or system may be compared to the grades
12 of any other school or system.

13 Section 3. (a) The Legislative School Performance
14 Recognition Program is created within the State Department of
15 Education to reward public schools that either:

16 (1) Demonstrate high performance by being ranked in
17 the top 25 percent of public schools, as ranked in the school
18 grading system created in Section 2.

19 (2) Demonstrate exemplary progress by improving the
20 overall annual ranking of the school by at least one letter
21 grade, as ranked in the school grading system created in
22 Section 2.

23 (b) All public schools that are ranked in the school
24 grading system created in Section 2 are eligible to
25 participate in the program.

1 (c) The State Superintendent of Education shall
2 prescribe guidelines for how the program shall be administered
3 and implemented by not later than December 31, 2013, but the
4 program may not be implemented by the State Superintendent of
5 Education or the State Department of Education until both of
6 the following have occurred:

7 (1) Rules governing how the program is to be
8 administered and implemented have been promulgated by the
9 State Department of Education pursuant to the Alabama
10 Administrative Procedure Act.

11 (2) The school grading system created in Section 2
12 is in its second academic year of implementation.

13 (d) In developing the program, the State
14 Superintendent of Education shall seek input from parents,
15 teachers, school administrators, existing State Department of
16 Education advisory groups or task forces, and other education
17 stakeholders on how the program may properly reflect not only
18 the overall academic proficiency of each public school but
19 also the academic improvements made by each public school.

20 (e) Selected schools shall receive financial awards
21 depending on the availability of funds appropriated by the
22 Legislature to the program. The State Superintendent of
23 Education shall distribute funds to eligible schools on a
24 competitive basis based on the criteria set forth in this
25 section as well as in the rules governing how the program is

1 to be administered and implemented. When funds are awarded,
2 the State Superintendent of Education may award no more than
3 20 percent of the total appropriation to those schools
4 eligible for an award pursuant to subdivision (1) of
5 subsection (a) of this section. Any remaining amounts shall be
6 awarded to those schools eligible for an award pursuant to
7 subdivision (2) of subsection (a) of this section. No school
8 may be eligible for an award pursuant to both subdivision (1)
9 and subdivision (2) of subsection (a) of this section at the
10 same time.

11 (f) Subject to the rules governing how the program
12 is to be administered and implemented, a school eligible for
13 an award pursuant to subdivision (1) or subdivision (2) of
14 subsection (a) of this section shall be exempt from any
15 statute or regulation related to the prescribed use of funds
16 at the school level, or any categorical spending requirements
17 imposed through the appropriation of funds from the state,
18 except those requirements associated with the receipt of
19 federal funds. A school eligible for an award pursuant to
20 subdivision (1) or subdivision (2) of subsection (a) of this
21 section shall be eligible for the flexibility provided by this
22 subsection regardless of whether the school receives a
23 financial award as contemplated by subsection (e) of this
24 section.

1 (g) A list of schools eligible for an award pursuant
2 to subdivision (1) or subdivision (2) of subsection (a) of
3 this section shall be annually posted by the State
4 Superintendent of Education on the website of the department.

5 Section 4. If any part of this law is declared
6 invalid or unconstitutional, that declaration shall not affect
7 the part which remains.

8 Section 5. This act shall become effective
9 immediately upon its passage and approval by the Governor, or
10 its otherwise becoming law.

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~~_____~~

Speaker of the House of Representatives

Kay Ivey

President and Presiding Officer of the Senate

House of Representatives

I hereby certify that the within Act originated in
and was passed by the House 19-APR-12.

Greg Pappas
Clerk

Senate

08-MAY-12

Amended and Passed

House

09-MAY-12

Concurred in Sen-
ate Amendment

APPROVED *May 15, 2012*

TIME *7:30 am*

Robert Bentley

GOVERNOR

Alabama Secretary Of State

Act Num....: 2012-402
Bill Num....: H-588

Recv'd 05/16/12 09:01amSLF

SPONSOR

Collins

SPONSORS

Henry

W. Claitor

Fincher

R. Scott

W. M. ...

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HOUSE ACTION

DATE: 3-20 2012
RD 1 RFD: CP

REPORT OF STANDING COMMITTEE
This bill having been referred by the House to its standing committee on Education Policy was acted upon by such committee in session, and returned therefrom to the House with the recommendation that it be Passed w/amend(s) w/sub on this 5th day of April, 2012.
W. M. McCluskey, Chairperson

DATE: 4-5 2012
RF: RD 2 CAL

DATE: 20
RE-REFERRED RE-COMMITTED
Committee

I hereby certify that the Resolution as required in Section C of Act No. 81-889 was adopted and is attached to the Bill, HB 588.
YEAS 91 NAYS 5
GREG PAPPAS, Clerk

FURTHER HOUSE ACTION (OVER)

SENATE ACTION

DATE: 4-24 2012
RD 1 RFD: Ed

This Bill was referred to the Standing Committee of the Senate on Education and was acted upon by such Committee in session and is by order of the Committee returned therefrom with a favorable report w/amd(s) w/sub w/eng sub by a vote of 1 nays 0 abstain 0 this 2nd day of May 2012.
Patrick Harris, Chairperson

DATE: 5-3 20
RF: RD 2 CAL

I hereby certify that the Resolution as required in Section C of Act No. 81-889 was adopted and is attached to the Bill, HB 588.
YEAS 22 NAYS 1 Abs
PATRICK HARRIS, Secretary

DATE: 5-8-12 RD 3 at length
PASSED AS AMENDED

YEAS 33 NAYS 0
And was ordered returned forthwith to the House.
PATRICK HARRIS, Secretary

DATE: 20
INDEFINITELY POSTPONED YEARS NAYS

DATE: 20
RECONSIDERED YEARS NAYS

FURTHER SENATE ACTION (OVER)

ADDITIONAL SIGNATURES OF CO-SPONSORS

54	80
55	81
56	82
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79	105

HOUSE ACTION
(Continued)

HOUSE OF REPRESENTATIVES
 R. 3 at length and passed
 Yeas 87 Nays 0 Abs 0
 Date 4/19/12

GREG PAPPAS, Clerk

SENATE ACTION
(Continued)

This bill having been referred to the Committee on Rules pursuant to Senate Rule 23 is reported to the Senate for assignment to the Committee on _____

This _____ day of _____, 20____

Signed (Committee Chairperson) _____

Date: _____

Referred

Committee _____

DATE: _____

RE-REFERRED

RE-COMMITTED

Committee _____

This Bill was referred to the Standing Committee on _____ the Senate on _____

and was acted upon by such Committee at _____ session and is by order of the Committee returned therefrom with a favorable report w/amd(s) _____ w/sub _____ w/eng sub _____ by a vote of _____

yeas _____ nays _____ abstain _____ this _____ day of _____ 20____

_____, Chairperson

DATE: _____

RF CAL

RESPONSE to INSTRUCTION (RI)



Alabama Department of Education



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Please send questions and comments to Mrs. Christine Spear, RTI Coordinator via e-mail at cspear@alsde.edu or by telephone at 334-242-9743.



ALABAMA DEPARTMENT OF EDUCATION,
JOSEPH B. MORTON, STATE SUPERINTENDENT OF EDUCATION
FEBRUARY 2009

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.

Executive Summary

The purpose of this document is to describe the expectations and components of a well-implemented RtI Model, outline Alabama's tiered instructional model, and describe the problem-solving process.

Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The RtI process requires the involvement of classroom teachers, parents, students (when appropriate), building specialists, (e.g., principals, academic coaches, special education teachers, ELL teachers, counselors, gifted teachers, speech therapists) and community service providers. The ultimate purpose of the RtI process is to enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data are utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity.

Leadership at the LEA and school level is critical for effective implementation of RtI. The success of RtI will be determined, to a great extent, by the degree in which district and school leaders transfer the focus of RtI from philosophical understanding to actual practice. Support provided to teachers must extend throughout the implementation of core instruction, interventions, and the collection of appropriate data to assess student progress both academically and behaviorally.

Although supporting initial implementation of RtI should be an important focus for school systems, establishing a long term commitment of resources and time is equally critical. Schools must devote time to implementation and maintenance of the RtI Model:

time for data meetings, problem-solving team meetings, and for development of action plans that identify continued professional development needs and procedures for continuation or changes in instruction. School staff must possess skills in the necessary instructional strategies and interventions as well as assessment tools focusing on screening, progress monitoring, and outcomes.





RESPONSE TO INSTRUCTION (RtI)

Core Support for All Students

What is Response to Instruction (RtI)?



RtI integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RtI, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's response.

Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, RtI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

What are the Core Principles of RtI?



- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

How is behavior addressed in the RtI Model?



