

Alabama State Board of Education



PLAN 2020

Our Vision

Every Child a Graduate – Every Graduate Prepared



for

College/Work/Adulthood in the 21st Century

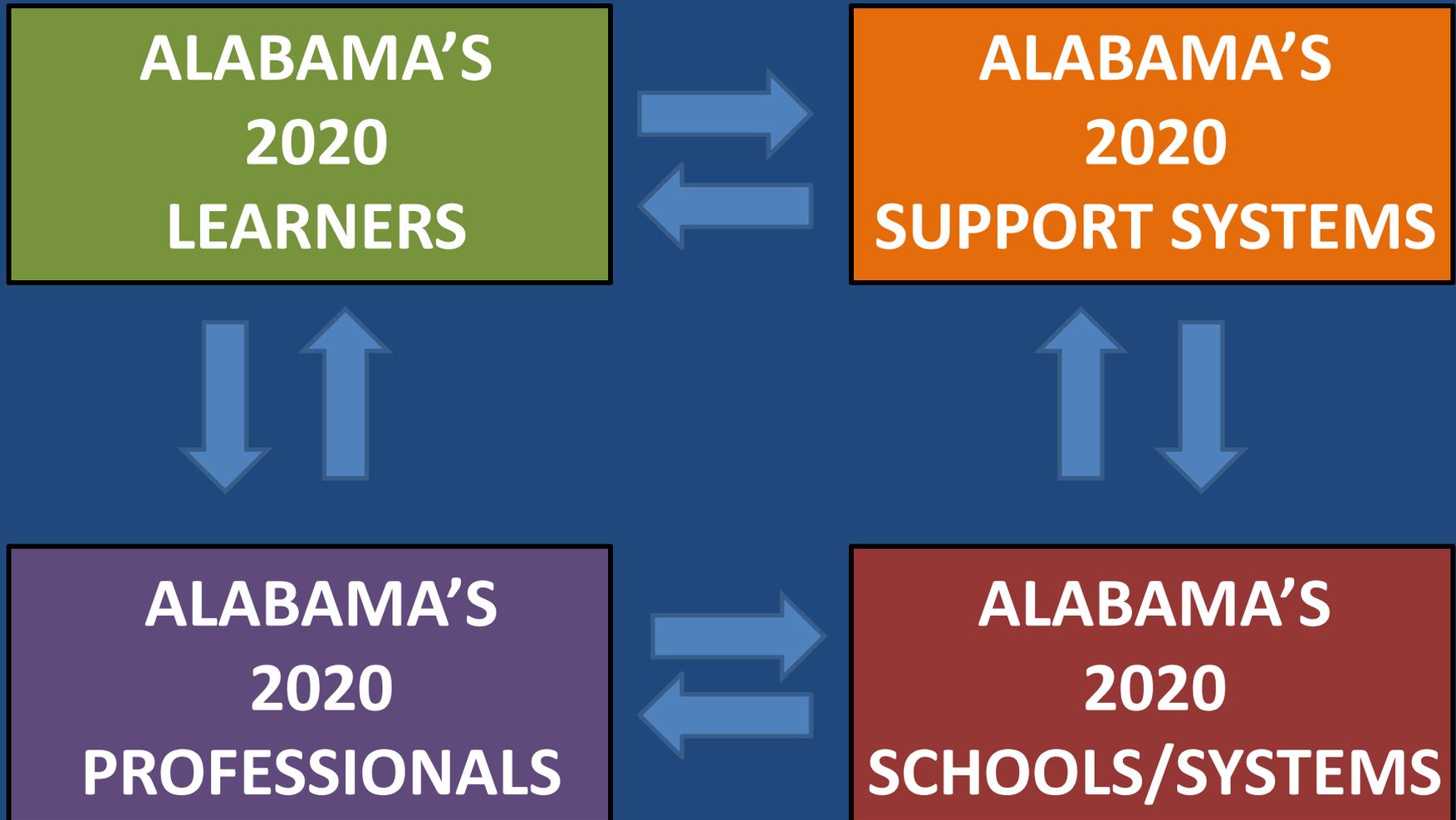
Prepared Graduate Defined

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

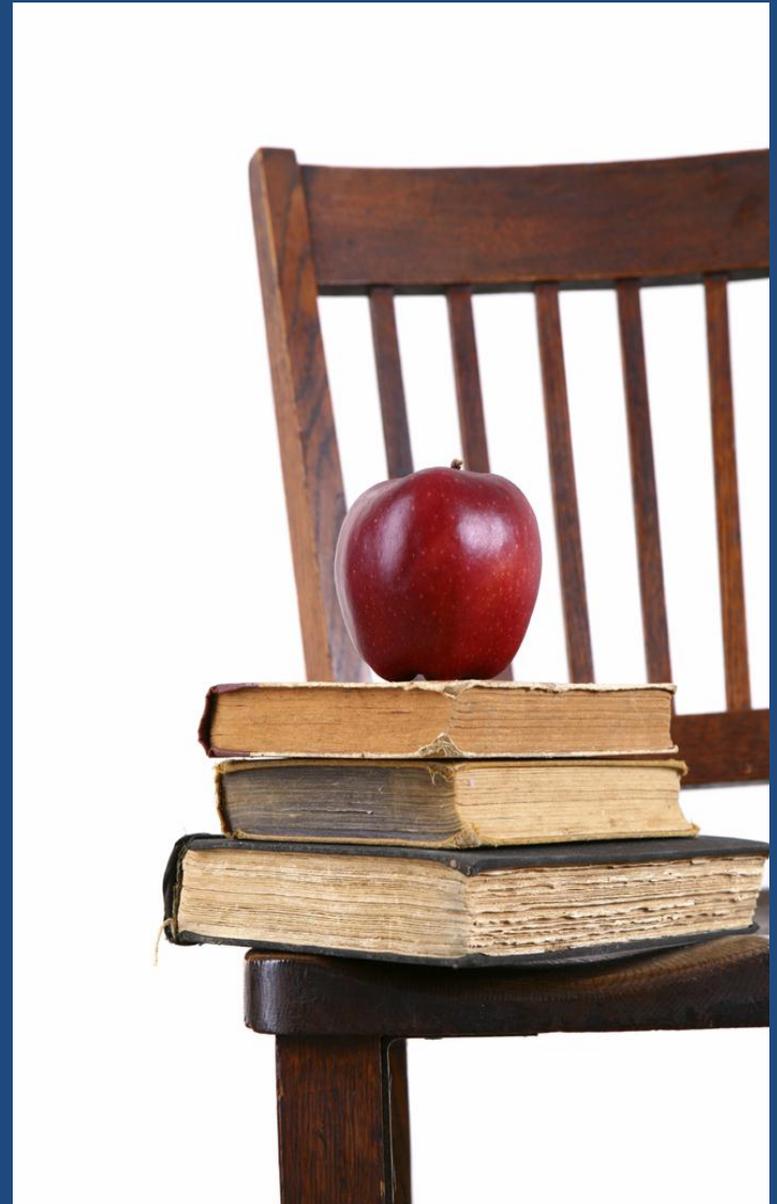
Develop and implement a unified PreK through 20 College and Career Readiness Plan

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%

INCREASING THE GRADUATION RATE



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.

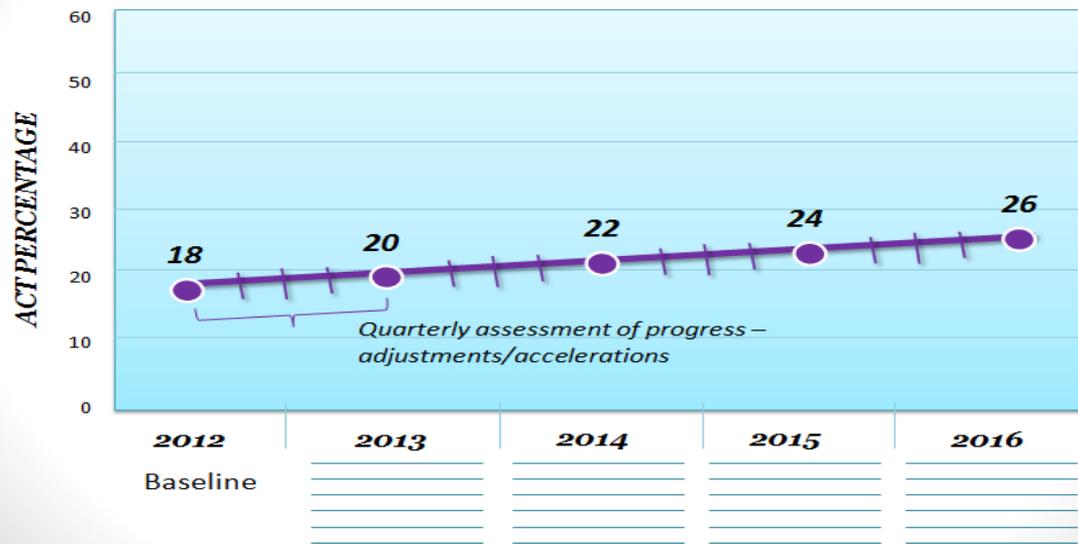
Baseline: 18%

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.

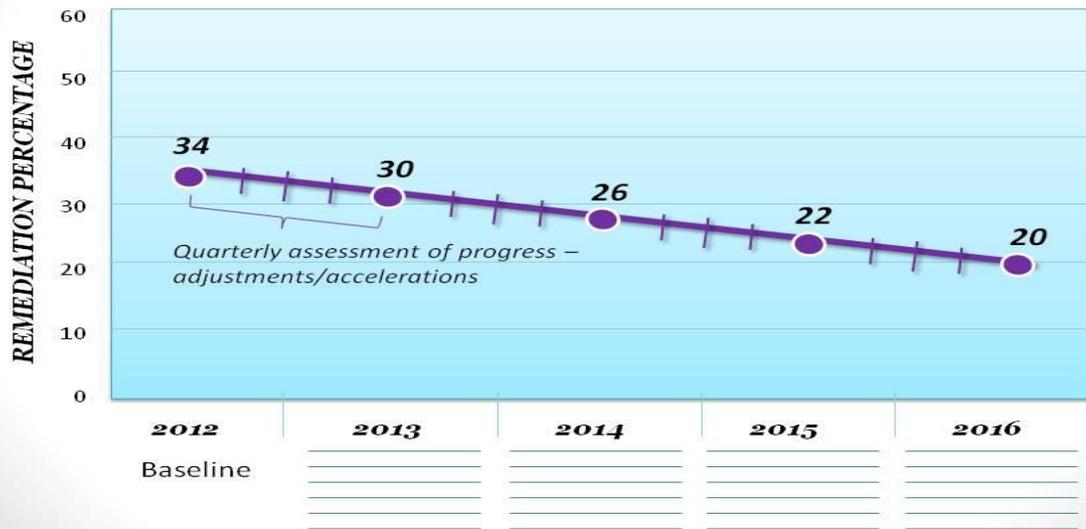
Baseline: 34%

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:

DECREASE COLLEGE REMEDIATION RATE



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:

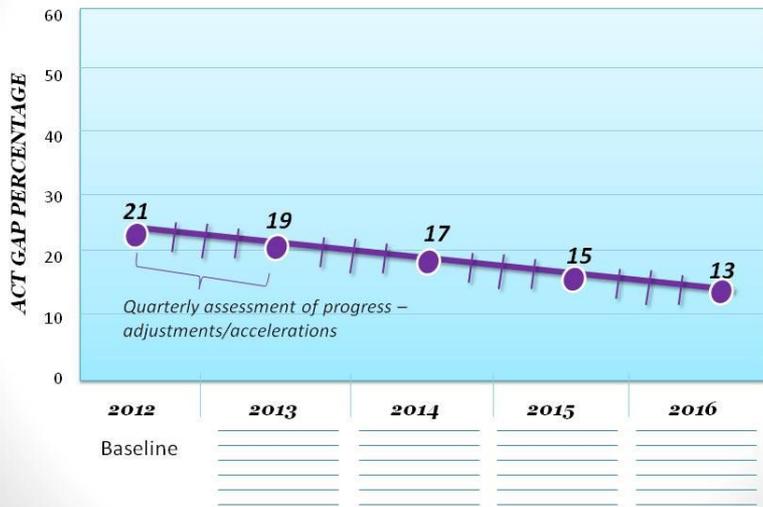
*Redefined proficiency based on college and career readiness not AYP

Plan 2020 Learners

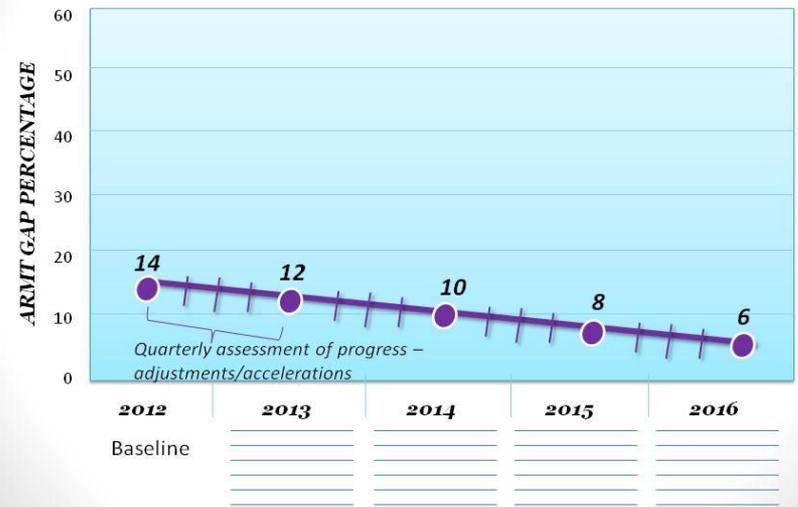
Indicators/Targets

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.

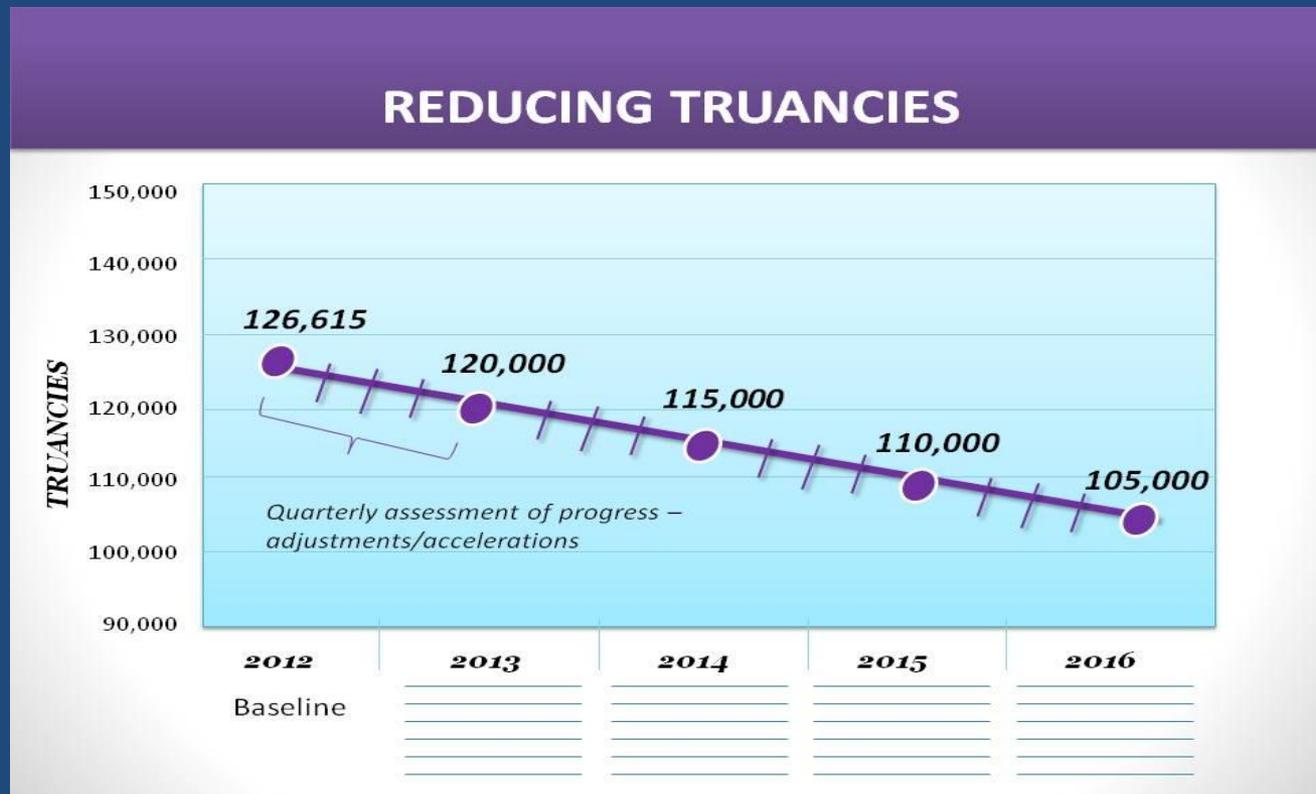
Develop and implement a Coordinated School Health and Support Program.



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

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

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

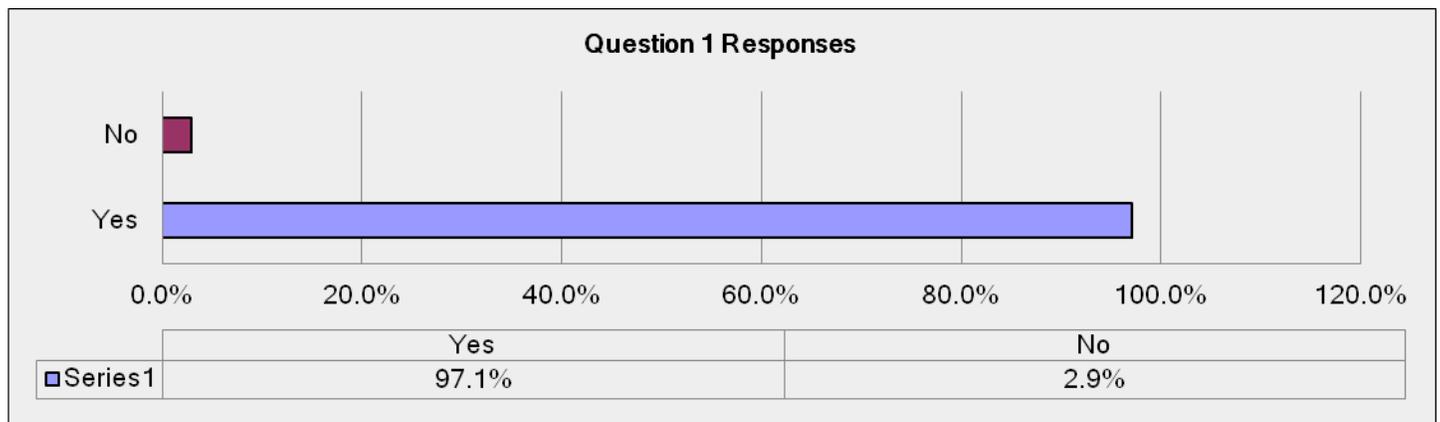
Parks

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



#	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

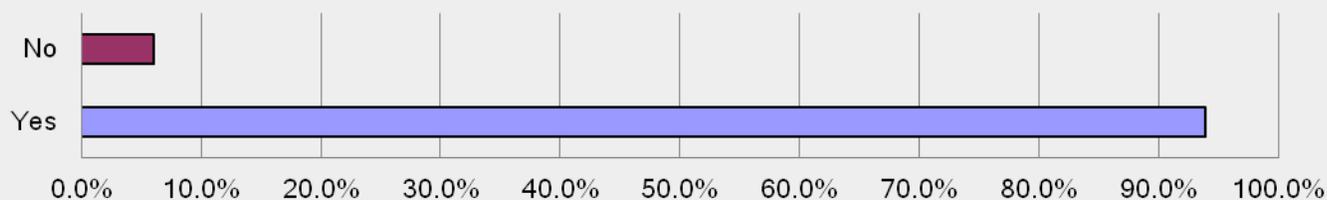
Question 2:

State Department of Education Follow Up Survey - SSA Summer Conference

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.)

Answer Options	Response Percent	Response Count
Yes	93.9%	62
No	6.1%	4
<i>answered question</i>		66
<i>skipped question</i>		3

Question 2 Responses



	Yes	No
Series1	93.9%	6.1%

#	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

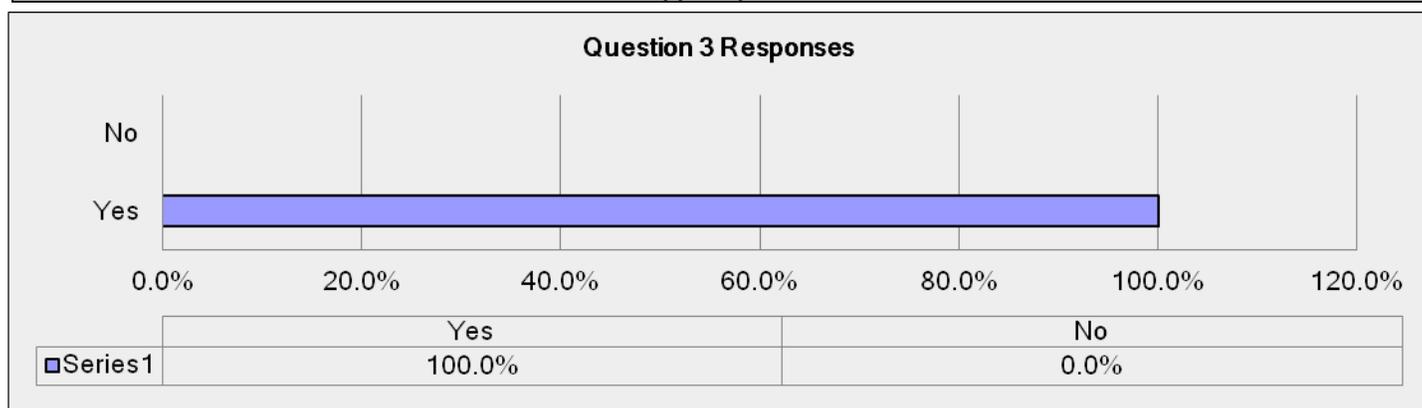
	6:02 PM	
6	Jul 11, 2012 4:07 PM	student performance is being weighted in the first category. it should not also be weighted in the third one as well.
7	Jul 11, 2012 4:04 PM	A growth model is the only logical model of measuring educational development of students.
8	Jul 11, 2012 2:48 PM	As an admin in 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?

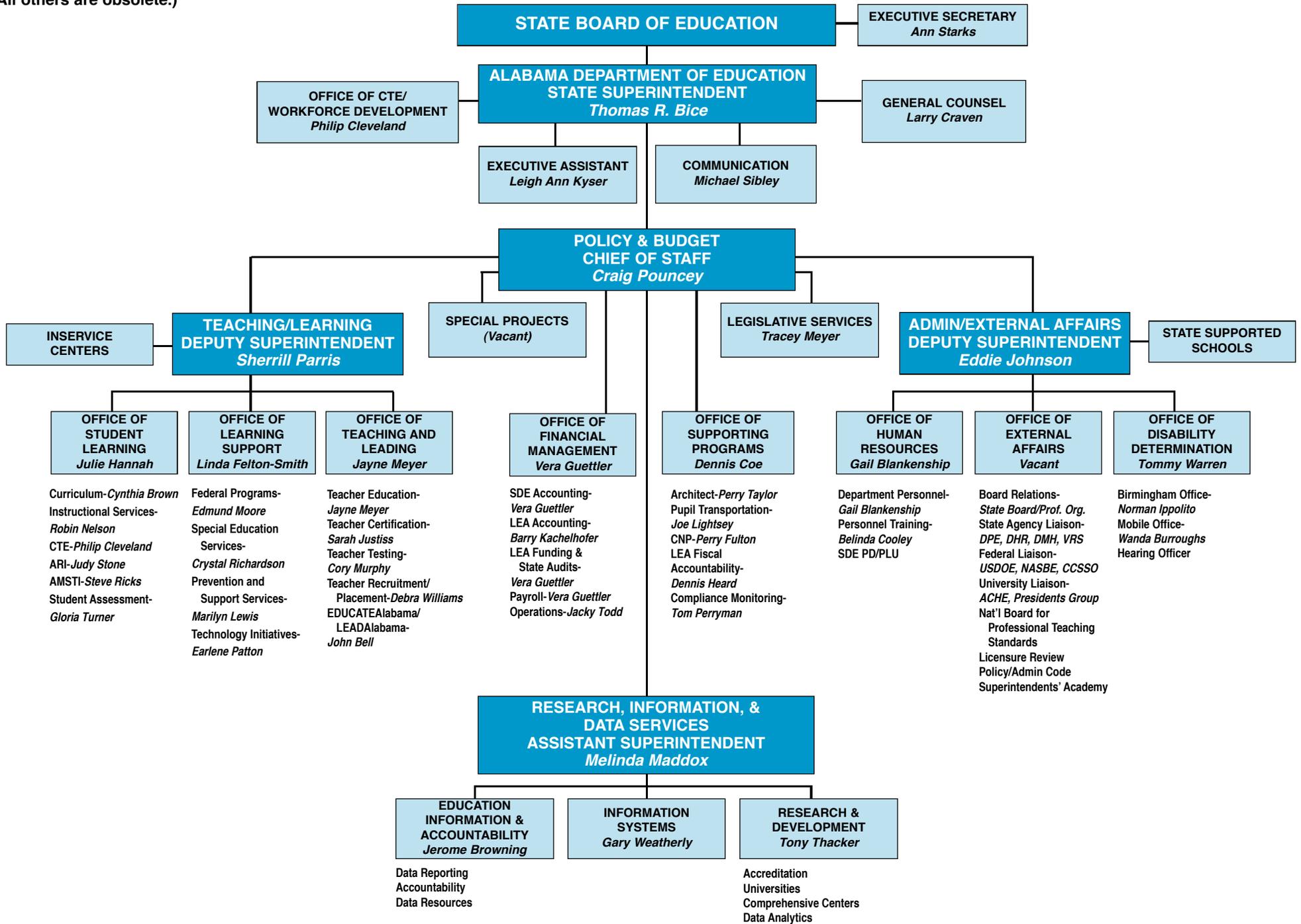
Answer Options	Response Percent	Response Count
Yes	100.0%	59
No	0.0%	0
<i>answered question</i>		59
<i>skipped question</i>		10



#	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

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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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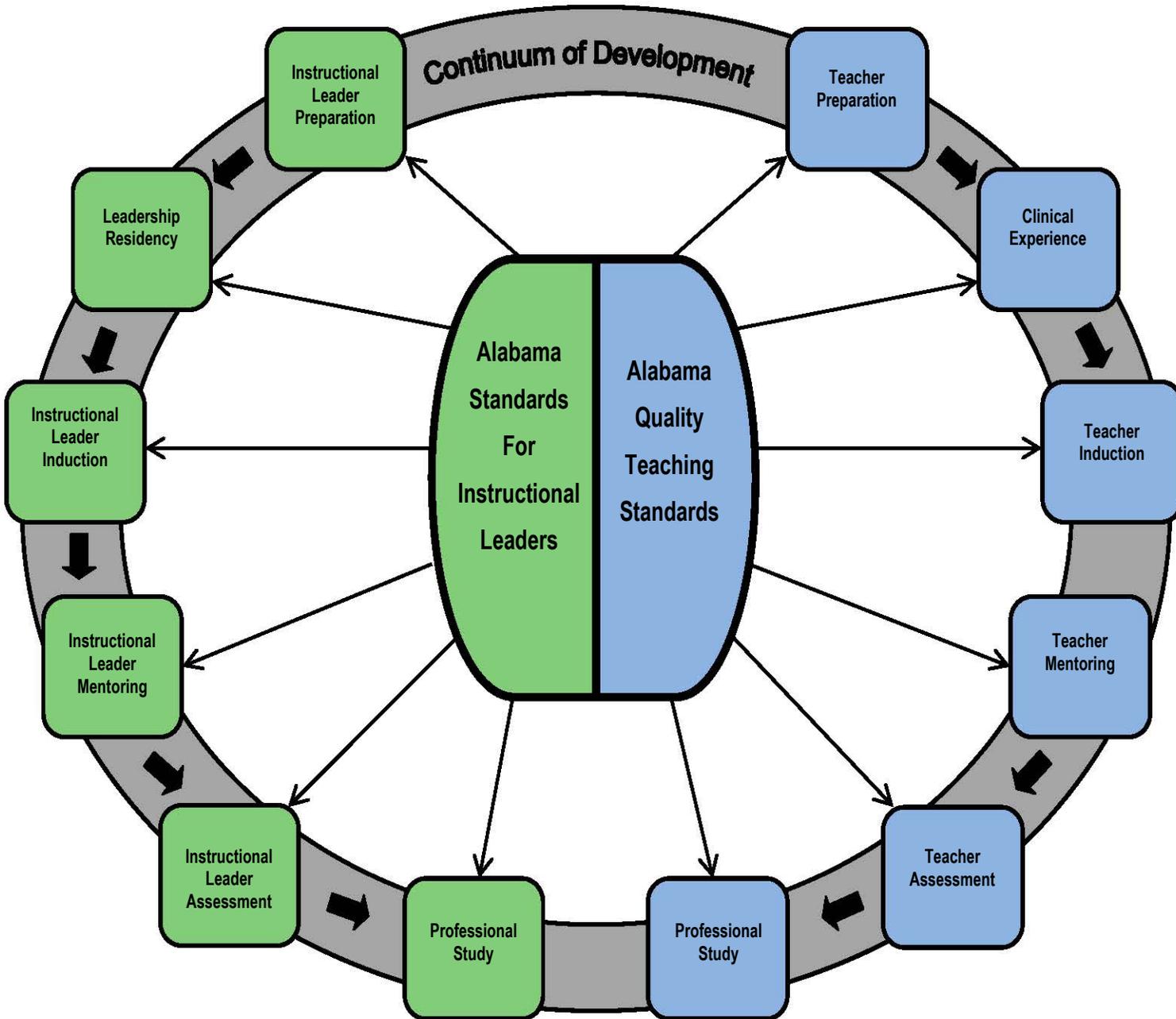
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The Common Core