Positive Behavior Supports (PBS) is a national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education, and improving student achievement. PBS uses a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research validated practices and the environments in which teaching and learning occur. This model is consistent with RtI principles.

The goal of PBS in Alabama is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors, by establishing an effective continuum of PBS systems, data, and practices model. The proactive design for PBS is to address the needs of students in Tier I, whole school/district; Tier II, strategic

Key elements of PBS

Who are the key players and what are their roles?



interventions for students with challenging behavior; and Tier III which addresses the more serious behaviors that often require functional behavior assessments and behavior intervention plans.



Effective, efficient, and relevant schoolwide discipline is based on a balance of four key elements:

1. Clearly specified outcomes that are related to academic achievement and social competence.
2. Data-based decision making that guides selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
3. Evidence-based practices that have a high probability of outcome achievement for students.
4. Systems that support adult adoption, high fidelity implementation, and sustained use of effective practices.



Central Office Leader—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and tangible support for a successful effort.

Principal—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and resources for successful implementation.

Building Level Data Specialist—Gather and organize data and provide coaching for data interpretation. Monitor and organize the problem-solving process. It's best that this person does not have full-time classroom responsibilities.

General Education Teacher—Implement instruction and interventions with fidelity, evaluate, and identify students who are at risk and adhere to decision-making protocol adopted at the district and school level.

Special Education Teacher—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Specialist and Support Staff—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Parent/Families/Guardians—Collaborate with teachers regarding identified need, share information about child and family as appropriate, and support student learning at home.



Alabama's Tiered Service Delivery Model

ACADEMICS

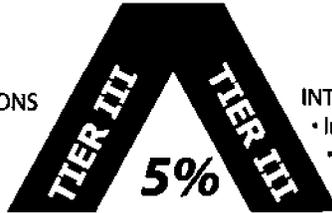
INTENSIVE INTERVENTIONS

- Individual Students
- Diagnostic Assessments
- High Intensity

BEHAVIOR

INTENSIVE INDIVIDUAL INTERVENTIONS

- Individual Students
- Assessment-Based
- Intense Durable Procedures



TARGETED INTERVENTIONS

- Some Students (at risk)
- Rapid Response
- Frequent Progress Monitoring

TARGETED GROUP INTERVENTIONS

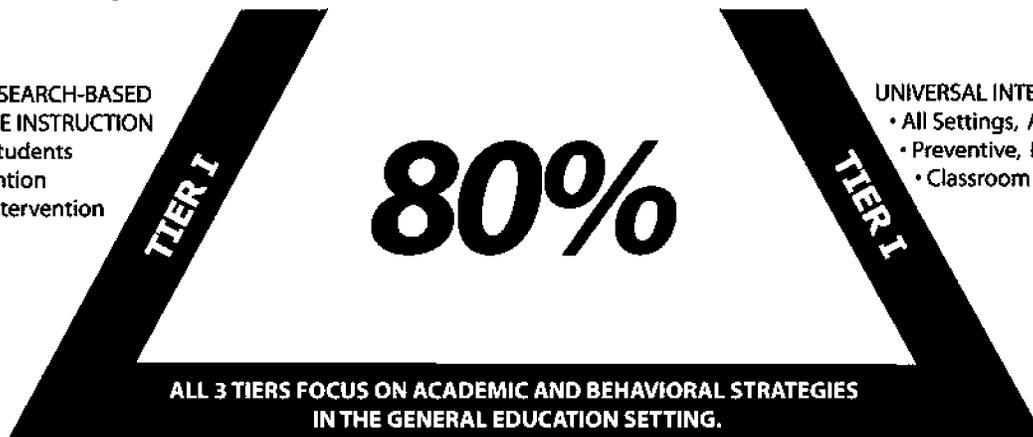
- Some Students (at risk)
- Rapid Response
- Frequent Progress Monitoring

RESEARCH-BASED CORE INSTRUCTION

- All Students
- Prevention
- Early Intervention

UNIVERSAL INTERVENTIONS

- All Settings, All Students
- Preventive, Proactive
- Classroom Management



What is the focus of Alabama's tiered instructional model?



Alabama's instructional model has three tiers that focus on academic and behavioral strategies in the general education setting. The expectation is that K-12 general education teachers teach in a way that meets the varied needs of their students, utilizing ongoing assessments to identify students in need of additional instructional support as early as possible. District and school leaders are encouraged to organize school resources so that students receive instructional support in a timely manner. A problem-solving process should be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to develop academic and behavior intervention strategies that have a high probability of success.



Alabama's Tiered Service Delivery Model

ACADEMIC

BEHAVIOR



RESEARCH-BASED
CORE INSTRUCTION
• All Students
• Prevention,
Early Intervention

TIER I

80%

UNIVERSAL INTERVENTIONS
• All Settings, All Students
• Preventive, Proactive
• Classroom Management

TIER I

What are the characteristics of Tier I instruction?

Tier I instructional content is a research-based instructional practice based on the Alabama Course of Study for each specific content area and should include benchmark assessments of all students at least three times a year to identify need for intervention and ongoing progress monitoring. Ongoing professional development should equip teachers with necessary tools to ensure that students receive quality instruction. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. Tier I (or core) instruction is present at all three levels of the tiered model. Maximize instruction by offering each student more of the following:

- Repeated opportunities for practice and review.
- Additional opportunities for correction and feedback.
- Increased time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.

What should students receive in Tier I instruction?

.....
Curriculum and Instruction

Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80 percent of the students. All students should receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven. Tier I instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations.

Assessment

Assessment should include universal screenings and progress monitoring. Schools should have a process for reviewing all students' progress through central office level and building level universal screening tools. Universal screenings are administered to all students to determine their level of mastery of grade level standards. Examples of universal screening measures are letter naming fluency, comprehension, oral counting, number identification, and written expression. State assessments such as the Alabama Reading and Math Test (ARMT) and the Stanford may also be used as screening data for the following school year. Screening measures should provide



an initial indication (baseline data) of which students are entering the school year at risk of academic difficulties because they lack the development of critical academic and/or behavioral skills as well as students who have exceeded benchmarks and need more challenging curricula. This baseline data is the best indicator of that student's level of performance at the beginning of progress monitoring. Information gathered from these screening tools will allow teachers to differentiate their instruction based on what students already know and can do. Once the baseline has been established schools should create benchmarks

for progress monitoring and provide a structure for reviewing and discussing screening and progress monitoring data so that effective adjustments to instruction can be made. Communicating and interpreting student screening and progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record than can be easily understood by teachers, administrators, parents, and students.



Alabama's Tiered Service Delivery Model

ACADEMIC

BEHAVIOR



<p>TARGETED INTERVENTIONS</p> <ul style="list-style-type: none">• Some Students (at-risk)• Rapid Response• Frequent Progress Monitoring	<p>TARGETED GROUP INTERVENTIONS</p> <ul style="list-style-type: none">• Some Students (at-risk)• Rapid Response• Frequent Progress Monitoring
--	--

What are the characteristics of Tier II interventions?

.....
Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice.

Teacher can maximize instruction by offering each student more of the following:

- Opportunities for practice and review.
- Opportunities for correction and feedback.
- Time on task, engaged in instruction and practice.

- Drill repetition and/or practice review.
- Opportunities for completing tasks in smaller steps..

Who receives Tier II services?



Tier II instruction has a two-fold purpose:

- To remediate skill or concept deficits of students who are not making adequate academic gains or have mild or moderate difficulties in the area of social competence.
- To enrich and enhance the education of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline.

Who makes the decision to provide Tier II intervention?



The decision to provide Tier II intervention is based on student data and may be made by the general education teacher, a grade level team, a specialist, etc.

Who provides Tier II intervention?



- General Education Teacher
- Specialized Teacher
- Special Education Teacher
- Paraeducator

Where can Tier II intervention be provided?



Tier II intervention can take place inside or outside of the general education classroom. Remember, Tier II intervention is not a place. It is a service that is provided to students needing additional support in the core instruction.

What should students receive in Tier II intervention?



Curriculum and Instruction

Tier II intervention is explicit, systematic, and aligned with Tier I instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data.

Tier II instruction for enrichment should contain sufficient depth, breadth, and complexity to increase individual student skills and concept formation.

Assessment

Assessments should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place response to the intervention should be monitored regularly (i.e., bi-weekly or weekly).

When selecting assessments at the Tier II level, the focus should be on identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teacher. Communicating and interpreting progress

monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

What does the decision-making process look like in Tier II?

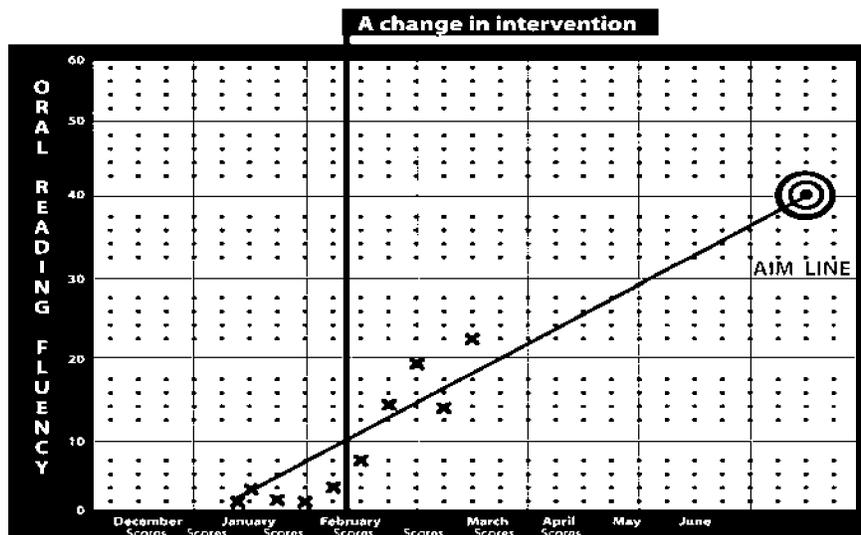
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Standard interventions based on needs identified by screening or progress monitoring data (also known as Standard Treatment Protocol) are often recommended in Tier II. Standard Treatment Protocol interventions are intensive, short-term interventions that are shown through research to be highly effective with a majority of students and can be used with minimal analysis of the deficit skills. Interventions represent instruction that benefits most students. This process is more likely to be used to prevent and/or correct less severe problems before they have the potential to establish disabling conditions.

Decisions are usually made by general education teachers, specialists, grade level teams, or members of the problem-solving team.

What does grouping look like in Tier II?

.....
Students receiving Tier II intervention support are placed in small groups according to the skill deficit. The groups are adjusted as instructional priorities for each student change. Grouping practices should include multiple and flexible grouping formats based on student needs.





How much progress is enough?

Plot the first benchmark score and draw an AIM LINE from that to the target goal. This provides a visual reminder of the expected goal and weekly progress. As you monitor the student on that measure, plot each monitoring point. If three progress monitoring scores in a row are below the AIM LINE, then you may need to adjust or intensify the intervention.

Chart A shows a student’s oral reading fluency (orf) scores. The student’s data progress is below the aim line on three consecutive assessment points in January; therefore, the intervention was adjusted.

After adjusting, the student began to show successful growth. This student will continue with the present supplemental intervention in addition to the core instruction until grade level mastery has been reached.

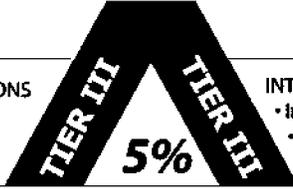
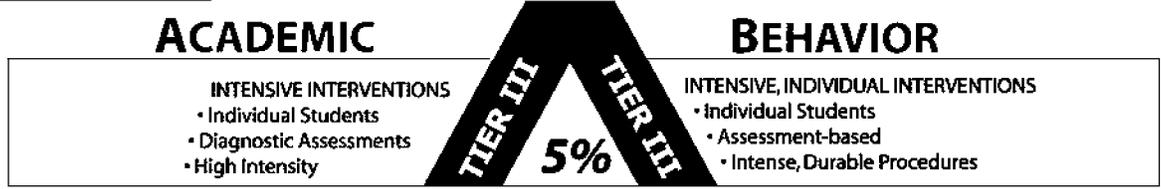
It is necessary to look at the individual progress of a particular student as well as compare that progress to the progress of his/her peers. Some students may make considerable gains, but when compared to their grade level peer group, they still lag behind on the rate of growth. In planning for support, instructional strategies should be considered that will help the students close the gap.

What if Tier II is not enough?

Struggling learners who still have difficulty mastering grade level expectations after receiving Tier I and Tier II services should be provided with Tier III intervention. The amount of instructional time is determined at the central office or building level and is based on age, grade, subject, severity of deficit, etc.



Alabama's Tiered Service Delivery Model



What are the characteristics of Tier III interventions?

.....
Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions should be provided by a specialized teacher who is highly skilled in the area of weakness. Materials and strategies should be specialized research or evidence-based interventions based on the needs of the students who will receive the intervention. Instruction should include more opportunities for modeling, providing multiple examples and a wider range of examples, corrective feedback, etc.

Who provides Tier III intervention?

.....
Tier III interventions should be provided by a specialized teacher/ counselor or special education teacher who is highly skilled in the particular area of weakness.

Where does Tier III intervention take place?

What should students receive in Tier III interventions?

What does the decision-making process look like in Tier III?

.....
Tier III interventions usually take place outside the general education classroom (could be before or after school).

.....
Curriculum and Instruction
Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III interventions is determined by a problem-solving team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant). The interventions in Tier III are skill specific and should be delivered by someone highly skilled in that area. The interventions should increase in intensity and require smaller groupings for instruction. The specific nature of the intervention is based on progress monitoring data and/or diagnostic assessment information. These interventions are more likely to occur outside the general education classroom and will require curriculum strategies that focus on accelerating learning.

Assessment
The frequency of assessment should increase in Tier III. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored more frequently. Diagnostic assessments should be given to provide a comprehensive look at the student's strengths and areas of need. Assessments should provide specific information on how to meet the student's instructional needs. Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.



.....
Decisions regarding Tier III intervention services are determined by a problem-solving team and should be based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on a regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress the team may consider whether the

student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

What are the key features of Tier III decisions?

←.....

- Usually involve interventions that are individually tailored to meet the student's learning needs.
- Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
- Requires analysis of the environmental/instructional conditions and skill deficits.

What does grouping look like in Tier III?

←.....

Grouping practices involve placing students in groups of two to three according to the skill deficit or one-on-one if needs are severe. Grouping should be flexible, based on student needs.

Intensity of instruction is increased by increasing the amount of time provided to the student per day and decreasing the group size.



SPECIAL CONSIDERATIONS IN RtI

Enrichment

Levels of intensity within the tiered instructional delivery model allow for the diversity of individual needs of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline.

Eligibility for Specific Learning Disability (SLD)

Students who have not responded to Tier II and Tier III interventions and who may be suspected of having a learning disability may be eligible for special education as a student with a Specific Learning Disability. Data gathered during Tier II and Tier III may be used to indicate the student's areas of deficit and insufficient progress when utilizing research-based interventions. Follow appropriate legal procedures in accordance with the

Alabama Administrative Code (AAC) when referring a student for identification of Special Education services.

Students who have significant reoccurring or inappropriate behavior concerns should initially be referred to the problem-solving team. The team should address student behavior using behavior assessment instruments and strategic intervention. This could include the Functional Behavior Assessment (FBA) and/or Behavior Plans. If interventions are unsuccessful a referral for special education evaluation may be recommended. Follow appropriate legal procedures in accordance with the Alabama Administrative Code (AAC) when referring a student for identification of Special Education services.



STEPS IN THE PROBLEM-SOLVING PROCESS

1. What is the problem?



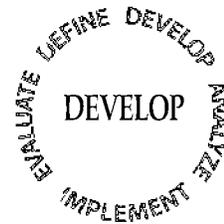
- The problem should be stated in objective, measurable terms, using direct measures of academics and/or behavior. Organize your problem solving around what you want students to be able to do.
- The definition of the problem must focus on teachable skills that can be measured and can be changed through the instructional process.
- The problem can be characterized as the difference between what is observed/measured and an established expectation for the student.
- Expectations can be developed based on:
 - State standards
 - Curriculum objectives
 - Developmental standards
- The problem may exist for only one student, a small group, or a large group. This will impact your choice of interventions.

2. Why is the problem happening?



- Gather all relevant information about the problem (i.e., assessments, class work, observation information, information provided by parents, etc.).
- Take into account all of the information and develop a potential hypotheses about the probable cause of the problem.
- Gather information to confirm or disprove the hypotheses.
- Ask questions:
 - Have students received quality instruction in the target skill?
 - Does the school environment support the acquisition and application of the target skill?
 - Does the curriculum support the development of the target skill?

3. How are we going to solve the problem?



- Develop an intervention plan that matches the identified student need and has the most likelihood of success.
 - A good intervention plan:
 - Explicitly defines the skill to be taught.
 - Focuses on measurable benchmarks.
 - Defines who will complete various tasks.
 - Describes a plan for measuring and monitoring effectiveness of instructional efforts.
- Develop a plan for monitoring the intervention for fidelity of implementation.
- Locate resources that match the identified student need.
- Determine how often progress monitoring will take place.
- Determine at what point the problem-solving team will assemble again to review progress.
- Monitor the intervention for fidelity of implementation.
- Progress monitor regularly.
- Use graphs or other display to make student performance visible.
- Determine, based on data, whether the intervention or goal needs to be modified.