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

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	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> □ 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 	<p>...and</p> <ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ 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	Emerging	Applying	Integrating	Innovating
<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the importance of making the curriculum relevant to learners. <input type="checkbox"/> Seeks and utilizes opportunities to identify real-life connections across the curriculum. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poses carefully conceived questions that help learners connect content to previous learning and to other subject areas. <input type="checkbox"/> Assists students, as needed, in identifying relevant connections. <input type="checkbox"/> Engages students in exploring real-world issues and solving authentic problems using digital tools and resources. <input type="checkbox"/> 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). 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs and presents units of study and lessons that demonstrate connections to key concepts and skills across disciplines. <input type="checkbox"/> Teaches rigorous and relevant lessons that connect learners to content and ensure deep understanding. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to integrate academic disciplines and connect life themes, skills, and situations throughout instruction. <input type="checkbox"/> Uses a variety of responsive instructional methods to support learners in building relevant connections within and across academic disciplines. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> □ Plans instructional activities that align with Alabama’s Courses of Study. 	<p>...and</p> <ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ 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	Emerging	Applying	Integrating	Innovating
<p><input type="checkbox"/> Addresses identified learner needs in designing instructional plans using available resources and materials.</p>	<p>...and</p> <p><input type="checkbox"/> Selects and incorporates alternative curricular materials to accommodate various levels of learner readiness.</p>	<p>...and</p> <p><input type="checkbox"/> Modifies instructional strategies, materials, and resources to provide appropriate support and challenge for each learner based on ongoing formative assessments.</p> <p><input type="checkbox"/> Analyzes student assessments with colleagues to identify learner needs and modifies instruction accordingly.</p>	<p>...and</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Adapts content delivery based on student learning styles and interests to ensure achievement of learning goals for all students.</p> <p><input type="checkbox"/> Collaborates with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods.</p>	<p>...and</p> <p><input type="checkbox"/> Provides leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.</p>

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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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	Emerging	Applying	Integrating	Innovating
<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes rapport with individual learners. <input type="checkbox"/> Acknowledges student displays of respect and responsibility. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models respectful interactions with learners, families, and colleagues; cultivates positive rapport. <input type="checkbox"/> Uses strategies to respond to, nurture, and reinforce respectful and responsible behaviors. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains positive relationships with all learners. <input type="checkbox"/> Teaches a variety of contextualized strategies that promote respectful and responsible interactions between learners. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters learner participation in creating and maintaining a respectful and responsible learning culture. <input type="checkbox"/> Supports learners in developing skills to respond to inequity and disrespect. <input type="checkbox"/> Collaborates with colleagues to collect and analyze data for use in improving school climate. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in examining, interpreting, and applying behavioral research. <input type="checkbox"/> 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
<p>...and</p> <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>...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>...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>...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>...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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> <input type="checkbox"/> Teaches lessons provided in available curriculum and resources. <input type="checkbox"/> Implements corresponding instructional strategies. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs lessons that follow a logical sequence and provide learners with clear outcomes and learning tasks. <input type="checkbox"/> 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. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to analyze the impact of lesson design on learner achievement across groups and in varying contexts; adapts instruction based on results. <input type="checkbox"/> Utilizes a variety of lesson structures to design learning activities that promote a thorough understanding of content. <input type="checkbox"/> 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. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports colleagues in integrating research-based instructional strategies through modeling and coaching. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads curriculum design teams to develop coherent and comprehensive units and lessons that are responsive to the needs of diverse learners. <input type="checkbox"/> 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	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> <input type="checkbox"/> Creates learning activities using available teaching resources and scope and sequence guides. <input type="checkbox"/> Uses effective questioning strategies to engage learners in thinking about and learning the content. <input type="checkbox"/> Supports and encourages individual learners to achieve. Becomes informed about additional resources, including existing and emerging digital tools and content, to support learners. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects specific instructional strategies that reflect high expectations and are responsive to the characteristics of various groups of learners. <input type="checkbox"/> Formulates and uses questions to engage students in thinking at all cognitive levels and in mastering the content. <input type="checkbox"/> Models a belief that all learners can achieve and persists in supporting each learner's success. <input type="checkbox"/> Plans and implements equitable and effective student access to available technologies and other resources to enhance student learning. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds high expectations for each learner and differentiates and scaffolds instructional practices to move all learners forward in their growth and development. <input type="checkbox"/> Encourages and teaches learners to formulate questions to guide their learning. Uses effective questioning strategies to facilitate learner interactions and discussions. <input type="checkbox"/> Presents concepts and principles at various levels of complexity to optimize the growth of learners at all levels of development. <input type="checkbox"/> Uses a wide range of student response strategies to ensure that all students are engaged in thinking about and responding to instructional questions. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement. <input type="checkbox"/> 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. <input type="checkbox"/> Works with colleagues to sustain their commitment to seeking approaches that support the optimal achievement of each learner. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Advocates for curricular and instructional adaptations and resources that support the needs of individual and diverse learners schoolwide. <input type="checkbox"/> 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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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	Emerging	Applying	Integrating	Innovating
<p><input type="checkbox"/> Administers required school and district summative assessments.</p>	<p>...and</p> <p><input type="checkbox"/> Collects summative assessment data aligned to content goals and benchmarks; notes successes, challenges, and differences in learners.</p>	<p>...and</p> <p><input type="checkbox"/> Demonstrates understandings of why and when to select and integrate various summative assessments into the instructional cycle.</p> <p><input type="checkbox"/> Collaborates with colleagues to develop common assessments, and to analyze results to improve instruction.</p> <p><input type="checkbox"/> Analyzes data results for all learners to inform improvements in the design of summative assessments.</p>	<p>...and</p> <p><input type="checkbox"/> Facilitates colleagues in grade-level and/or content team reviews of summative data.</p> <p><input type="checkbox"/> 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.</p>	<p>...and</p> <p><input type="checkbox"/> Leads collaborative efforts to create, calibrate, and evaluate summative assessments for grade-level and/or content teams based on specific targets or benchmarks.</p>

2.10 Maintains evidence and records of learning performance to communicate progress

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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	Emerging	Applying	Integrating	Innovating
<p><input type="checkbox"/> Reviews standardized assessment data and uses basic understandings of individual and class performance for planning.</p>	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the purposes and limitations of standardized tests. <input type="checkbox"/> Utilizes standardized assessment data results to set instructional goals for individual learners and for subgroups represented in disaggregated data. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates understandings of standardized assessment-related issues including (but not limited to) validity, reliability, and bias. <input type="checkbox"/> Reflects on evidence to guide short- and long-term planning to meet performance goals for individual learners and subgroups. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively to analyze standardized assessment data to find school patterns and trends among subgroups and within content areas. <input type="checkbox"/> Uses analysis to guide ongoing modifications in instruction that result in increases in learner achievement. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in professional learning activities to analyze test data and to develop next steps at the school and district levels. <input type="checkbox"/> 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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to enhance their communication abilities and styles. 	<p>...and</p> <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
<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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<p><input type="checkbox"/> Teaches literacy strategies by following available guidelines in content-area manuals and texts.</p>	<p>...and</p> <p><input type="checkbox"/> Begins to model appropriate strategies for reading narrative and expository text across the disciplines to support access to the curriculum.</p> <p><input type="checkbox"/> Communicates the value of literacy skills across all disciplines.</p>	<p>...and</p> <p><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.</p> <p><input type="checkbox"/> Encourages learners to read widely and supports learners in seeking out resources matched to their interests and abilities.</p>	<p>...and</p> <p><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.</p> <p><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.</p>	<p>...and</p> <p><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.</p>

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
<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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<p><input type="checkbox"/> Utilizes available resources to communicate mathematical concepts, processes, and symbols.</p>	<p>...and</p> <p><input type="checkbox"/> Identifies the importance of mathematical processes and symbols; and uses them throughout instruction as appropriate to the content.</p>	<p>...and</p> <p><input type="checkbox"/> Teaches mathematical vocabulary and concepts explicitly as they apply within and across disciplines.</p>	<p>...and</p> <p><input type="checkbox"/> Ensures that students develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.</p>	<p>...and</p> <p><input type="checkbox"/> 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.</p>

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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides students with available hardware and software to support content learning, completion of assignments, and/or practice of basic skills. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches procedures and routines that provide practice in using technology for academic purposes. <input type="checkbox"/> Provides some differentiation for students based on assessed abilities to use technological resources appropriately. 	<p>...and</p> <ul style="list-style-type: none"> <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. <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>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to nurture learning environments that increase students' skills and abilities to use technology independently and in cooperative groups. <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>...and</p> <ul style="list-style-type: none"> <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.

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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>.. and</p> <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. 	<p>... and</p> <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
<p>...and</p> <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>...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>...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>...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>...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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<p>...and</p> <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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to analyze student work for both academic and language errors. 	<p>...and</p> <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
<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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<p>□ Demonstrates understanding of the research on learning styles and multiple intelligences, and considers ways these influence students' academic growth and access to content.</p>	<p>...and</p> <ul style="list-style-type: none"> □ Gathers information about individual students' learning styles and intelligences in order to plan and deliver appropriate instruction. □ Engages individual students in assessing their own learning styles and in understanding their learning strengths and those of classmates. 	<p>...and</p> <ul style="list-style-type: none"> □ Uses a variety of self-assessment tools to support students in understanding their individual learning strengths. □ Provides students with opportunities to articulate their learning style strengths and needs to peers, teachers, and families/guardians. □ Articulates and celebrates the diverse learning styles represented in the classroom. 	<p>...and</p> <ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ 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	Emerging	Applying	Integrating	Innovating
<p><input type="checkbox"/> Selects instructional strategies and resources that address some of the learning styles and intelligences represented in classroom.</p>	<p>...and</p> <p><input type="checkbox"/> 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.</p>	<p>...and</p> <p><input type="checkbox"/> Analyzes results of individual learning style assessments to design lessons and units of study that are engaging and responsive to all students' needs.</p> <p><input type="checkbox"/> Provides students with opportunities to choose learning experiences that build upon and optimize their learning styles and strengths.</p>	<p>...and</p> <p><input type="checkbox"/> 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.</p>	<p>...and</p> <p><input type="checkbox"/> Models use of and advocates consistently for research-based instructional strategies and resources that address the needs of diverse learning styles and multiple intelligences.</p>

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
<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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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. 	<p>...and</p> <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
<p>...and</p> <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>...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>...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>...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>...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
<p><input type="checkbox"/> Shares resources with colleagues, families, and community members to improve learning for all students.</p>	<p>...and</p> <p><input type="checkbox"/> Analyzes benchmark assessment data with colleagues to identify instructional gaps and challenges. Generates possible solutions, and plans and implements next steps.</p> <p><input type="checkbox"/> Engages students and families in the implementation and monitoring of next steps to advance student achievement</p>	<p>...and</p> <p><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.</p>	<p>...and</p> <p><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.</p>	<p>...and</p> <p><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.</p>

5.4 Promotes professional ethics and integrity

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Demonstrates commitment to ethical and equitable practices for all students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practices appropriate professional behaviors and dispositions to foster safe, positive, and productive interactions with students, colleagues, families, and the community. <input type="checkbox"/> 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. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continually challenges self intellectually and professionally. <input type="checkbox"/> Implements school and district acceptable use policies, including fair-use and copyright guidelines and Internet user protection policies. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models and promotes high levels of integrity and ethical practices. <input type="checkbox"/> Articulates and discusses ethical issues with colleagues. <input type="checkbox"/> Engages in an ongoing cycle of reflection, collaboration, and advocacy in order to revise own practices and beliefs. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels. Advocates for positive solutions. <input type="checkbox"/> 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
<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locates information and identifies key contacts to access laws and policies. <input type="checkbox"/> Builds an understanding of local, state, and federal requirements related to students' and teachers' rights and student plans, including IEPs. <input type="checkbox"/> Complies with local, state, and federal requirements related to students' and teachers' rights and student plans, including IEPs. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops classroom adaptations according to student plans. <input type="checkbox"/> Accesses resources and/or referral services available to support student plans. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively with colleagues and support staff to ensure compliance with local, state, and federal regulations and requirements. <input type="checkbox"/> Models the safe, responsible, legal, and ethical use of technology; implements school and district acceptable use policies. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enlists colleagues in relevant dialogue regarding new regulations and requirements and their implications for classroom teaching and learning. <input type="checkbox"/> Advocates for all students' equitable learning opportunities and access to resources. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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.

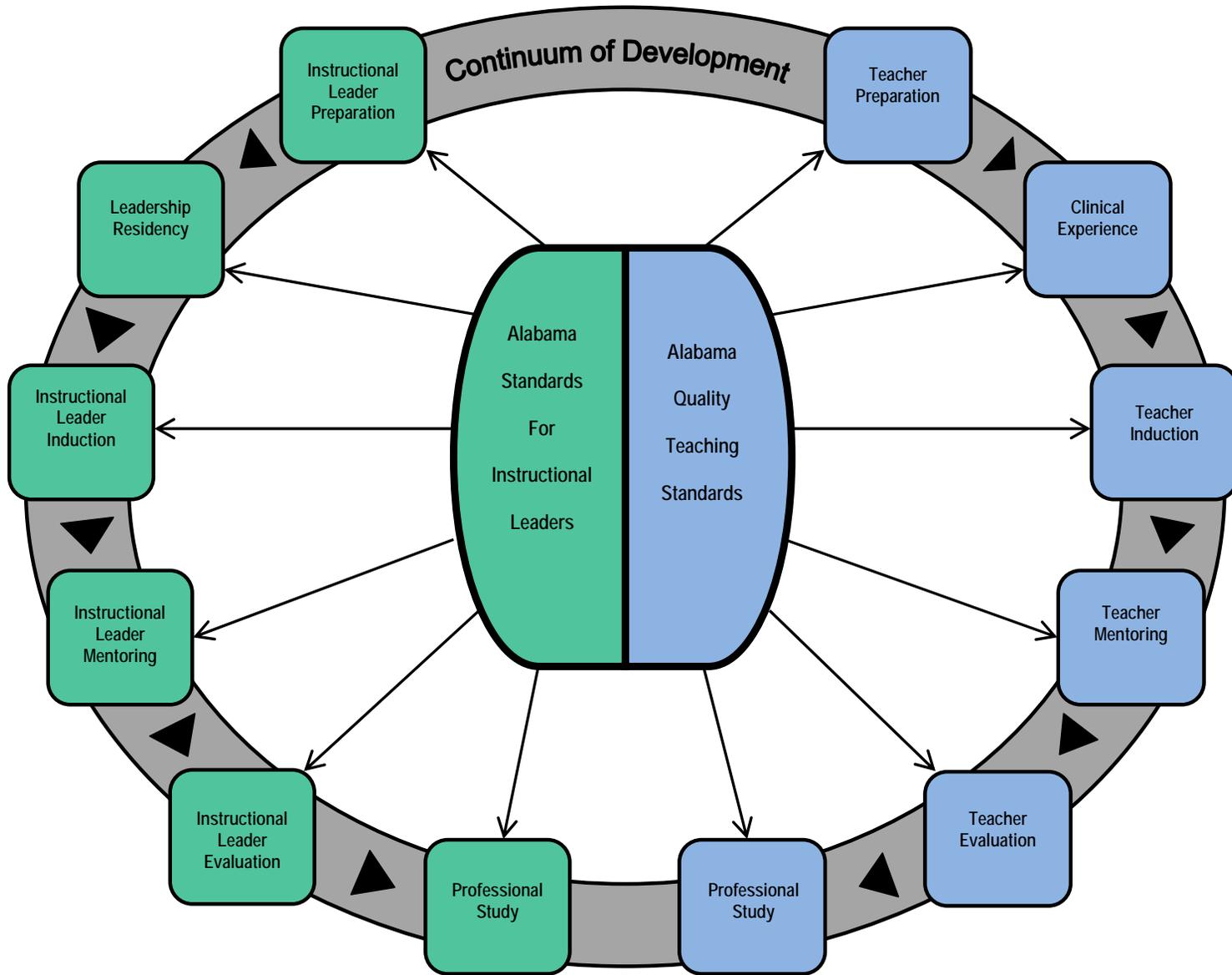
Purposes of the Continuum

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
<p>...and</p> <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>...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>...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>...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>...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
<p>...and</p> <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>...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>...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>...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>...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
<p>...and</p> <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 	<p>...and</p> <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 	<p>...and</p> <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?) 	<p>...and</p> <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 	<p>...and</p> <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
<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 	<p>...and</p> <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 	<p>...and</p> <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 	<p>...and</p> <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 	<p>...and</p> <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
<p>...and</p> <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>...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>...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>...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>...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>...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>...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>...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>...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
<p>...and</p> <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>...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>...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>...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>...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>...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 <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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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
<p>...and</p> <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
<p>...and</p> <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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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>...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
<p>...and</p> <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>...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>...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>...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>...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*