4. Did the intervention work?



- Evaluate student to determine his/her response to the intervention.
- Decide based on data if the intervention needs to be changed.
- Consider whether the intensity of the intervention needs to be increased by:
 - reducing the size of the group;
 - increasing the amount of time/frequency; or
 - narrowing the focus of the instruction.
- Repeat the problem-solving process if necessary.

EFFECTIVE BENCHMARKS & GOALS

(Adapted from School Improvement Guide Book, Alabama Department of Education)

benchmark *n.* 1) a standard by which something can be measured or judged
2) incremental measures or checkpoints on progress toward student achievement goals throughout the year

In reviewing School Improvement Plans statewide the review teams discovered some common errors schools made in writing benchmarks: (*this list is not exhaustive*)

- “ARMT/Stanford 10 scores”... That assessment is not an incremental checkpoint measuring progress throughout the year. Using these results alone provides no time to make instructional adjustments or plan for student remediation.
- “Review of unit/chapter test scores.” Merely reviewing scores is not a benchmark. Scores can be recorded, reviewed, and put on a grade distribution form but that will not make a difference in student achievement. Using standards-based assessments with an assigned Mastery/Non-Mastery level can be a tool to identify non-mastery students for re-teaching specific standards.
- “Nine weeks grades will improve in reading and math.” Improvement in the number of As, Bs, and Cs in a grading period may not tell whether

standards are being mastered. Standards-based assessment results can inform and influence who needs further instruction and/or support.

Points to Ponder

- ✖ Benchmarks must be measurable and should include numbers or “he started here and want him to be there” vocabulary.
- ✖ Benchmarks must be incremental (at regular intervals).
- ✖ Benchmarks should be related to student achievement.

Criteria for Well-Written Goals

Well-written goals will meet the following criteria:

- The goal should be specific about what you are trying to do.
- The goal should indicate some measurable evidence that can help you determine whether you’ve met the goal.
- The goal should be realistic to accomplish.
- The goal should be attainable in the time frame indicated.
- There should be a need for the goal.
- The goal should be student-teacher oriented and realistic.
- The goal should be aligned with district, state, and national standards.

EACH GOAL SHOULD BE <u>SMART</u>	CLARIFICATION
<u>S</u> pecific gap	Boys’ attendance in Grade 5 is 20 percent lower than girls.
<u>M</u> easurable outcomes	Boys’ attendance in Grade 6 will improve by 10 percent during the year 2008-2009 as measured by attendance records.
<u>A</u> ttainable and realistic	Acknowledge the gap or identified need, but don’t try to solve major problems in one year. Don’t set your school up for failure.
<u>R</u> elated to student achievement	Gather baseline data and establish benchmarks for monitoring progress.
<u>T</u> ime bound	Set appropriate timelines.

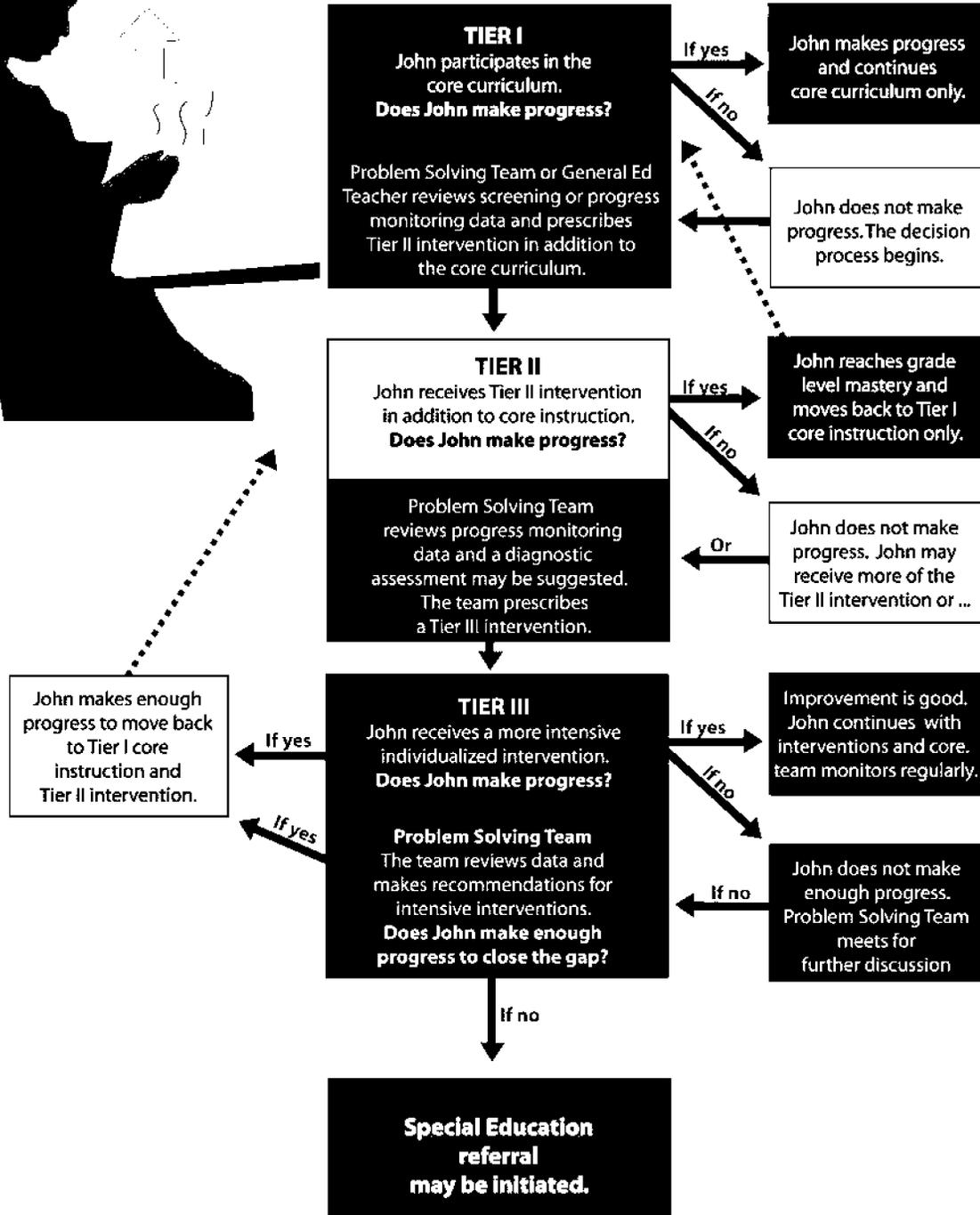
Writing SMART Goals

Goal-writing is a critical part of the problem-solving process. Having clearly defined goals and student expectations are important to the success of your plan. All goals must directly address improving student academic achievement and/or address necessary improvements in the learning culture that

are negatively affecting student achievement. The Response to Instruction process should be unique to each central office and each school. The process can also be different for individual students when using the problem-solving approach. Below you will find an example of how it might look when a student goes through the process.



Using Data to Focus on Instruction



Getting Started

Implementation will be an ongoing process which is best situated as part of comprehensive improvement efforts. It is important to realize that consensus building is necessary and will likely be ongoing over a period of time. Both consensus building and developing an infrastructure are critical at the school and central office level. The following protocol should be used as a model for getting started.

Alabama's Response to Instruction Protocol

1. Complete a self-assessment to determine your initial readiness towards implementation of a Response to Instruction (RTI) approach. Develop an action plan based on the results of the self-assessment. Indicators to be considered are:
 - Effective student problem-solving team in place
 - High quality, standards-based curriculum, and research-based instruction in general education
 - Prescriptive/ongoing assessment practices in place
 - Levels of intervention identified and resources allocated
 - Ongoing, job-embedded professional development provided
2. Identify instructional levels of all students. This determination should be an objective understanding from available data sources including ARMT, DIBELS, quarterly or unit assessments, etc. Utilize this information to determine which students may be at risk for failure or may be underachieving.
3. Place students into instructional groups based on the previously gathered data, and provide each student a core curriculum of research-based instructional practices based on the standards of the Alabama Courses of Study for each specific content area, (e.g. Tier I instruction). Principals are expected to support sound classroom management and instructional strategies through spot observations and instructional leadership.
4. Monitor student progress, identify specific areas of need, and provide instructional strategies and interventions to enhance the student's

opportunity for success, whether it is a student who is at risk or a student who is underachieving. Document the concern, the intervention, and the monitored progress.