Relationship between Indicators from Standards and Indicators from Continuum

Orig Ind.	Std. 1			Std. 2			Std. 3				Std. 4		Std. 5		Std. 6			Std. 7				Std. 8		
	A	B	C	A	B	C	A	B	C	D	A	B	A	B	A	B	C	A	B	C	D	A	B	
1.1	●	●																						
1.2	●																							
1.3		●																						
1.4																								
1.5		●																						
1.6	●																							
1.7		●																						
1.8	●	●																						
1.9		●																						
1.10		●																						
1.11																								
1.12	●																							
1.13		●																						
1.14	●	●	●																					
1.15			●																					
1.16																								
1.17			●																					
1.18			●																					
1.19			●																					
1.20		●																						
2.1		●																						
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2.3				●																				
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2.15			●																					
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3.15																								
4.1																								

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State of Alabama
Department of Education
Thomas R. Bice, Ed.D.
State Superintendent of Education



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Executive Officer

News Release:

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334-750-0276
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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
TrsCrain@aol.com – personal e-mail

From: TrsCrain@aol.com [<mailto:TrsCrain@aol.com>]
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: 763-300-5216
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.

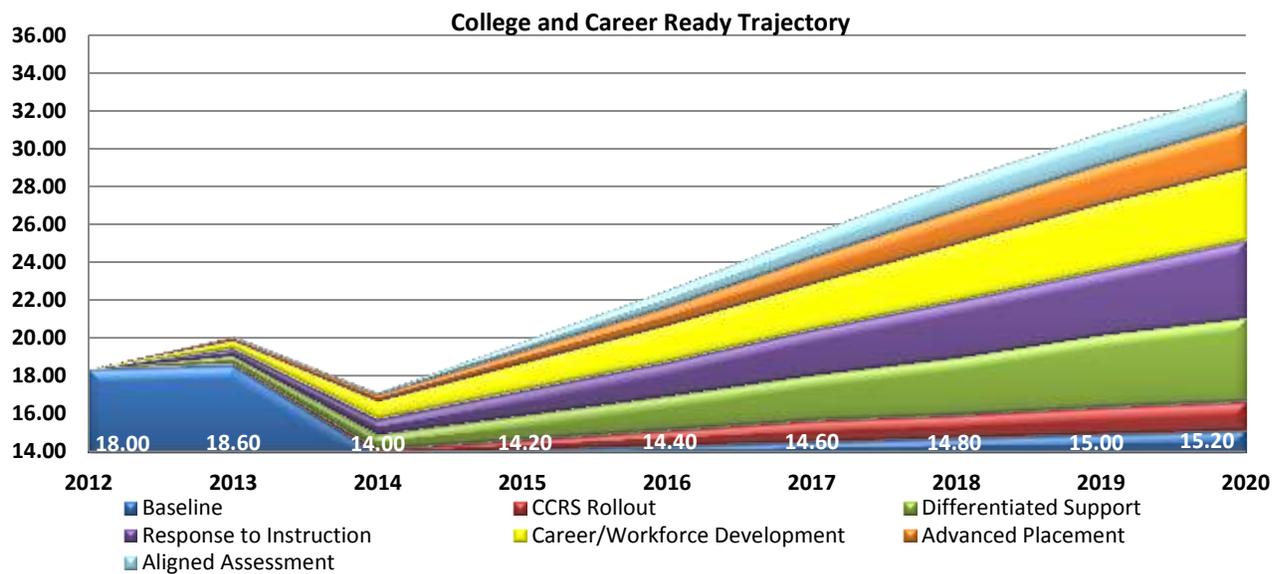
CCR Goal Trajectory - Expected Timeline for CCR Goal and CCR Indicator Strategies:

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	0	L	L	M	M
Aligned Assessments	0	L	L	M	M
CTE Alignment	0	M	H	H	H
CCRS Rollout	0	L	L	M	M
Differentiated Support	0	M	M	H	H
Response to Instruction	0	M	M	H	H

CCR Goal Trajectory - Graphic:



Stakeholder Feedback:

Associated Risk with the CCR Delivery Plan:

DRAFT

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="370 1432 1421 1631"> <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+
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**Risks in the
Delivery
Process**

List of risks, challenges or roadblocks identified with the activity

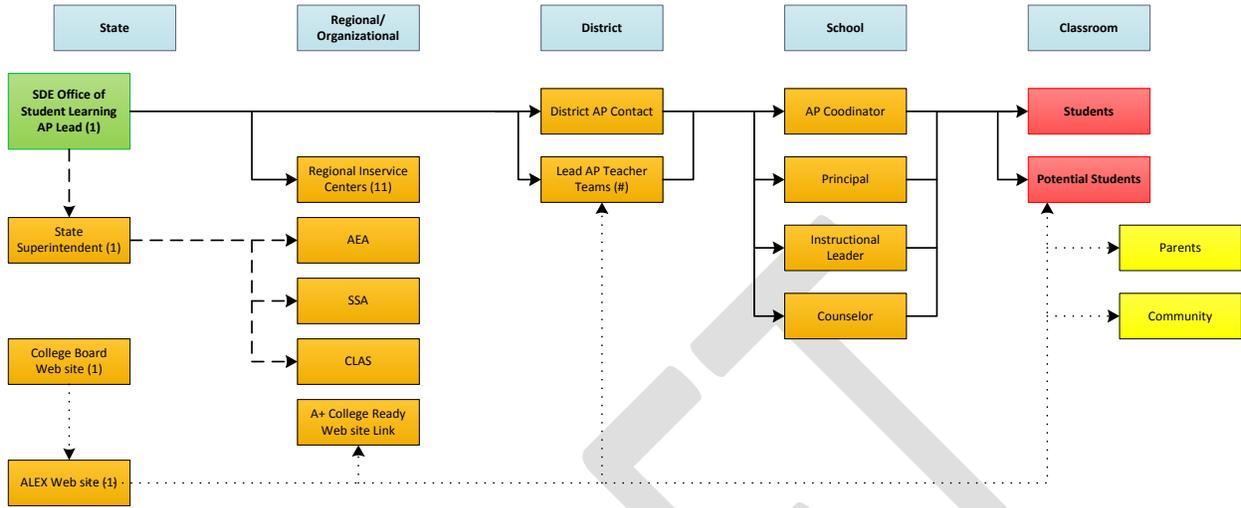
One of the biggest challenges to AP course expansion is the lack of qualified AP teachers in some areas of the state. ACCESS provides one solution to that problem, but more and better qualified teachers still need to be identified.

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.

DRAFT

Delivery Chain:

Advanced Placement (AP) Strategy



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="370 1612 1429 1814"> <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
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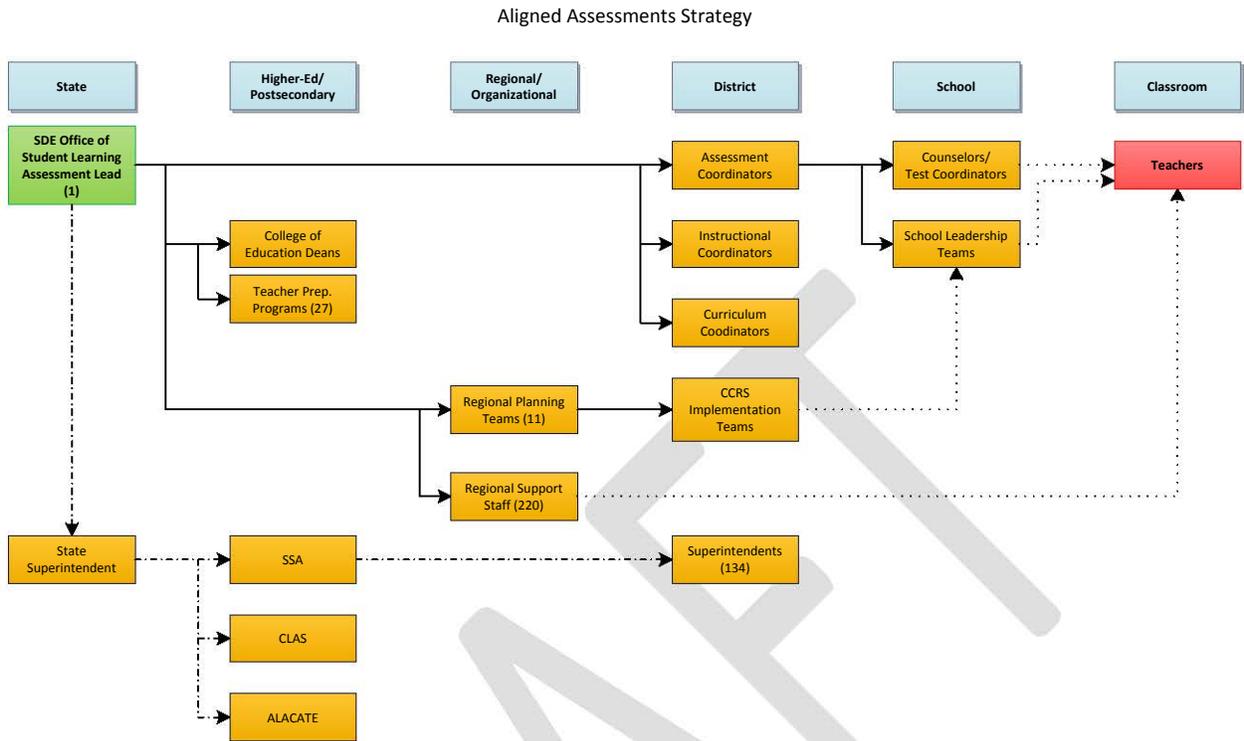
Risks in the
Delivery
Process

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.

DRAFT

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

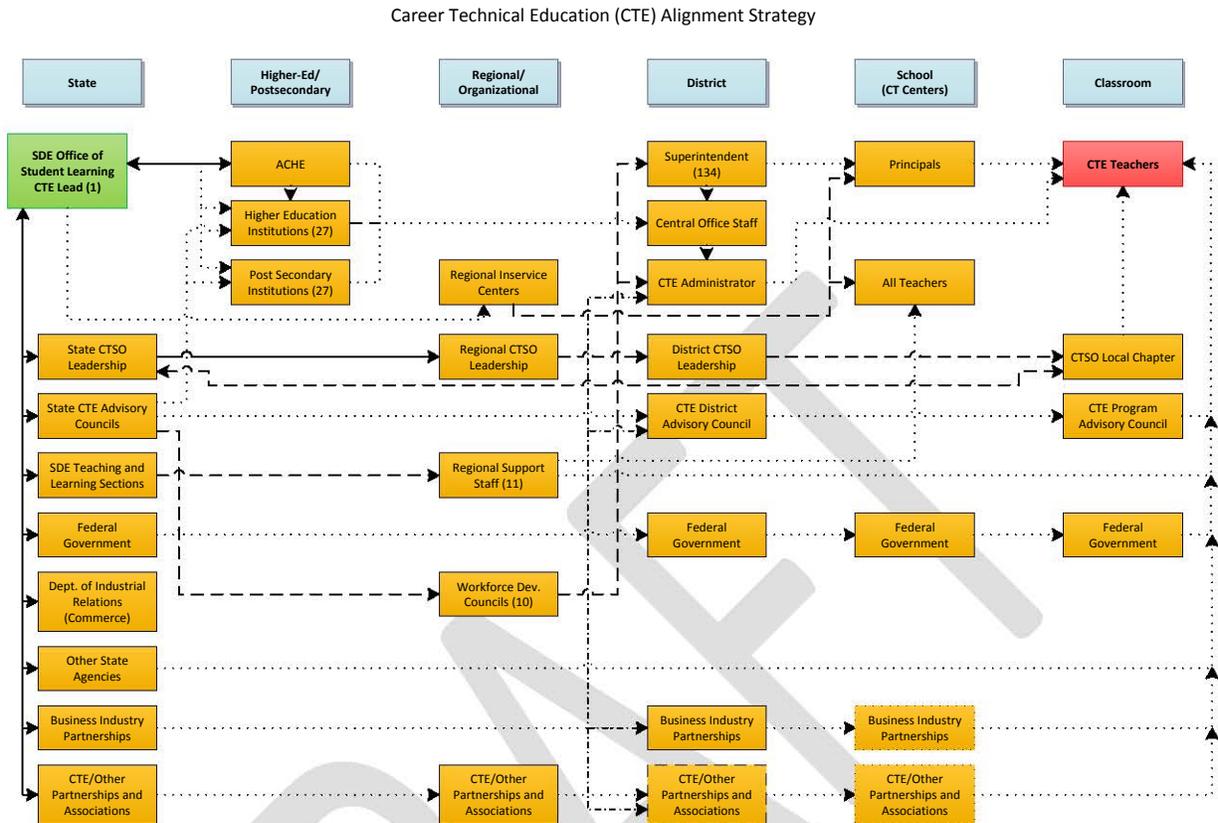
List of risks, challenges, or roadblocks identified with the activity

- 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>

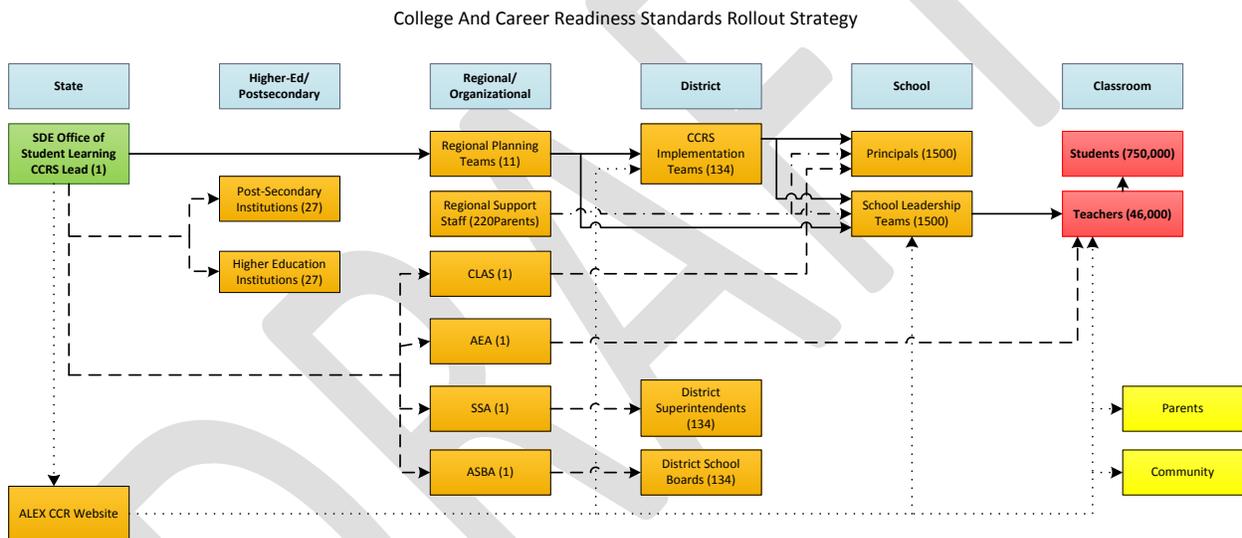
Resources	<p><u>What resources are dedicated to it?</u></p> <p>The CCRS Rollout has been identified as a focus of the SDE for the coming years. With that in mind, a large percentage of SDE personnel have been assigned to one of 11 Regional Planning Teams. Representatives from these teams will meet with 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="370 1535 1430 1738"> <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
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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.