5. Prescribe a research-based intervention plan for those students who are not successful in Tier I. This intervention will be in addition to the core curriculum, and will have as its goal moving these students to grade-level mastery. The format for this Tier II level of intervention may be small-group, computer-based, or one-on-one instruction. This instruction is primarily delivered by the general classroom teacher.
6. Consult with the problem-solving team regarding those students who are not successful after receiving Tier II interventions. The team may prescribe an additional more intensive program of intervention that is research-based. This Tier III intervention should be provided outside of the regular classroom, but should be aligned with the core curriculum with the goal of accelerating the growth of these students in order to reach grade level mastery. The team should monitor student progress regularly to determine if additional intensive intervention is needed or if possible referral for diagnostic testing is necessary.

Resources for Getting Started

The National Association of State Directors of Special Education, Inc. (NASDSE) has published implementation guides for district and school level implementation. This document provides a framework for building an effective Response to Instruction model. The blueprints outline the following processes that are necessary for success:

- Building consensus.
- Assessing current practices.
- Identifying needs.
- Developing a timeline for consensus building and infrastructure development.
- Integrating with continuous improvement plans, curriculum mapping, schoolwide plans and initiatives.

You may download the documents at www.nasdse.org/Portals/0/DISTRICT.pdf for district level blueprints and www.nasdse.org/Portals/0/SCHOOL.pdf for school level blueprints.

APPENDIX

Terms and Concepts

Aim Line

An aim line is a means of evaluating data. The aim line marks the path the student should take to move from the current baseline level of performance, to the preset academic or behavioral goal.

Benchmarks

Incremental measures or checkpoints on progress toward student achievement goals throughout the year.

Curriculum Based Assessment (CBA)

Direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions. This method is also known as *direct assessment of academic skills*. These assessments are usually a part of the math and reading programs.

Curriculum Based Measurement (CBM)

A method of student progress monitoring that helps teachers find out how students are progressing in basic academic areas such as math, reading, writing, and spelling. Example: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Differentiated Instruction

Process of designing lessons that focus on components such as instructional strategies, instructional groupings, an assortment of materials, etc. Such lessons include varied learning objectives, grouping practices, teaching methods, assignments, materials based on student needs, etc.

Fidelity of Implementation

Implementation of a curriculum (e.g., intervention, core program) according to research findings as well as guidelines outlined by the program developer.

High-Quality Instruction/Intervention

Instruction/intervention that is matched to student needs. Teachers deliver differentiated instructional strategies proven successful through scientific research in producing high success rates for most students.

Intensive Interventions

Academic and/or behavioral interventions that increase in intensity by adjusting components such as time, group size, delivery, etc. (e.g., pacing, student engagement).

Learning Rate Over Time

Student's growth in achievement or behavior over time compared to prior level of performance and/or compared to peers who receive same instruction/intervention.

Level of Performance

Refers to student's relative standing on some dimension of achievement or behavior compared to expected performance (either criterion or norm referenced) Decisions about the use of more or less intense interventions are based on information concerning both learning rate and level of performance.

Positive Behavior Supports (PBS)

Positive Behavior Supports (PBS) is a national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education, and improving student achievement.

Problem-Solving Approach to Response to Instruction

Generally answers four questions (i.e., What is the problem? Why is it happening? What are we going to do about it? Did our interventions work?) and assumes that no single intervention will be effective for all students.

Progress Monitoring

A practice used to evaluate the effectiveness of instruction/behavior in helping students meet specific learning goals or targeted skills.

Response to Instruction (RTI)

The practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to make important educational decisions.

Standard Treatment Protocol

A framework of instruction and intervention based on researched strategies proven successful for a majority of students with similar academic or behavioral needs.

Tiered Service Delivery Model

Common model of three or more tiers of instruction based on student skill needs.

Universal Screening

A process of reviewing performance of all students in order to identify those who may be at risk of failure to meet academic or behavioral expectations. Universal screening can be accomplished by administering an academic screening to all students or by reviewing a student's recent performance on state assessments.

REFERENCES

National Association of State Directors of Special Education (NASDSE). Response to Instruction: Policy Considerations and Implementation. (2005). Available from NASDSE Publications www.nasdse.org.

National Research Center on Learning Disabilities. (2004). Executive summary of the NRCLD symposium on responsiveness to intervention [Brochure]. Lawrence, KS: Author.

O'Connor (2003). Tiers of intervention in kindergarten through third grade. Paper presented at the Response-to-Intervention Symposium, December 4-5, 2003, Kansas City, MO. Retrieved June 12, 2006, from www.nrclld.org/html/symposium2003.

INTERNET RESOURCES

www.interventioncentral.org

www.studentprogress.org

www.rtinetwork.org

www.rti4success.org

<http://iris.peabody.vanderbilt.edu>

Please send questions and comments to Mrs. Christine Spear, RTI Coordinator
via e-mail at cspear@alsde.edu or by telephone at 334-242-9743.



EDUCATOR – FORMATIVE EVALUATION PROCESS DEVELOPED BY A LOCAL EDUCATION AGENCY

Any local superintendent not implementing the EDUCATEAlabama online process or who has decided to move from a locally developed process to EDUCATEAlabama implementation in 2012-2013 must complete the attached *LEA Educator Formative Evaluation 2012-2013 Intent Form* and electronically submit it no later than August 1, 2012, to:

**Alabama Department of Education
Office of Teaching and Leading
EDUCATEAlabama/LEADAlabama Section
educatealabama@asc.edu
Questions: 334-353-8924**

The completed Intent Form will provide assurance that the following SDE criteria for a locally developed formative evaluation process for educators will be implemented through your school system's local process in 2012-2013.

Educator Information – On file at the LEA for all educators, regardless of evaluation cycle for the current year:

- Educator's name - First/Middle/Last
- Date of birth (DOB) and Social Security Number (SSN)
- Novice, non-tenured, or veteran/tenured
- University preparatory program completed
- LEA and school
- Grade level(s) and/or content area(s)
- Type of certificate(s) held
- Evaluator's name and position

Formative Evaluation Process: LEA's method for documenting that the following will be and/or has been completed:

Beginning–Academic Year – All Educators, regardless of evaluation cycle

- Self-assessment using the *Alabama Quality Teaching Standards (AQTs)* and *Alabama Continuum for Teacher Development*.
- Initial dialogue between the teacher/educator and the evaluator discussing the completed self-assessment.
- Completed Professional Learning Plan (PLP) based on the self-assessment and initial dialogue.

During–Academic Year

- All Educators: Completed professional study and supporting evidence supporting the PLP content.
- Educators on full evaluation cycle: Two unannounced observations and subsequent dialogues based on PLP content, in addition to other supporting evidence throughout the year.

End–Academic Year – All Educators, regardless of evaluation cycle

- Completed Evidence Summary Report and close-out of the EDUCATEAlabama process.

SDE Approved for Dissemination

(b)(6)

Thomas R. Bice
State Superintendent of Education

Date

5/10/12

ALABAMA STATE DEPARTMENT OF EDUCATION (SDE)
LOCAL EDUCATION AGENCY (LEA) EDUCATOR FORMATIVE EVALUATION

2012-2013

INTENT FORM

Complete, then attach and send via e-mail to educatealabama@asc.edu no later than August 1, 2012. The SDE will electronically notify the local superintendent and evaluation coordinator when the completed form is received and archived. If you have questions, contact the Office of Teaching and Leading at 334-353-8924.

LEA Name: _____ Date of Submission: _____

Superintendent: _____ E-Mail Address: _____ Telephone: _____

Evaluation Coordinator: _____ E-Mail Address: _____ Telephone: _____

In 2012 – 2013, our school system will continue to use the same locally developed formative evaluation system for educators as originally submitted to the Alabama State Department of Education and accepted by the State Superintendent of Education in August 2011.

In 2012 – 2013, our school system will continue to use a revised version of the locally developed formative evaluation system for educator that was submitted to the Alabama State Department of Education and accepted by the State Superintendent of Education in August 2011. The revised version meets the *SDE Criteria for the Educator Formative Development Process Developed by a Local Education Agency* and is available for SDE review upon request.

In 2012 – 2013, our school system will implement the SDE EDUCATEAlabama Online Process for formatively evaluating educators. The locally developed process submitted to the SDE and accepted by the State Superintendent of Education in August 2011 will no longer be implemented.

In 2012 – 2013, our school system will develop and implement a locally developed formative evaluation system for educators not previously used before. The newly developed local process meets the *SDE Criteria for the Educator Formative Development Process Developed by a Local Education Agency* and is available for SDE review upon request.