- 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



Feedback Loops:

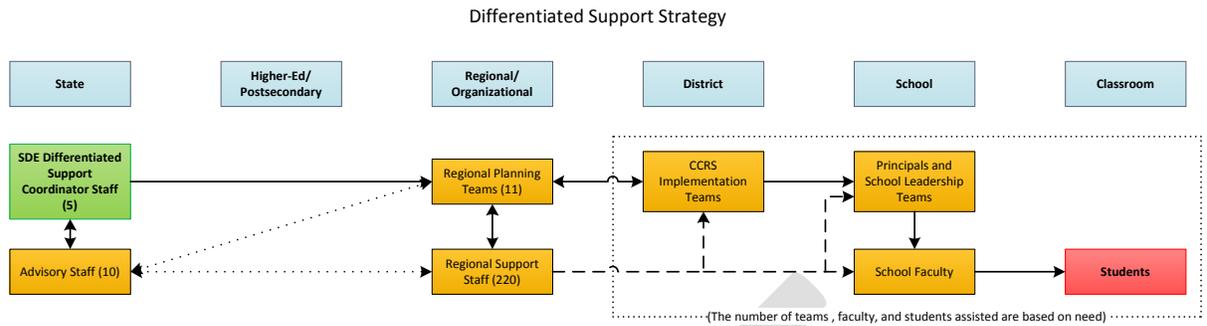
Differentiated Support Strategy

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="370 1087 1429 1289"> <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+
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Level of Impact	-	M	M	H	H														
Number of Students	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> <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 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 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 (RtI) Alignment Strategy

Activity Profile:

Activity Description	<p><u>What is the activity?</u></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.</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 RtI, 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 RtI 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)

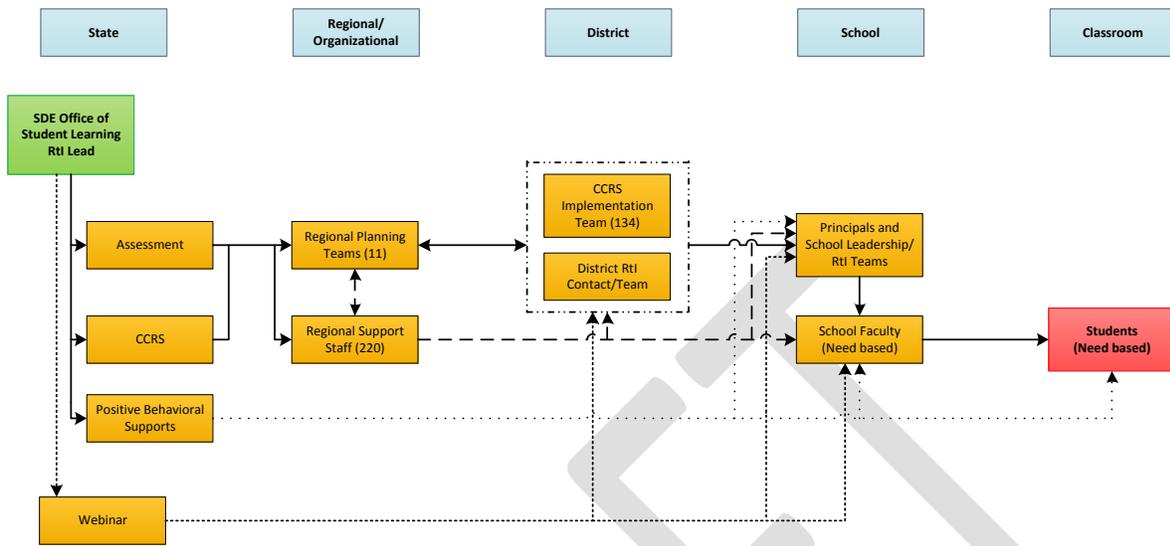
What resources are dedicated to it? (Personnel dedicated to project, funding for project (amount and timeframe?))

- 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="370 680 1429 884"> <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+
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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.

RtI – Response to Instruction

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.

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

Ms. Sherrill W. Parris, Deputy Superintendent
Teaching and Learning Division

Dr. Melinda Maddox, Assistant Superintendent
Research, Information & Data Services

Dr. Linda Felton-Smith, Director
Office of Learning Support

Dr. Tony Thacker, Coordinator
Research & Development

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 a 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)

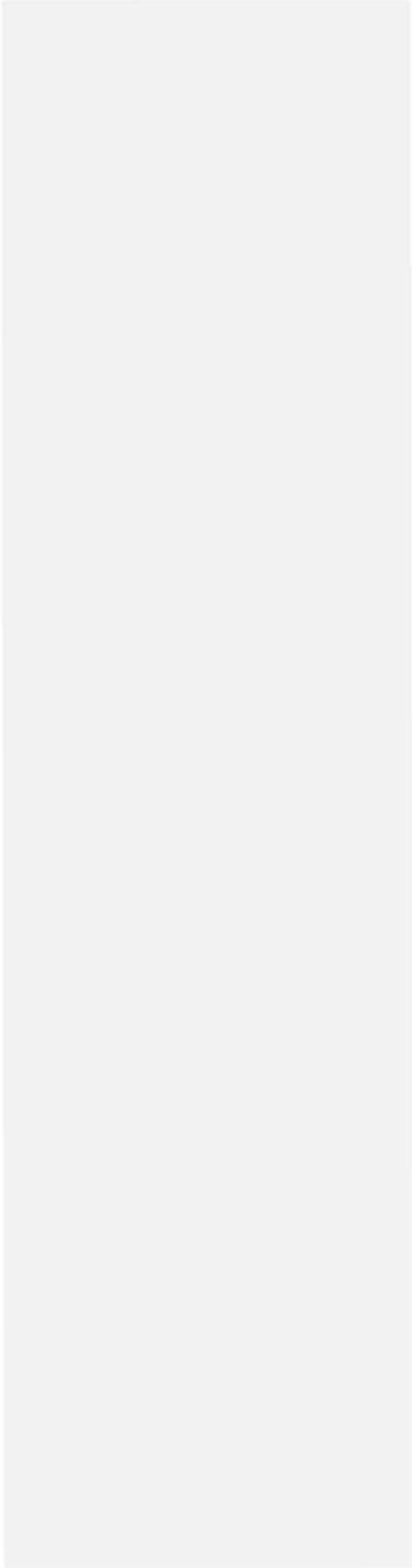
Supporting Increased Graduation Rates/Indicator:

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.

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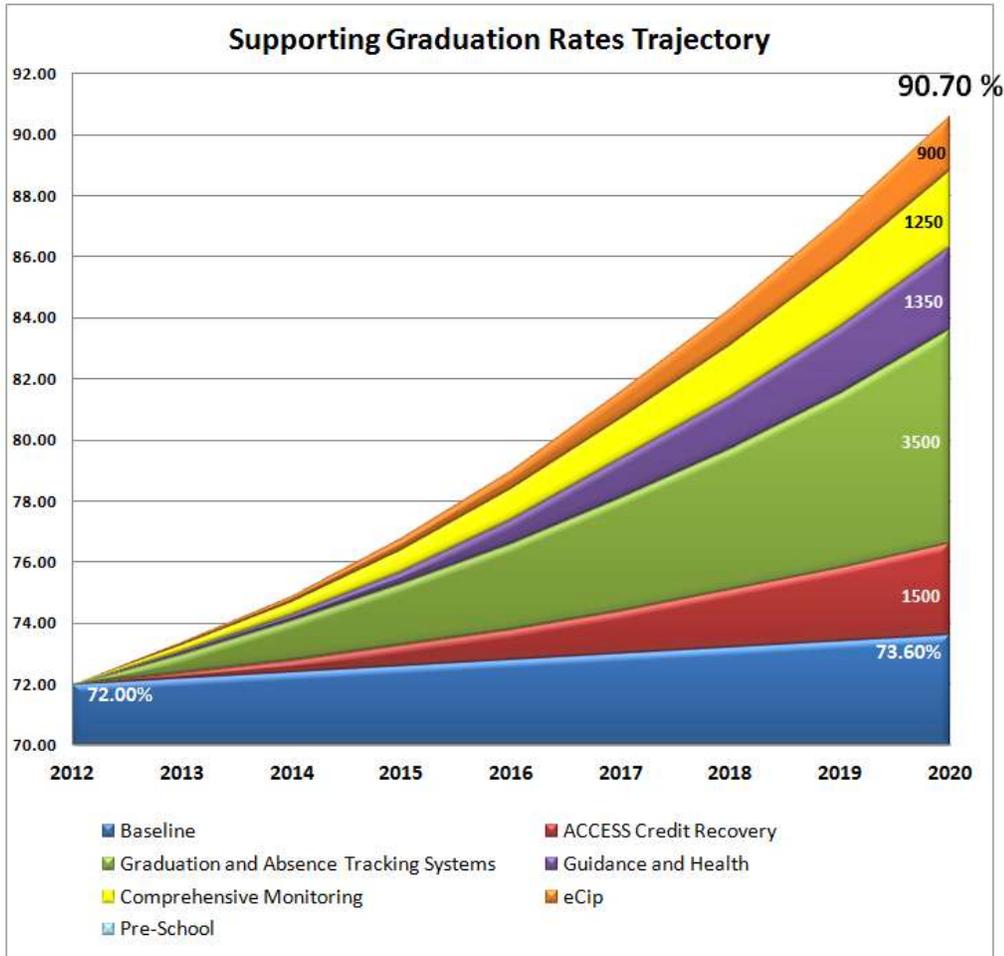
Supporting Increased Graduation Rates, Strategy Leads, and Strategy Descriptions:

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.

<i>Strategy/Strategy Lead</i>	<i>Strategy Description</i>
<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:

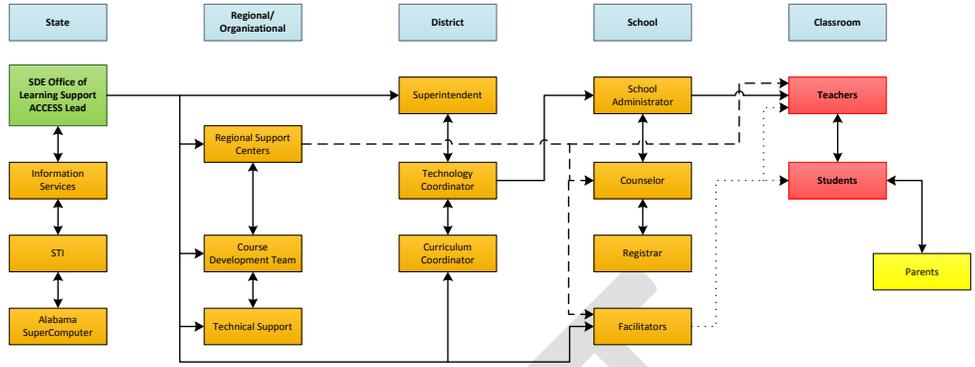


Activity Name: ACCESS Credit Recovery

<p>Activity Description</p>	<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.
<p>Activity timeline</p>	<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>
<p>Project Scope</p>	<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



DRAFT

Graduation Indicators

Activity Profile: Graduation Tracking System

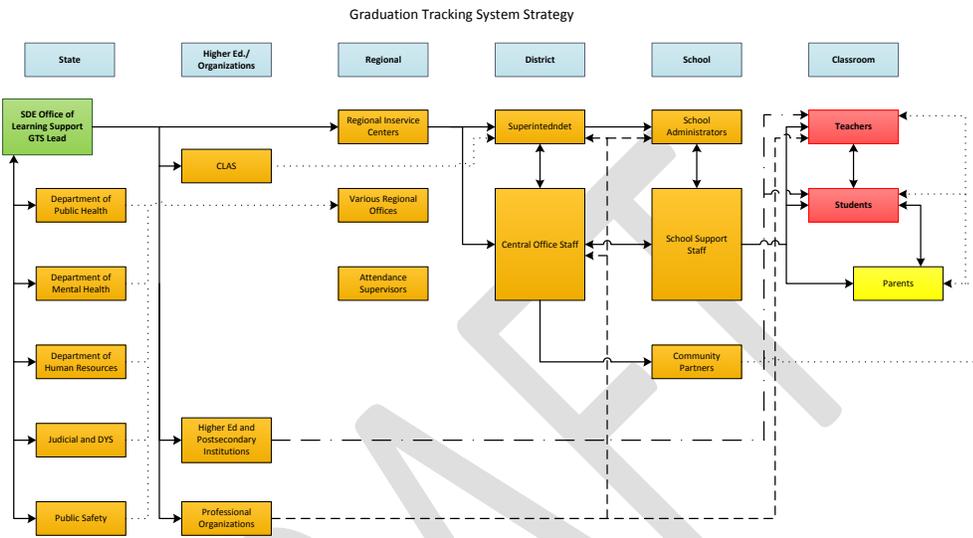
Activity Description	<p>The K-12 Graduation Tracking System (GTS) is a training supportive tool designed through a partnership with Everyone Graduates Center, STI, Baldwin County School System, and the ALSDE for use by local education agencies (LEAs) in the state of Alabama that are utilizing the STI 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 how to effectively implement an early warning tracking system.</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="289 982 1157 1766"> <thead> <tr> <th data-bbox="289 982 500 1031">Schedule</th> <th data-bbox="508 982 1157 1031">Process/Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 1041 500 1234">Summer prior to start of school year</td> <td data-bbox="508 1041 1157 1234"> <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 1245 500 1417">At the beginning of the school year</td> <td data-bbox="508 1245 1157 1417"> <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 1428 500 1600">Interval 1</td> <td data-bbox="508 1428 1157 1600"> <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 1610 500 1766">Interval 2</td> <td data-bbox="508 1610 1157 1766"> <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	

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	<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. 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 "<i>restorative justice</i>" 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.

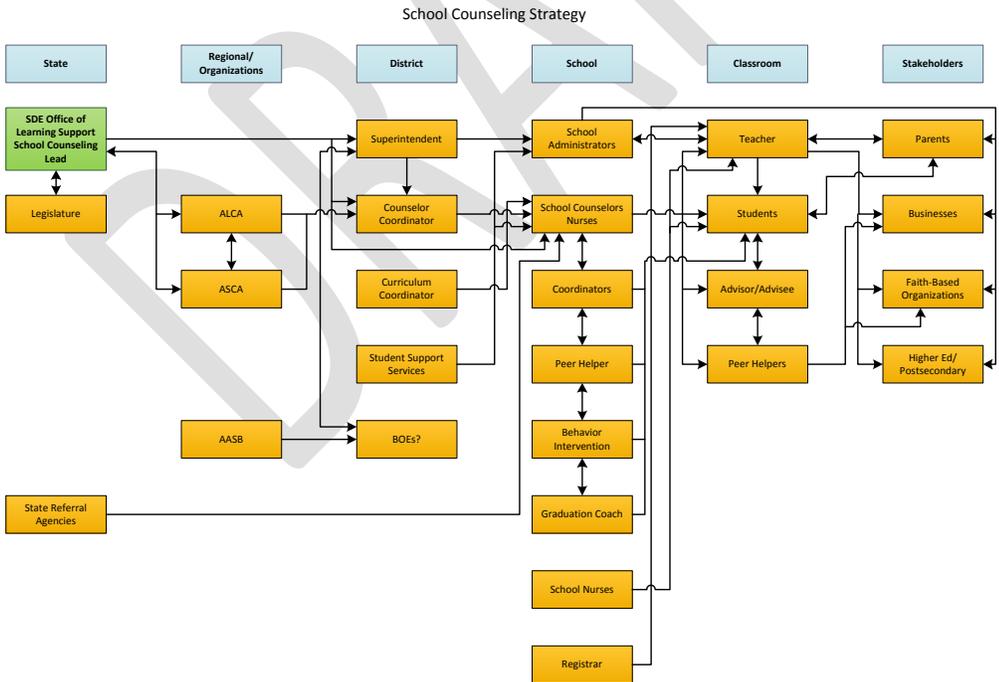
*A comprehensive K-12 plan should be implemented with a focus on 4-12. The data shown is K-12.

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

	<p>plans, we should see an increase in the graduation rate with students totally prepared for life after high school.</p> <p>Estimated impact - high</p>
<p>Risks in the Delivery Process</p>	<p>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.</p>



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. Estimated impact – low
Risks in the Delivery Process	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.

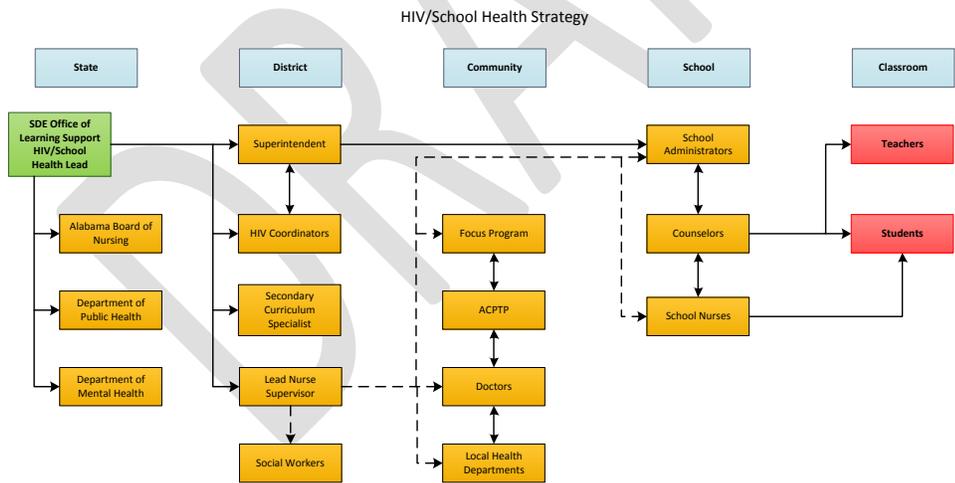
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Activity Name: InformationNOW Health System

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

	<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>Risks in the Delivery Process</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>

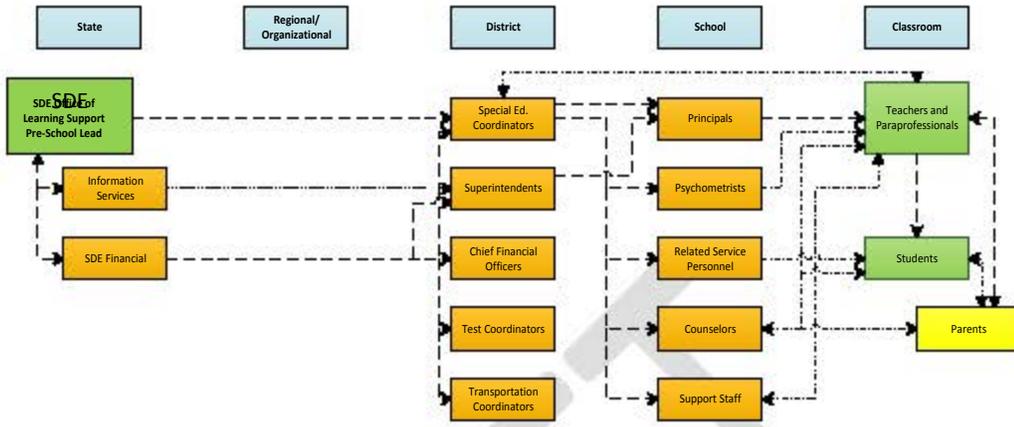


Activity Name: Comprehensive Monitoring: Federal Programs and Special Education

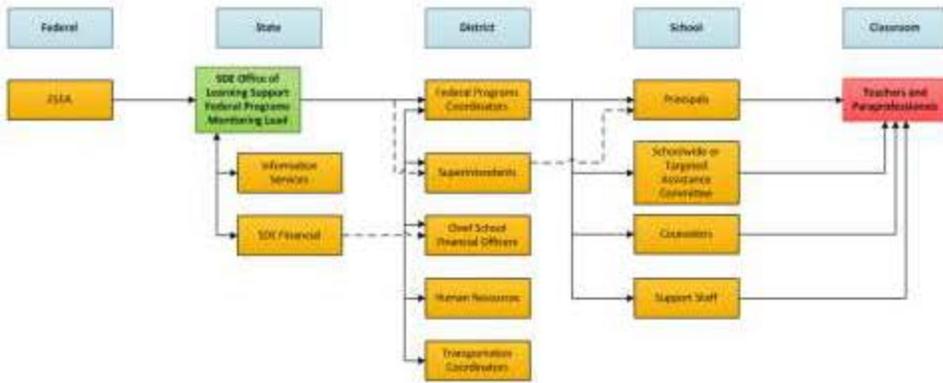
<p>Activity Description</p>	<p>Monitoring in Federal Programs checks to make sure that LEAs are in compliance with No Child Left Behind. The SDE monitors the LEAs' policies, budgets and procedures as they relate to NCLB.</p> <p>Focused Monitoring for Special Education is intended to balance the need for continuous procedural compliance with a focus on improving student results and outcomes. 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>
<p>Effects on Target</p>	<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>
<p>Risks in the Delivery Process</p>	<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



Federal Programs Monitoring Strategy

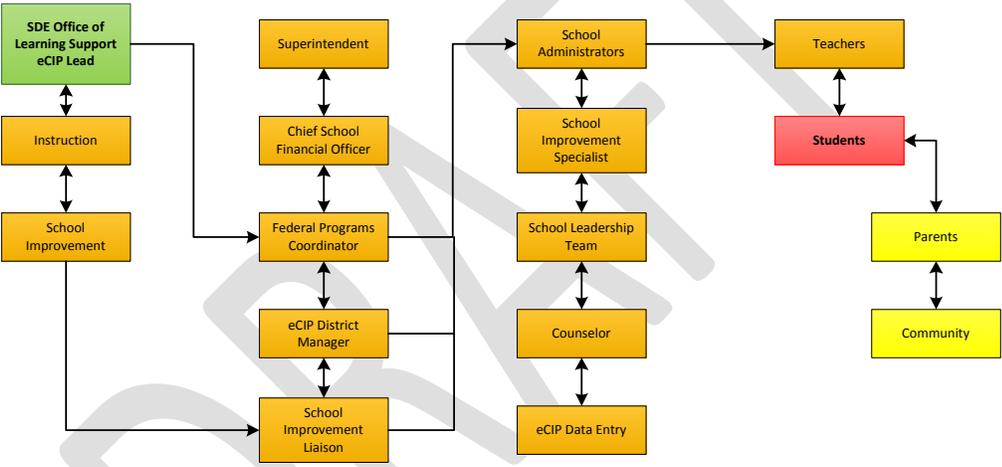


Activity Name: eCIP

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.

	Estimated impact - low
Risks in the Delivery Process	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. High turnover in schools and district staff. Process is very technical, time consuming and hard to use.

Electronic Continuous Improvement Plan (eCIP) Alignment Strategy

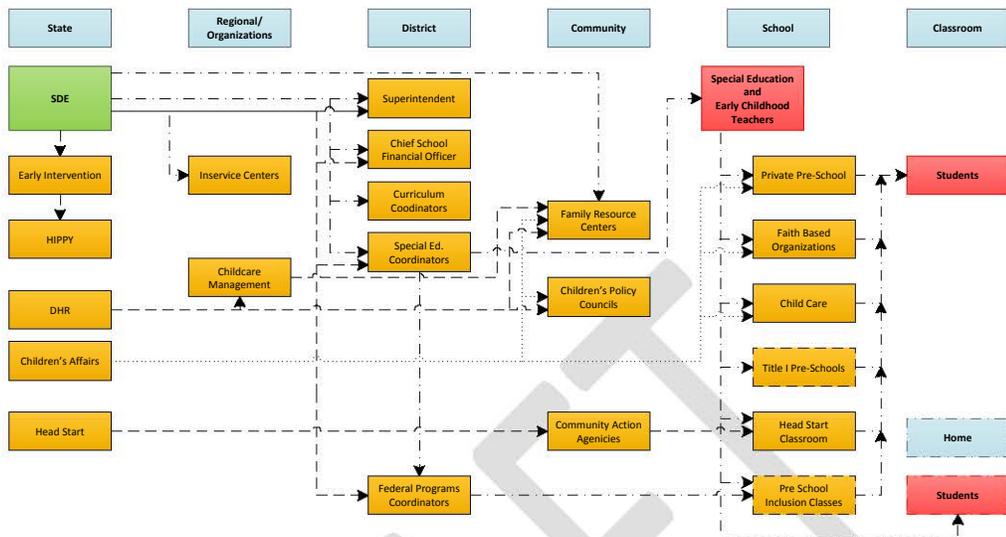


Activity Name: Preschool

<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>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



DRAFT



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

School Year	Grade 3			
	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).

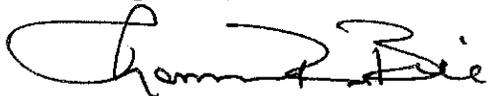
Further, the ALSDE has identified persistent achievement and graduation rate gaps within the state that need to be closed. As evidence of this identification, attached to this letter is a table that sets forth statewide achievement data, including proficiency rates and achievement gaps, for the "all 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,



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	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap
READING/ LANGUAGE ARTS	08-09	83	76	-7	40	-43	63	-20	89	6	74	-9	76	-7	92	9	86	3		
	09-10	83	77	-6	41	-42	59	-24	89	6	74	-9	77	-6	91	8	88	5		
	10-11	85	79	-6	46	-39	60	-25	90	5	77	-8	80	-5	91	6	89	4		
MATHEMATICS	08-09	77	68	-9	36	-41	60	-17	84	7	65	-12	70	-7	93	16	83	6		
	09-10	79	71	-8	39	-40	62	-17	85	6	68	-11	74	-5	93	14	85	6		
	10-11	81	74	-7	44	-37	63	-18	87	6	70	-11	77	-4	94	13	86	5		
GRADUATION RATES		% Graduating	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap		
	08-09	87	85	-2	61	-26	72	-15	89	2	82	-5	82	-5	96	9	92	5		
	09-10	88	82	-6	63	-25	68	-20	90	2	84	-4	85	-3	95	7	90	2		
	10-11	72	62	-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.

Adoption of College and Career Ready
Standards



STATE OF ALABAMA

STATE BOARD OF EDUCATION MEETING

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Governor Bob Riley

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Randy McKinney
Vice President

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State Board
District VII
Gary Warren

State Board
District VIII
Dr. Mary Jane Caylor
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.

Dr. Joyce Stallworth, The University of Alabama	Bash Agricola, Citizen
Marcia Chambliss, Smart Girl Politics	Dr. Hal Horton, Principal, Highland Park Elementary
Anita Gibson, Alabama Education Association	Kris Foster, Citizen
David W. Gaston, Living Waters Ministries	Susan Stephens, Citizen
Caroline Novak, A+ Education Partnership	Tommy Ledbetter, Principal, Buckhorn High School
Waynolia Wood, Citizen	Senator Dick Brewbaker, Alabama State Senate
Tina Watts, Boeing Strategic Missile	Dr. James E. McLean, The University of Alabama
Senator Scott Beason, Alabama State Senate	Eunice Smith, Eagle Forum of Alabama
Larry Lee, Center for Rural Alabama	Dr. Jeannie Box, Samford University
Deborah Head, Concerned Conservative Teachers of Alabama	Jerry Prady, Citizen
Diana Crews, Citizen	Gina Cox, Citizen
Wanda McDonald, Concerned Parent	Becky Gerritson, Citizen
Rick Barber, Conservatives of Alabama	Brenda Terry, AMSTEC
Vicki Holloway, Montgomery County School System	Rick McLain, Parents and Citizens of Alabama
Elois Zeanah, Alabama Federation of Republican Women	Barbara W. Williams, Army/Military Families
Ronald Jackson, Citizens for Better Schools	Charles Burtron, Citizen
Lisa Becker, Mom, A Sisterhood of Mommy Patriots	Valerie Askew, Concerned Women for America
Dr. Betsy Rogers, Samford University	Dr. Sally Howell, AASB
Ginger Gregg, Parent	Dr. Susan Pruet, AMSTEC, MAEF
Catherine Watson, Brewton City Schools	

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

elected 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 85 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 CCSSO, 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)(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:

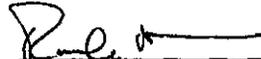
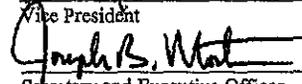
Class AA Teacher Leader (P-12)

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 Jans 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 
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

Statewide Achievement Gaps in Reading/Language Arts, Mathematics, and Graduation Rates by Subgroup

	Economically Disadvantaged			Students with Disabilities		Hispanic		African American		Asian/Pacific Islander		Latino		All Students				
	% Proficient	% 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
	10	85	79	-6	46	-39	60	-25	90	5	77	-8	80	-5	91	6	89	4
	11	85	79	-6	46	-39	60	-25	90	5	77	-8	80	-5	91	6	89	4
MATHEMATICS	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
	10	81	74	-7	44	-37	63	-18	87	6	70	-11	77	-4	94	13	86	5
	11	81	74	-7	44	-37	63	-18	87	6	70	-11	77	-4	94	13	86	5
GRADUATION RATE	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	88	82	-6	63	-25	68	-20	90	2	84	-4	85	-3	95	7	90	2
	10	88	82	-6	63	-25	68	-20	90	2	84	-4	85	-3	95	7	90	2
	11	72	62	-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: Fearon Becky
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.