Comments (Optional):

Local Superintendent's Signature

Date

Alabama Department of Education- Preliminary List of Priority Schools 2012-2013

System Code	School Code	System Name	School Name	SIG Status	RANK	School Category	Proficiency	TITLE 1 Status	GradRate	Participation Rate Less Than 95%
XXX	XXXX	XXXX	XXXX	XXXX	0	Combined	6	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Middle	40	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Elementary	37	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	High School	1	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Elementary	51	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Middle	19	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Middle	19	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	High School	6	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Combined	21	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Combined	37	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Combined	9	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Middle	10	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Middle	13	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Elementary	20	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Elementary	40	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Middle	14	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	High School	3	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	Elementary	56	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	0	High School	3	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	4	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	11	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	Combined	25	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	6	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	10	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	Combined	29	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	3	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	2	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	13	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	3	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	1	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	4	School-wide	XX	XXXX

Alabama Department of Education- Preliminary List of Priority Schools 2012-2013

System Code	School Code	System Name	School Name	SIG Status	RANK	School Category	Proficiency	TITLE 1 Status	GradRate	Participation Rate Less Than 95%
XXX	XXXX	XXXX	XXXX	XXXX	0	Combined	6	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	Combined	24	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	4	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	7	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	3	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	5	TA	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	1	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	1	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	1	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	2	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	99	High School	1	School-wide	XX	XXXX
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XXX	XXXX	XXXX	XXXX	XXXX	99	High School	13	Not Title 1	XX	XXXX
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XXX	XXXX	XXXX	XXXX	XXXX	3	Elementary	20	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	4	Elementary	21	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	5	Elementary	22	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	1	Middle	10	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	2	Middle	10	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	1	High School	0	School-wide	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	1	Combined	3	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	2	Combined	7	Not Title 1	XX	XXXX
XXX	XXXX	XXXX	XXXX	XXXX	3	Combined	7	School-wide	XX	XXXX

Alabama Department of Education- Preliminary List of Focus Schools 2012-2013

System Code	School Code	System Name	School Name	TITLE 1 Status	School Category	RANK	Proficiency Gap	NCES ID SYSTEM	NCES ID SCHOOL
XXX	XXXX	XXXX	XXXX	TA	Elementary	1	15.3583	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	2	15.2536	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	3	15.1787	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	4	13.8028	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	5	13.7467	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	6	13.6397	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	7	13.4956	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	8	13.4506	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	9	12.9518	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	10	12.7933	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	11	12.1796	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	12	12.0568	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	13	11.7205	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	14	11.6847	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	15	11.4899	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	16	11.4697	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	17	11.3725	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	18	10.6632	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	19	10.5084	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	20	10.4818	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	21	10.4761	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	22	10.3703	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	23	10.3082	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	24	10.1677	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	25	9.9684	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	Elementary	26	9.5721	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	27	9.3540	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	28	9.0974	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	29	9.0770	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	30	8.7282	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	31	8.4882	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	32	8.4029	XXXXXX	XXXXX

Alabama Department of Education- Preliminary List of Focus Schools 2012-2013

System Code	School Code	System Name	School Name	TITLE 1 Status	School Category	RANK	Proficiency Gap	NCES ID SYSTEM	NCES ID SCHOOL
XXX	XXXX	XXXX	XXXX	TA	Elementary	1	15.3583	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	33	8.3813	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	34	8.0350	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	35	7.5970	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	36	7.5142	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	37	7.4060	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	38	7.3910	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	39	7.2975	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	40	7.2761	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	41	6.9252	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	42	6.7498	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	43	6.6791	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	44	6.2110	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	45	6.1950	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	46	6.0640	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	Elementary	47	5.7946	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	48	5.7946	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	49	5.6669	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	50	5.5385	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	51	5.2233	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Elementary	52	5.1070	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	1	25.07083	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	2	23.81205	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	3	23.61971	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	4	22.37852	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	5	22.33634	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	6	21.3128	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	7	21.24823	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	8	21.01775	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	9	20.98494	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Middle	10	20.50591	XXXXXX	XXXXX

Alabama Department of Education- Preliminary List of Focus Schools 2012-2013

System Code	School Code	System Name	School Name	TITLE 1 Status	School Category	RANK	Proficiency Gap	NCES ID SYSTEM	NCES ID SCHOOL
xxx	xxxx	xxxx	xxxx	TA	Elementary	1	15.3583	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	Middle	11	20.30952	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	Middle	12	20.20804	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	Middle	13	20.17512	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	Middle	14	19.55838	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	Middle	15	19.30509	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	Middle	16	19.2761	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	1	37.2761	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	1	37.2761	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	3	36.56181	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	4	36.31147	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	5	35.96031	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	6	35.38931	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	7	35.2761	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	8	35.04893	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	9	35.03729	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	10	34.99039	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	11	34.85675	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	12	34.82512	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	13	34.68989	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	14	34.5322	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	15	34.51014	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	16	34.43519	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	17	34.42913	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	School-wide	High School	18	34.41896	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	19	34.25495	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	20	34.20861	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	21	34.1265	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	22	34.06181	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	23	34.03536	xxxxxx	xxxxx
xxx	xxxx	xxxx	xxxx	Not Title 1	High School	24	34.01523	xxxxxx	xxxxx

Alabama Department of Education- Preliminary List of Focus Schools 2012-2013

System Code	School Code	System Name	School Name	TITLE 1 Status	School Category	RANK	Proficiency Gap	NCES ID SYSTEM	NCES ID SCHOOL
XXX	XXXX	XXXX	XXXX	TA	Elementary	1	15.3583	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	High School	25	33.92682	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	High School	26	33.89772	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	High School	27	33.84473	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	High School	28	33.8129	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	High School	29	33.78773	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	High School	30	33.73	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	Combined	1	30.60943	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	2	26.64808	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	Combined	3	26.4552	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	Combined	4	25.99791	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	5	25.92858	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	Combined	6	24.52248	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	7	24.08166	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	8	23.96675	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	9	23.81456	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	10	23.44631	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	11	23.235	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	12	23.2136	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	Not Title 1	Combined	13	22.84311	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	14	22.74122	XXXXXX	XXXXX
XXX	XXXX	XXXX	XXXX	School-wide	Combined	15	22.65346	XXXXXX	XXXXX

Alabama Standards for Instructional Leaders

To realize the mission of enhancing school leadership among principals and administrators in Alabama resulting in improved academic achievement for all students, instructional leaders will be held to the following standards:

Standard 1: Rationale

This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Standard 1: Planning for Continuous Improvement

Engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

Standard 1: Key Indicators

1. Knowledge to lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center
2. Ability to lead and motivate staff, students, and families to achieve the school's vision
3. Knowledge to align instructional objectives and curricular goals with the shared vision
4. Knowledge to allocate and guard instruction time for the achievement of goals
5. Ability to work with faculty to identify instructional and curricular needs that align with vision and resources
6. Ability to interact with the community concerning the school's vision, mission, and priorities
7. Ability to work with staff and others to establish and accomplish goals
8. Ability to relate the vision, mission, and goals to the instructional needs of students
9. Ability to use goals to manage activities
10. Ability to use a variety of problem-solving techniques and decision-making skills to resolve problems
11. Ability to delegate tasks clearly and appropriately to accomplish organizational goals

12. Ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making
13. Ability to use a process for gathering information to use when making decisions
14. Knowledge to create a school leadership team that is skillful in using data
15. Ability to use multiple sources of data to manage the accountability process
16. Ability to assess student progress using a variety of techniques and information
17. Ability to monitor and assess instructional programs, activities, and materials
18. Knowledge to use approved methods and principles of program evaluation in the school improvement process
19. Ability to use diagnostic tools to assess, identify, and apply instructional improvement
20. Ability to use external resources as sources for ideas for improving student achievement

Standard 2: Rationale

This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that instructional leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff.

Standard 2: Teaching and Learning

Promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.

Standard 2: Key Indicators

1. Knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision
2. Ability to use multiple sources of data to plan and assess instructional improvement
3. Ability to engage staff in ongoing study and implementation of research-based practices
4. Ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions

5. Ability to communicate high expectations and standards for the academic and social development of students
6. Ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement
7. Ability to coach staff and teachers on the evaluation of student performance
8. Ability to identify differentiated instructional strategies to meet the needs of a variety of student populations
9. Ability to develop curriculum aligned to state standards
10. Knowledge to collaborate with community, staff, district, state, and university personnel to develop the instructional program
11. Knowledge to align curriculum, instructional practices, and assessments to district, state, and national standards
12. Ability to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making
13. Ability to use multiple sources of data to manage the accountability process
14. Ability to assess student progress using a variety of formal and informal assessments
15. Ability to monitor and assess instructional programs, activities, and materials
16. Ability to use the methods and principles of program evaluation in the school improvement process

Standard 3: Rationale

This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish school goals and continuously improve the school's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles.