Becky Fearon
Director of Curriculum
Jacksonville City Schools
123 College Street SW
Jacksonville, AL 36265
256-782-8210

Washington Shanthia

From: Frazier Joan
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?

Mrs. Joan Frazier
Superintendent
Anniston City Schools
(256) 231-5000

Washington Shanthia

From: Johnston Gina
Sent: Thursday, May 03, 2012 7:59 AM
To: amocomment
Subject: AMO

We support the AMO Flexibility Option.

Gina Johnston

Demopolis City Schools

Federal Programs Coordinator

Secondary Education Coordinator

334-289-1670 Ext. 5

Washington Shanthia

From: Pam Burgess [pburgess@attalla.k12.al.us]
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,

Pam Burgess

Accountability and Assessment Coordinator
Psychometrist

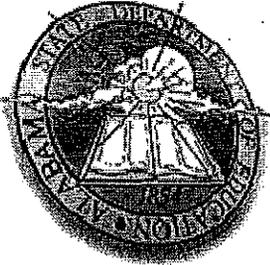
Washington Shanthia

From: Peek Martha
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



Alabama
State Board
of Education

Governor
Robert Bentley
President

Randy McKinney, J.D.
District I
Vice President

Betty Peters
District II

Stephanie W. Bell
District III

Yvette M. Richardson, Ed.D.
District IV

Ella B. Bell
District V

Charles E. Elliot, 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

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.

###

Gordon Persons Building • P.O. Box 302101 • Montgomery, AL 36130
Telephone (334)242-9700 • Fax (334)242-9708 • Web site:www.alsde.edu

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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

Governor
Robert Bentley
President

Randy McKinney, J.D.
District I
Vice President

Betty Peters
District II

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District III

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Ella B. Bell
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Charles E. Elliot, 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

News Release:
May 7, 2012

Contact: Malissa Valdes-Hubert
334-242-9952
mvaldes@alsde.edu

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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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
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

- 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

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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

Alabama
State Board
of Education

May 10, 2012

Governor
Robert Bentley
President

MEMORANDUM

Randy McKinney, J.D.
District I
Vice President

TO: To Whom It May Concern

Betty Peters
District II

FROM: Ann Starks, Executive Secretary
Alabama State Board of Education

Stephanie Bell
District III

RE: No Child Left Behind Annual Measureable Objectives (AMO) One-Year Freeze

Yvette M.
Richardson, Ed.D.
District IV

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.

Ella B. Bell
District V

Please contact me if additional information or clarification is needed.

Charles E. Elliott, M.D.
District VI

AS

Gary Warren
District VII
President Pro Tem

Attachment

Mary Scott Hunter, J.D.
District VIII

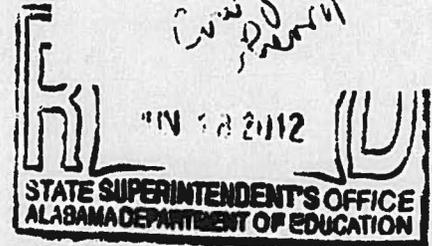
Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

Attachment 15



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

May 31, 2012



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: *T.R.*

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.

www.ed.gov

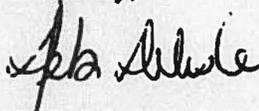
400 MARYLAND AVE., SW. WASHINGTON, DC 20202

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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,



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.

290-3-3-.03 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:

(1) Standard 1. Content Knowledge.

(a) Overview. 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.

(b) 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.

3. Knowledge of the State standards and district curriculum for subjects taught at particular instructional levels.

(c) Key Indicators.

1. *Academic Discipline(s)*

(i) 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.

(ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

(iii) Ability to use students' prior knowledge and experiences to introduce new subject area related content.

(iv) Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.

(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real life settings.

2. *Curriculum*

(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the *Alabama Course of Study* for those teaching fields.

(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

(2) Standard 2. Teaching and Learning.

(a) **Overview.** 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.

(b) **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.

(c) **Key Indicators.**

1. **Human Development**

(i) Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.

(ii) Knowledge of the role of language in learning.

(iii) Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.

(iv) Knowledge of developmentally appropriate instructional and management strategies.

(v) Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.

(vi) 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.

(vii) Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.

2. **Organization and Management**

(i) Knowledge of the importance of developing learning objectives based on the *Alabama Courses of Study* and the needs, interests, and abilities of students.

(ii) Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.

(iii) Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.

(iv) Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.

(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.

(vi) Ability to plan teaching and learning experiences that are congruent with the *Alabama Courses of Study* and appropriate for diverse learners.

(vii) Ability to collect and use data to plan, monitor, and improve instruction.

(viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.

(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

3. *Learning Environment*

(i) Knowledge of norms and structures that contribute to a safe and stimulating learning environment.

(ii) Knowledge of factors and situations that promote or diminish intrinsic motivation.

(iii) 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.

(iv) Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.

(v) Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.

(vi) Ability to use individual behavioral support plans to respond proactively to the needs of all students.

(vii) Ability to create a print-rich and language-rich environment that develops and extends students' desire and ability to read, write, speak, and listen.

(viii) Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.

4. *Instructional Strategies*

(i) Knowledge of research and theory underpinning effective teaching and learning.

(ii) Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.

(iii) Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.

(iv) Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.

(v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.

(vi) Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.

(vii) 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.

(viii) Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.

(ix) Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.

(x) Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.

5. *Assessment*

(i) Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.

(ii) Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

(iii) Knowledge of measurement-related issues including validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.

(iv) Knowledge of current Alabama assessment requirements and procedures.

(v) 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.

(vi) 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.

(vii) Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.

(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.

(ix) Ability to develop rubrics and to teach students how to use them to assess their own performances.

(x) Ability to develop and select appropriate performance assessments.

(xi) Ability to engage all students in assessing and understanding their own learning and behavior.

(xii) Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

(3) Standard 3. Literacy.

(a) Overview. 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.

(b) 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 a culture where

technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.

(c) Key Indicators.

1. *Oral and Written Communications*

(i) Knowledge of standard oral and written communications.

(ii) Knowledge of the impact of native language and linguistic background on language acquisition.

(iii) Knowledge of media communication technologies that enrich learning opportunities.

(iv) Ability to model appropriate oral and written communications.

(v) Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.

(vi) Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.

(vii) Ability to integrate skill development in oral and written communications into all content areas that one teaches.

(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

2. *Reading*

(i) 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.

(ii) Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.

(iii) Ability to integrate reading instruction into all content areas that one teaches.

(iv) 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.

3. *Mathematics*

(i) Knowledge of the role that mathematics plays in everyday life.

(ii) Knowledge of the concepts and relationships in number systems.

(iii) 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.

(iv) Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.

(v) Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.

(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.

4. Technology

(i) Knowledge of available and emerging technologies that support the learning of all students.

(ii) 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.

(iii) Ability to integrate technology into the teaching of all content areas that one teaches.

(iv) 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.

(v) Ability to use technology to assess student progress and manage records.

(vi) Ability to evaluate students' technology proficiency and students' technology-based products within content areas.

(4) Standard 4. Diversity.

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

(b) **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.

(c) **Key Indicators.**

1. **Cultural, Ethnic, and Social Diversity**

(i) 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.

(ii) Knowledge of cultural, ethnic, gender, linguistic, and socioeconomic differences and how these may affect individual learner needs, preferences, and styles.

(iii) Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.

(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.

(v) 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.

2. *Language Diversity*

(i) Knowledge of the process of English language acquisition and strategies to support the learning of students whose first language is not English.

(ii) Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.

(iii) Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.

3. *Special Needs*

(i) 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.

(ii) Knowledge of the indicators of the need for special education services.

(iii) Ability to identify and refer students for diagnosis for special services.

(iv) Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.

4. *Learning Styles*

(i) Knowledge of research and theory related to learning styles and multiple intelligences.

(ii) Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.

(iii) Ability to help students assess their own learning styles and to build upon identified strengths.

(iv) Ability to design learning experiences that engage all learning styles.

5. *General*

(i) Knowledge of how personal and cultural biases can affect teaching and learning.

(ii) Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.

(iii) Ability to create a learning community in which individual differences are respected.

(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.

(5) Standard 5. Professionalism.

(a) **Overview.** 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.

(b) **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.

(c) **Key Indicators.**

1. **Collaboration**

(i) Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.

(ii) Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.

(iii) Knowledge of roles and responsibilities of para-educators and other paraprofessionals.

(iv) Ability to involve parents and/or families as active partners in planning and supporting student learning.

(v) Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.

(vi) Ability to share responsibility for all students' learning throughout the school and collaborate with colleagues to support every student's growth.

(vii) Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.

(viii) Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans (IEPs) and other plans such as Section 504 goals for students with disabilities.

(ix) Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.

(x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

2. *Continuous, Lifelong Professional Learning*

(i) Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).

(ii) Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.

(iii) Knowledge of the processes and skills associated with peer coaching and mentoring.

(iv) Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.

(v) Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.

(vi) Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.

(vii) 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.

3. *Alabama-Specific Improvement Initiatives*

(i) 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.

(ii) Knowledge of Alabama's State assessment requirements and processes.

(iii) Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.

(iv) Ability to communicate with students, parents, and the public about Alabama's assessment system and major State educational improvement initiatives.

4. *School Improvement*

(i) Knowledge of research relating collective responsibility for student learning to increased achievement for all students.

(ii) 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.

(iii) Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.

(iv) Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.

5. *Ethics*

(i) Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.

(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

(iii) Ability to use and maintain confidential student information in an ethical and professional manner.

(iv) 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.

6. *Local, State, and Federal Laws and Policies*

(i) Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect.

(ii) Ability to access school, community, state, and other resources and referral services.

(iii) Ability to access resources to gain information about federal, state, district, and school policies and procedures.

(iv) Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications.

Author: Dr. Joseph B. Morton.

Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and adopted new 01-09-97, effective 07-01-97; amended 12-9-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 03-08-07, effective 04-12-07; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09.

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

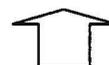
A pool of aligned items to each standard at each grade level within each assessment content area will be available for teacher, school or system use for formative, benchmark and/or interim assessments to be used to inform instructional practice. Included will also be links to instructional resources 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

Old ESEA Status Announced

Identify Priority Schools Only

Announce Phase I Results / Includes A-F Grades for Schools & LEAs

Announce Phase I and II Results / Includes A-F Grades for Schools & LEAs

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



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ENROLLED, An Act,

Relating to public K-12 education; to require 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.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. (a) Just as there is value in assigning grades that reflect the performance of public school students in Alabama, the Legislature finds that there is also value in assigning grades that reflect the performance of the public schools attended by public school students in Alabama. The Legislature further finds that an easy to understand school grading system would best serve the interests of the public as a whole, and specifically the parents and guardians of public school students, by providing another transparent layer of accountability for the public dollars allocated to elementary and secondary education in the state.

(2) The Legislature also finds that there is a need for a program to reward public K-12 schools in Alabama that demonstrate high achievement. The Legislature further finds that performance-based incentives and increased autonomy are commonplace in the private sector and should be infused into 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

Collins

SPONSORS

- Henry 28
- D. Chilton 29
- Fincher 30
- R. Scott 31
- WALLACE 32
- Sam Bledsoe 33
- Pat Wynn 34
- MAST 35
- Buttram 36
- Bell 37
- Weaver 38
- Green 39
- REHODA, A. 40
- D. Williams 41
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HOUSE ACTION

DATE: 3-20 2012
 RD 1 RFD ER

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) 0 w/sub 0 this 5th day of April, 2012.
W. McClure, 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 1 w/eng sub _____ by a vote of yeas 7 nays 0 abstain 0 this 2nd day of MAY, 2012.
Patrick Harris, Chairperson

DATE: 5-3 20__
 RF FAU 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 AS 1
PATRICK HARRIS,
 Secretary

DATE: 5-8-12 RD 3 at length
 PASSED PASSED AS AMENDED

YEAS 33 NAYS 0
 And was ordered returned forthwith to the House.
PATRICK HARRIS,
 Secretary

DATE: _____ 20__
 INDEFINITELY POSTPONED YEAS _____ NAYS _____

DATE: _____ 20__
 RECONSIDERED _____ YEAS _____ NAYS _____

FURTHER SENATE ACTION (OVER)

ADDITIONAL SIGNATURES OF CO-SPONSORS

54	80
55	81
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**HOUSE ACTION
(Continued)**

HOUSE OF REPRESENTATIVES

R. 3 at length and passed

Yeas 89 Nays 5 Abs 0

Date 4-19-12

GREG PAPPAS, Clerk

**SENATE ACTION
(Continued)**

This bill having been referred to the Comm Rules pursuant to Senate Rule 23 is reported to the Senate for assignment to the Committee or

This _____ day of _____, 20____

Signed (Committee Chairperson)

Date: _____

Referred

Committee _____

DATE: _____

RE-REFERRED RE-COMMITTED

Committee _____

This Bill was referred to the Standing Committee of 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 (RtI)



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.





What is Response to Instruction (RtI)?

What are the Core Principles of RtI?

How is behavior addressed in the RtI Model?

RESPONSE TO INSTRUCTION (RtI)

Core Support for All Students



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.



- 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.



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.