Standard 3: Human Resources Development

Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals. Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

Standard 3: Key Indicators

1. Knowledge to set high expectations and standards for the performance of all teachers and staff
2. Ability to coach staff and teachers on the evaluation of student performances
3. Ability to work collaboratively with teachers to plan for individual professional development
4. Ability to use a variety of supervisory models to improve teaching and learning
5. Ability to apply adult learning strategies to professional development
6. Knowledge to use the accepted methods and principles of personnel evaluation
7. Knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures
8. Ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff
9. Ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals
10. Knowledge to hire and retain high-quality teachers and staff
11. Ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning
12. Ability to provide opportunities for teachers to reflect, plan, and work collaboratively
13. Ability to create a community of learners among faculty and staff
14. Ability to create a personal professional development plan for his/her own continuous improvement
15. Ability to foster development of aspiring leaders, including teacher leaders

Standard 4: Rationale

This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve opportunities for all students.

Standard 4: Diversity

Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Standard 4: Key Indicators

1. Knowledge to involve school community in appropriate diversity policy implementations, program planning, and assessment efforts
2. Ability to conform to legal and ethical standards related to diversity

3. Ability to perceive the needs and concerns of others and is able to deal tactfully with them
4. Knowledge to handle crisis communications in both oral and written form
5. Ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations
6. Knowledge to recruit, hire, develop, and retain a diverse staff
7. Knowledge to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community
8. Knowledge to recognize and respond effectively to multicultural and ethnic needs in the organization and the community
9. Ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation
10. Ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation

Standard 5: Rationale

This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their youngsters and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Standard 5: Community and Stakeholder Relationships

Identifies the unique characteristics of the community to create and sustain mutually supportive family-school-community relations

Standard 5: Key Indicators

1. Ability to address student and family conditions affecting learning
2. Ability to identify community leaders and their relationships to school goals and programs
3. Ability to communicate the school's vision, mission, and priorities to the community
4. Knowledge to serve as primary school spokesperson in the community
5. Ability to share leadership and decision-making with others by gathering input
6. Ability to seek resources of families, business, and community members in support of the school's goals
7. Ability to develop partnerships, coalitions, and networks to impact student achievement
8. Ability to actively engage the community to share responsibility for student and school success
9. Ability to involve family and community in appropriate policy implementation, program planning, and assessment efforts
10. Knowledge to make parents partners in their student's education

Standard 6: Rationale

This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should be competent users of information and technology tools common to information-age professionals. The effective educational leader should be a hands-on user of technology. While technology empowers instructional leaders by the information it can readily produce and communicates, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs.

Standard 6: Technology

Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication.

Standard 6: Key Indicators

1. Ability to implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment
2. Ability to develop a plan for technology integration for the school community
3. Knowledge to discover practical approaches for developing and implementing successful technology planning
4. Ability to model the use of technology for personal and professional productivity
5. Ability to develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices
6. Ability to promote the effective integration of technology throughout the teaching and learning environment
7. Knowledge to increase access to educational technologies for the school

8. Ability to provide support for teachers to increase the use of technology already in the school/classrooms
9. Ability to use technology to support the analysis and use of student assessment Data

Standard 7: Rationale

This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure the management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication.

Standard 7: Management of the Learning Organization

Manages the organization, facilities, and financial resources; implements operational plans; and promotes collaboration to create a safe and effective learning environment.

Standard 7: Key Indicators

1. Knowledge to develop and administer policies that provide a safe school environment
2. Ability to apply operational plans and processes to accomplish strategic goals
3. Ability to attend to student learning goals in the daily operation of the school
4. Knowledge to identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources
5. Knowledge to build and ability to support a culture of learning at the school
6. Knowledge to manage financial and material assets and capital goods and services in order to allocate resources according to school priorities
7. Knowledge to use an efficient budget planning process that involves staff and community
8. Ability to identify and organize resources to achieve curricular and instructional goals
9. Ability to develop techniques and organizational skills necessary to lead/manage a complex and diverse organization

10. Ability to plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals
11. Ability to use goals to manage activities
12. Knowledge to create and ability to empower a school leadership team that shares responsibility for the management of the learning organization

Standard 8: Rationale

This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community.

Standard 8: Ethics

Demonstrates honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators.

Standard 8: Key Indicators

1. Knowledge and ability to adhere to a professional code of ethics and values
2. Knowledge and ability to make decisions based on the legal, moral, and ethical implications of policy options and political strategies
3. Knowledge and ability to develop well-reasoned educational beliefs based upon an understanding of teaching and learning
4. Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment
5. Knowledge and ability to develop a personal code of ethics embracing diversity, integrity, and the dignity of all people
6. Knowledge and ability to act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
7. Ability to make decisions within an ethical context

ALABAMA QUALITY TEACHING STANDARDS

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practice and professional learning with the following standards:

Standard 1—Content Knowledge: To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Rationale. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep knowledge of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and district curriculum for subjects taught at particular instructional levels.

Key Indicators

A. Academic Discipline(s)

1. Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.
2. Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).
3. Ability to use students' prior knowledge and experiences to introduce new subject-area related content.
4. Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.
5. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.

B. Curriculum

1. Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields.
2. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.
3. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

Standard 2—Teaching and Learning: To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Rationale. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Researchers have also found a strong classroom learning culture that is strategically organized and managed to be essential to effective use of these strategies.

Key Indicators

A. Human Development

1. Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.
2. Knowledge of the role of language in learning.
3. Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.
4. Knowledge of developmentally appropriate instructional and management strategies.
5. Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.
6. Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.
7. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.

B. Organization and Management

1. Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.
2. Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.
3. Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.
4. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.
5. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
6. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.
7. Ability to collect and use data to plan, monitor, and improve instruction.
8. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.

9. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

C. Learning Environment

1. Knowledge of norms and structures that contribute to a safe and stimulating learning environment.
2. Knowledge of factors and situations that promote or diminish intrinsic motivation.
3. Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.
4. Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.
5. Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.
6. Ability to use individual behavioral support plans to proactively respond to the needs of all students.
7. Ability to create a print-/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.
8. Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.

D. Instructional Strategies

1. Knowledge of research and theory underpinning effective teaching and learning.
2. Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.
3. Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.
4. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.
5. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.
6. Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.
7. Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
8. Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.
9. Ability to use questions and questioning to assist all students in developing skills and strategies in critical and high order thinking and problem solving.
10. Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.

E. Assessment

1. Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.

2. Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.
3. Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.
4. Knowledge of current Alabama assessment requirements and procedures.
5. Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
6. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.
7. Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.
8. Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.
9. Ability to develop rubrics and to teach students how to use them to assess their own performances.
10. Ability to develop and select appropriate performance assessments.
11. Ability to engage all students in assessing and understanding their own learning and behavior.
12. Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

Standard 3—Literacy: To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Rationale. Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate effective use of the spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, in this culture where technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.

A. Oral and Written Communications

1. Knowledge of standard oral and written communications.
2. Knowledge of the impact of native language and linguistic background on language acquisition.
3. Knowledge of media communication technologies that enrich learning opportunities.
4. Ability to model appropriate oral and written communications.
5. Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.
6. Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.

7. Ability to integrate skill development in oral and written communications into all content areas that one teaches.
8. Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

B. Reading

1. Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.
2. Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.
3. Ability to integrate reading instruction into all content areas that one teaches.
4. Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.

C. Mathematics

1. Knowledge of the role that mathematics plays in everyday life.
2. Knowledge of the concepts and relationships in number systems.
3. Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.
4. Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.
5. Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.
6. Ability to communicate with others about mathematical concepts, processes, and symbols.

D. Technology

1. Knowledge of available and emerging technologies that support the learning of all students.
2. Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.
3. Ability to integrate technology into the teaching of all content areas.
4. Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
5. Ability to use technology to assess student progress and manage records.
6. Ability to evaluate students' technology proficiency and students' technology-based products within content areas.

Standard 4—Diversity: To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Rationale. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms.

Key Indicators

A. Cultural, Ethnic and Social Diversity

1. Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.
2. Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and of how these may affect individual learner needs, preferences, and styles.
3. Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.
4. Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
5. Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.

B. Language Diversity

1. Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.
2. Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.
3. Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.

C. Special Needs

1. Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.
2. Knowledge of the indicators of the need for special education services.
3. Ability to identify and refer students for diagnosis for special services.
4. Ability to address learning differences and disabilities in an inclusive classroom.

D. Learning Styles

1. Knowledge of research and theory related to learning styles and multiple intelligences.
2. Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.
3. Ability to help students assess their own learning styles and to build upon identified strengths.
4. Ability to design learning experiences that engage all learning styles.

E. General

1. Knowledge of how personal/cultural biases can affect teaching and learning.
2. Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.
3. Ability to create a learning community in which individual differences are respected.
4. Ability to assess and diagnose individual student's contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.

Standard 5—Professionalism: To increase the achievement of all students, teachers engage in continuous learning and self improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

Rationale. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession and calls for deprivatization of practice. An underlying premise of professional learning communities is the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they move along their professional pathways.

A. Collaboration

1. Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.
2. Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.
3. Knowledge of roles and responsibilities of para-educators and other paraprofessionals.
4. Ability to involve parents and/or families as active partners in planning and supporting student learning.
5. Ability to share instructional responsibility for students with diverse needs, including

students with disabilities, and to develop collaborative teaching relationships and instructional strategies.

6. Ability to share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth.
7. Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.
8. Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.
9. Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.
10. Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

B. Continuous, Lifelong Professional Learning

1. Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).
2. Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.
3. Knowledge of the processes and skills associated with peer coaching and mentoring.
4. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.
5. Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.
6. Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.
7. Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.

C. Alabama-Specific Improvement Initiatives

1. Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement.
2. Knowledge of Alabama's state assessment requirements and processes.
3. Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.
4. Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.

D. School Improvement

1. Knowledge of research relating collective responsibility for student learning to increased achievement for all students.
2. Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.
3. Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.
4. Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.

E. Ethics

1. Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.
2. Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.
3. Ability to use and maintain confidential student information in an ethical and professional manner.
4. Ability to practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

F. Local, State, Federal Laws and Policies

1. Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504 and ADA), as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws.
2. Ability to access school, community, state, and other resources and referral services.
3. Ability to access resources to gain information about federal, state, district, and school policies and procedures.
4. Ability to keep accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications.

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, FEBRUARY 23, 2012, 10:30 A.M.
PLAZA 104 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101
AGENDA**

1. Framework for a Strategic Plan – **Dr. Thomas R. Bice**
2. Resolution in Recognition of Suzanne B. Culbreth, Spain Park High School, Hoover City School System, as the 2011 Mathematics Presidential Award Finalist
3. Resolution in Recognition of Chandra W. Davis, Huntsville High School, as the 2011 Science Presidential Award Finalist
4. Resolution in Recognition of Mr. Bobby Patrick, Phil Campbell High School, Franklin County School System
5. Resolution Recognizing Alabama’s “Grow Our Own” Initiative and “Future Teachers of Alabama Organization
6. Resolution to Authorize Review of Teacher Education Programs, Jacksonville State University, Jacksonville, Alabama
7. Resolution to Authorize Review of a Teacher Education Program, Tuskegee University, Tuskegee, Alabama

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, MARCH 22, 2012, 10:30 A.M.
PLAZA 104 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101
AGENDA**

1. PLAN 2020 Update – Dr. Thomas R. Bice
2. Board Meeting Software – PLAN 2020
3. Board Meeting Software – State Board Meetings and Work Sessions
4. Update on the Career and Technical Education Commission
5. Announce Intent to Repeal Career and Technical Education Rules, 290-3-2-.23 – 290-3-2-.26, of the Teacher Certification Chapter and Adopt New
6. Announce Intent to Amend Alabama Administrative Code, Teacher Education Chapter 290-3-3
7. Appointment, 2012-13 State Textbook Committee, English Language Arts, Grades K-12 (Includes Reading and Literature, English Language and Composition, Handwriting, Speech, Spelling, and Dictionaries)
8. Resolution to Appoint Substitute Members to the Science State Course of Study Committee
9. Resolution for Approval of a Teacher Education Program, Spring Hill College, Mobile, Alabama
10. Resolution Commending St. Clair County High School, St. Clair County School System, for Winning Three National Quill and Scroll International Honor Society for High School Journalists 2011 Yearbook Excellence Contest Awards

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, APRIL 26, 2012
PLAZA 104 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101
AMENDED AGENDA**

1. USDOE Annual Measurable Objectives Freeze Request
2. Assessment and Accountability Task Force Recommendations
3. Resolution in Appreciation of State Department of Education Employees
4. Resolution Commending Natasha D. Sims, Barbara Fannin Memorial Employee of the Quarter, April – June 2012
5. Resolutions Recognizing Alabama Public Television's 2012 Young Heroes
6. Resolutions Commending the 2012-2013 District Finalists for Alabama Teacher of the Year
7. Resolution Commending Mill Creek Elementary School, Madison City School System, as State Nominee for United States Department of Education Green Ribbon School 2012 Award
8. Resolution Commending Munford Elementary School, Talladega County School System, as State Nominee for United States Department of Education Green Ribbon School 2012 Award
9. Resolution Commending Winterboro High School, Talladega County School System, as State Nominee for United States Department of Education Green Ribbon School 2012 Award
10. Resolution for Approval of Teacher Education Programs, Alabama A & M University, Huntsville, Alabama
11. Resolution to Authorize Review of a Teacher Education Program, University of Mobile, Mobile, Alabama
12. State Board Digital Devices
13. Resolution Commending Tommy Warren Upon the Occasion of His Retirement from the Alabama Department of Education
14. Approval of Personnel Recommendation
15. How We Achieve Excellence in Our School Video

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, JUNE 28, 2012
PLAZA 104 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101
AGENDA**

1. Resolution for Approval of Teacher Education Programs, Alabama State University, Montgomery, Alabama
2. Resolution Commending the “Barbara Fannin Memorial Employee of the Quarter” for July – September
3. Career Tech Commission – Final Recommendation
4. Resolution to Adopt LEADAlabama Instructional Leader Evaluation System
5. Alabama Prospective Teacher Testing Program Required Updates and Enhancements
6. AMO Freeze Request – Waiver Status

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
TUESDAY, JULY 10, 2012
10:30 A.M.
PLAZA 104 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101
AGENDA**

1. Overview of Delivery Plan to Support College and Career Readiness
2. Presentation/Discussion Related to Arithmetic Concepts
3. Student Assessment Update
4. Accountability Plan Update
5. Waiver Status/Timeline

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, AUGUST 23, 2012,
Following Postsecondary meeting
(approx. 10:30 a.m.)
PLAZA 104 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101**

AGENDA

1. Alabama PLAN 2020 ESEA Flexibility Request
2. Office of Learning Support Delivery Plan
3. Announce Intent to Amend Alabama Administrative Code, Rule 290-2-1-.01, Pertaining to Annual Apportionment of Foundation Program
4. Announce Intent to Amend Alabama Administrative Code, Rule 290-2-1-.04, Pertaining to Annual Apportionment of Public School Funds
5. Resolution to Appoint Substitute Members to the Science State Course of Study Committee

Attachment 27 - Annual Measurable Objectives

Option A

Baseline Year 2012

	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading	All Students	51	55	59	63	67	71	75
	American Indian	57	60.5	64	67.5	71	74.5	78
	Asian/Pacific Islanders	69	71.7	74.4	77.1	79.8	82.5	85.2
	Black	35	40.5	46	51.5	57	62.5	68
	Hispanic	39	44.2	49.4	54.6	59.8	65	70.2
	White	61	64.2	67.4	70.6	73.8	77	80.2
	Special Education	15	22.2	29.4	36.6	43.8	51	58.2
	Poverty	40	45	50	55	60	65	70
	English Learners	16	23	30	37	44	51	58
	Multi-Race	57	60.7	64.4	68.1	71.8	75.5	79.2
Mathematics	All Students	42	46.8	51.6	56.4	61.2	66	70.8
	American Indian	45	49.5	54	58.5	63	67.5	72
	Asian/Pacific Islanders	69	71.5	74	76.5	79	81.5	84
	Black	29	35	41	47	53	59	65
	Hispanic	39	44	49	54	59	64	69
	White	50	54.2	58.4	62.6	66.8	71	75.2
	Special Education	15	22	29	36	43	50	57
	Poverty	33	38.5	44	49.5	55	60.5	66
	English Learners	29	34.8	40.6	46.4	52.2	58	63.8
	Multi-Race	50	54.2	58.4	62.6	66.8	71	75.2

Graduation Rate Targets

Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
All Students	72	74.35	76.70	79.05	81.40	83.75	86.10
American Indian	80	81.70	83.40	85.10	86.80	88.50	90.20
Asian/Pacific Islanders	77	78.89	80.78	82.67	84.56	86.45	88.34
Black	63	66.07	69.14	72.21	75.30	78.39	81.48
Hispanic	66	68.86	71.72	74.58	77.44	80.30	83.16
White	78	79.84	81.68	83.52	85.36	87.20	89.04
Special Education	30	35.86	41.72	47.58	53.44	59.30	65.16
Poverty	62	65.15	68.30	71.45	74.60	77.75	80.90
English Learners	36	41.30	46.60	51.90	57.20	62.50	67.80

Baseline Rate- First time 9th Graders of Cohort 2007-2008