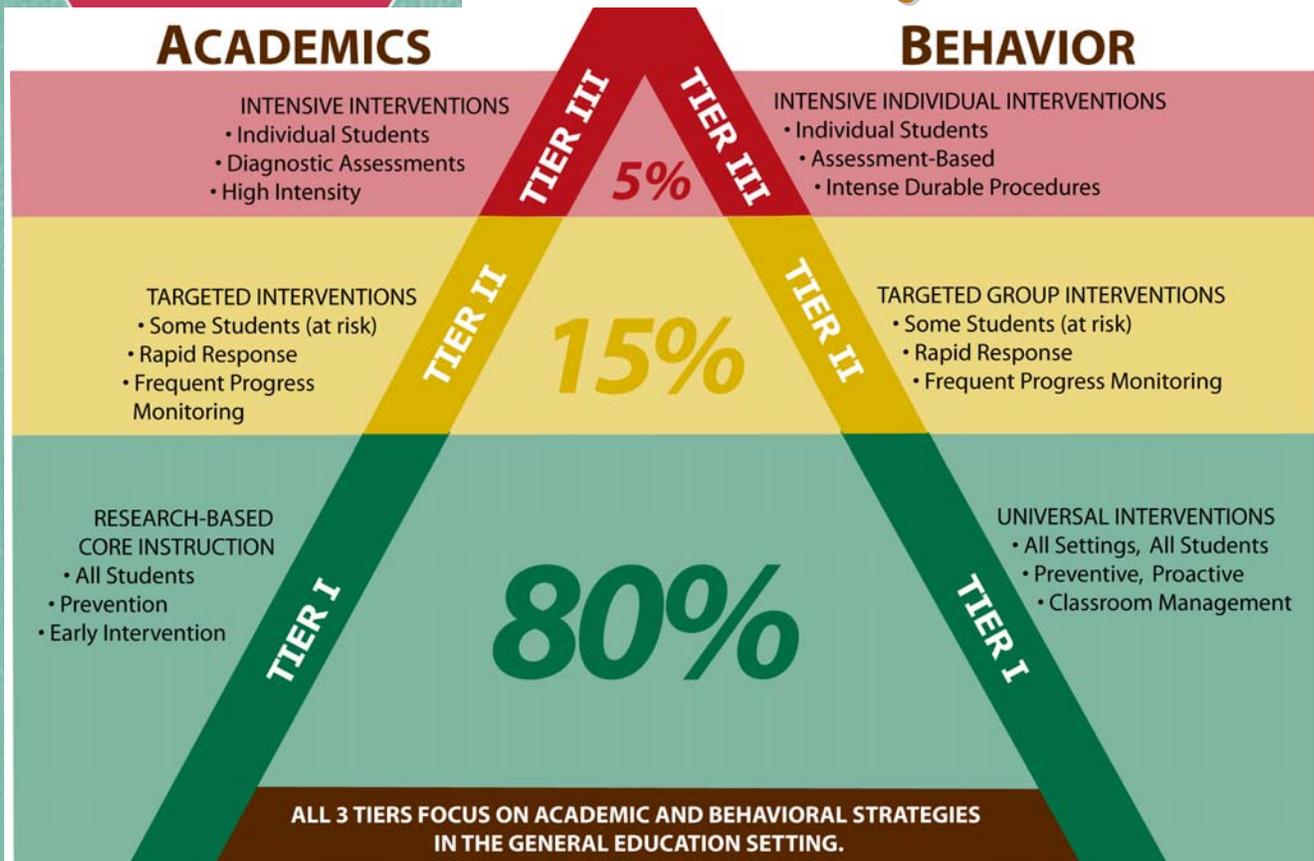
Special Education Teacher—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

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

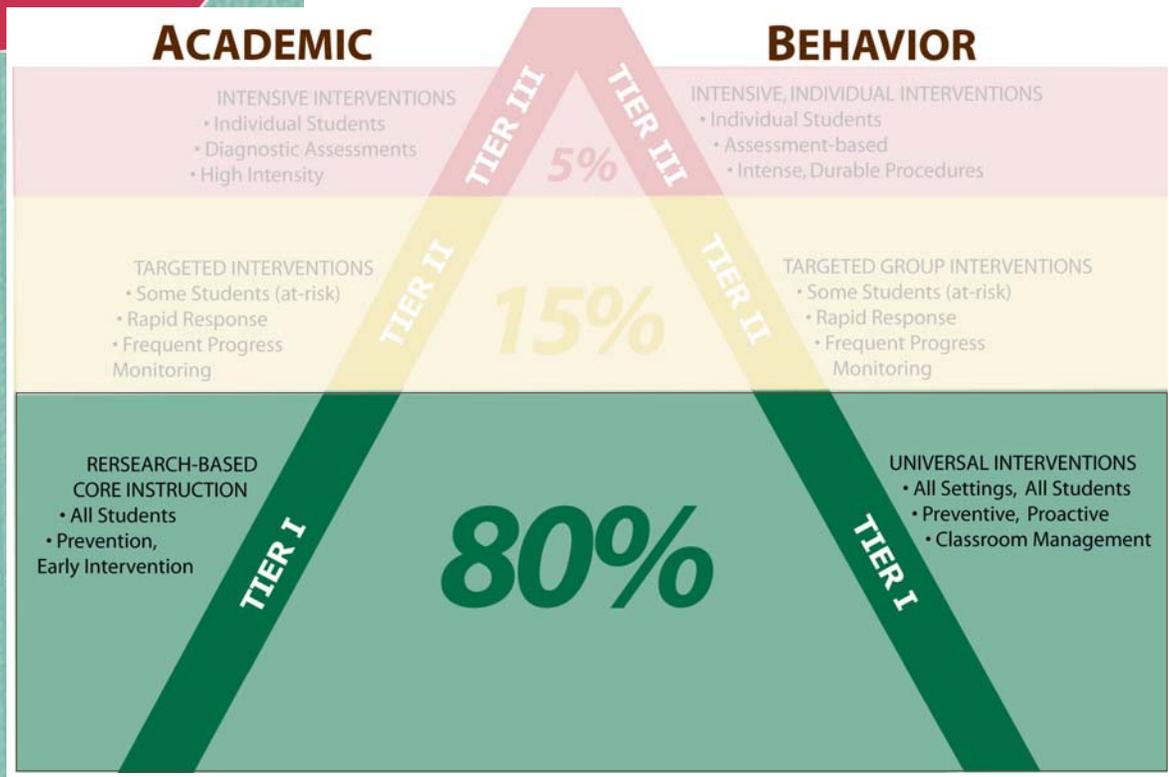


What is the focus of Alabama's tiered instructional model?

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



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.

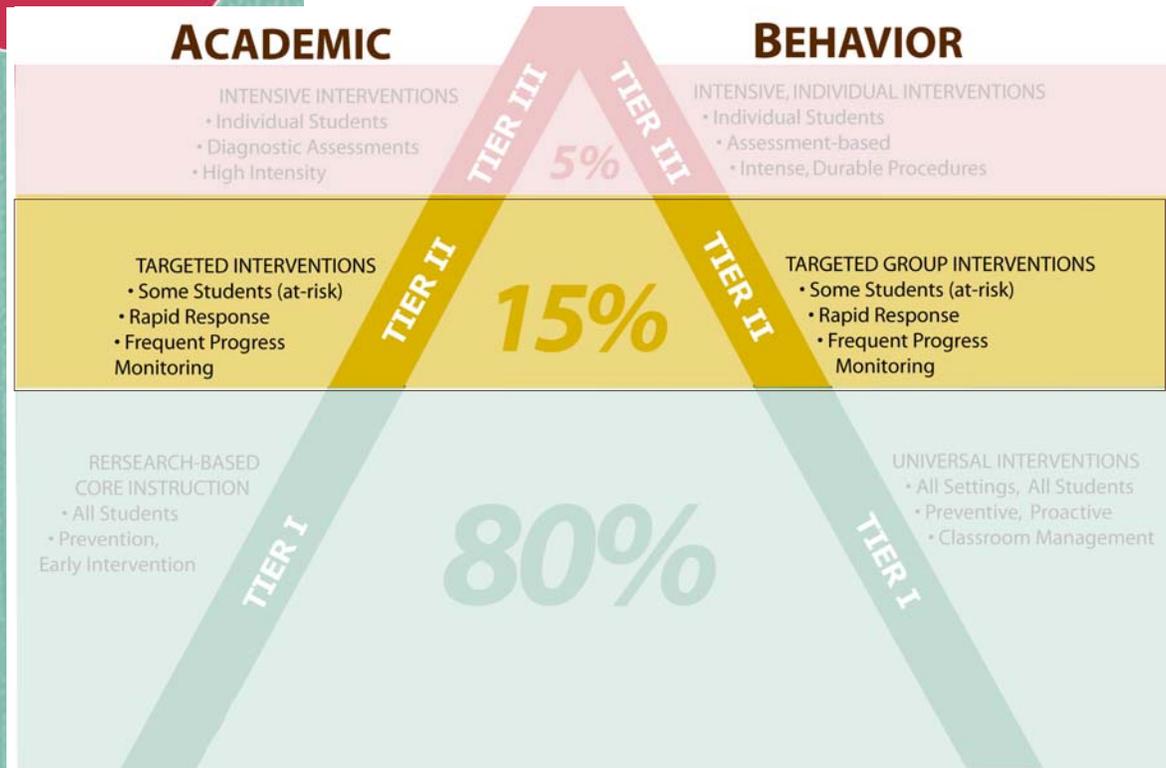
Assessment

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



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.

Who receives Tier II services?

- Drill repetition and/or practice review.
- Opportunities for completing tasks in smaller steps..

Who makes the decision to provide Tier II intervention?

←.....

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 provides 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.

Where can Tier II intervention be provided?

- ←.....
- General Education Teacher
 - Specialized Teacher
 - Special Education Teacher
 - Paraeducator

What should students receive in Tier II intervention?

←.....

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.

←.....

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

What does the decision-making process look like in Tier II?

What does grouping look like in Tier II?

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.

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.

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.

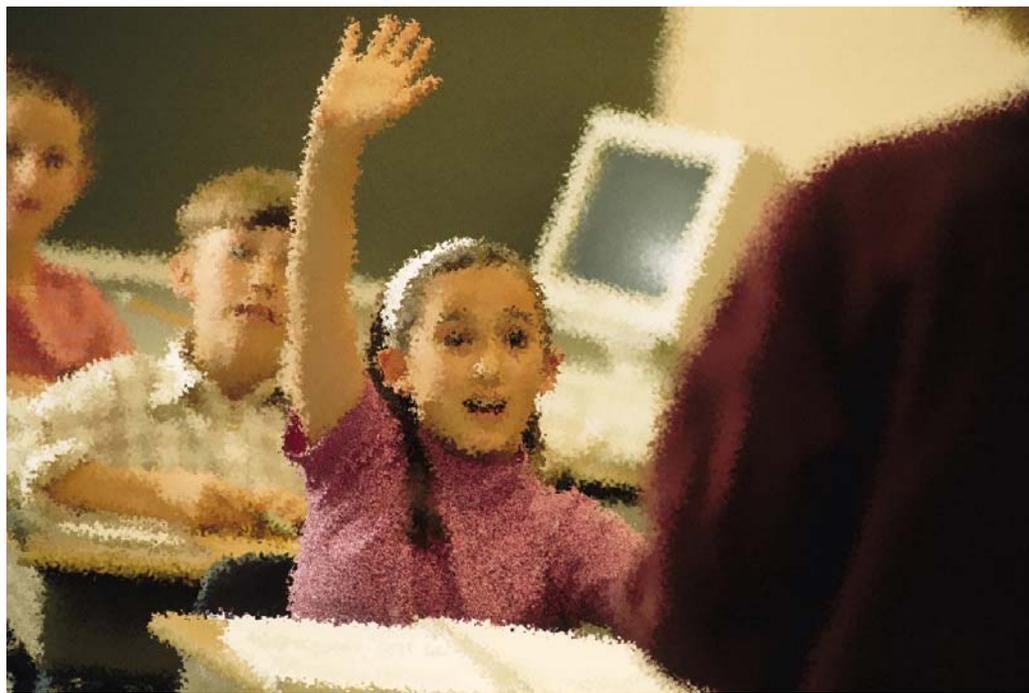
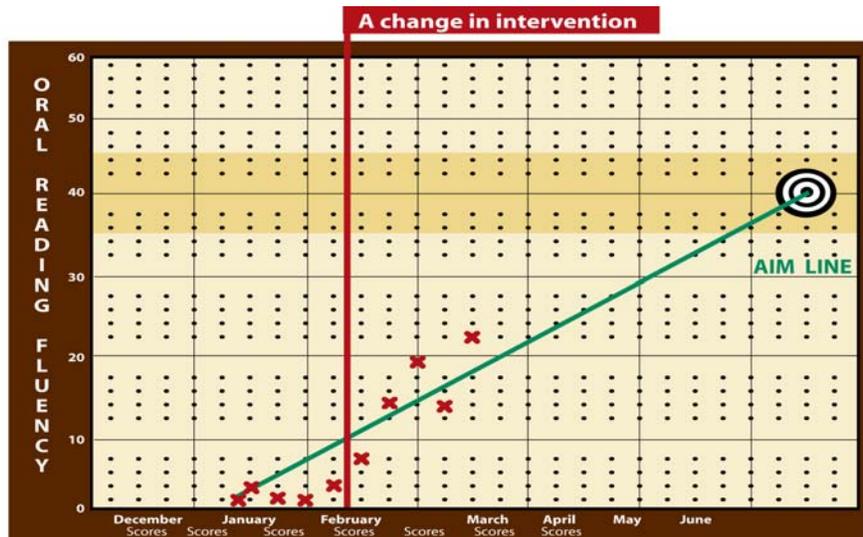


Chart A



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.

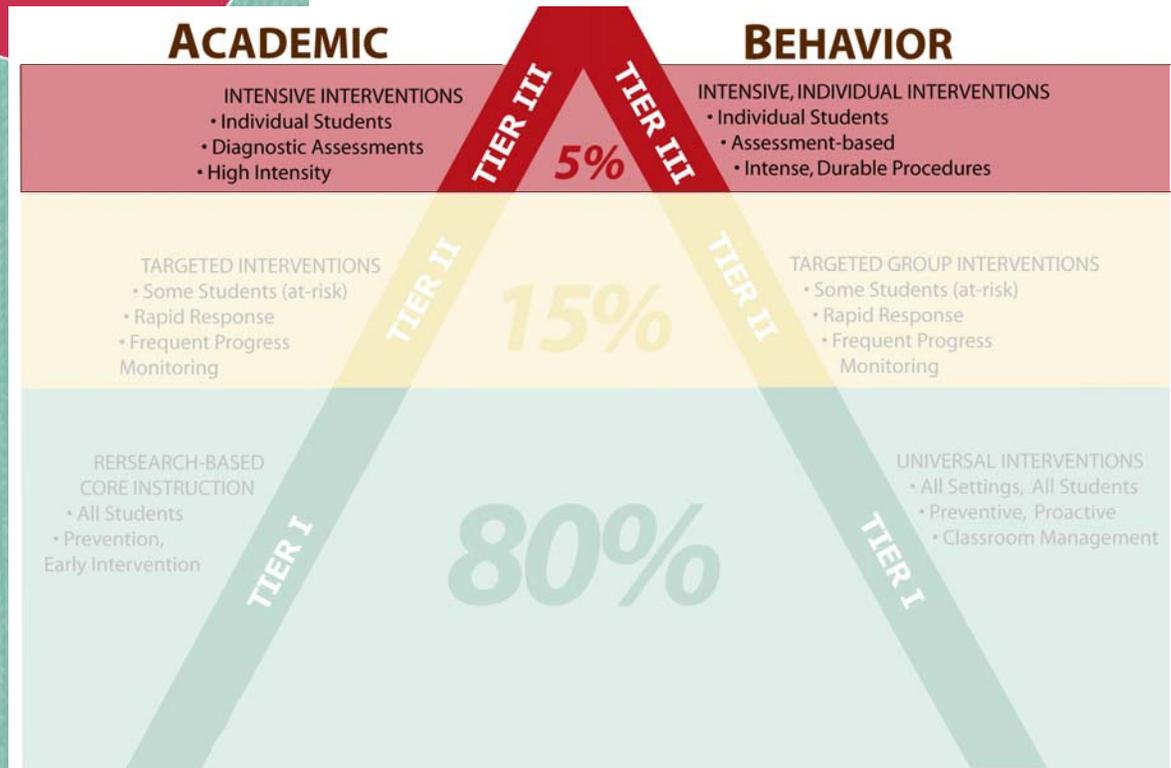
It is necessary to look at the individual progress of a particular student as well as compare that progress to the progress of his/her peers. Some students may make considerable gains, but when compared to their grade level peer group, they still lag behind on the rate of growth. In planning for support, 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?

Who provides Tier III intervention?

←..... 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.

←..... 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

What are the key features of Tier III decisions?

What does grouping look like in Tier III?

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.

- 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.

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 SMART	CLARIFICATION
S pecific gap	Boys’ attendance in Grade 5 is 20 percent lower than girls.
M easurable outcomes	Boys’ attendance in Grade 6 will improve by 10 percent during the year 2008-2009 as measured by attendance records.
A 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.
R elated to student achievement	Gather baseline data and establish benchmarks for monitoring progress.
T ime bound	Set appropriate timelines.

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

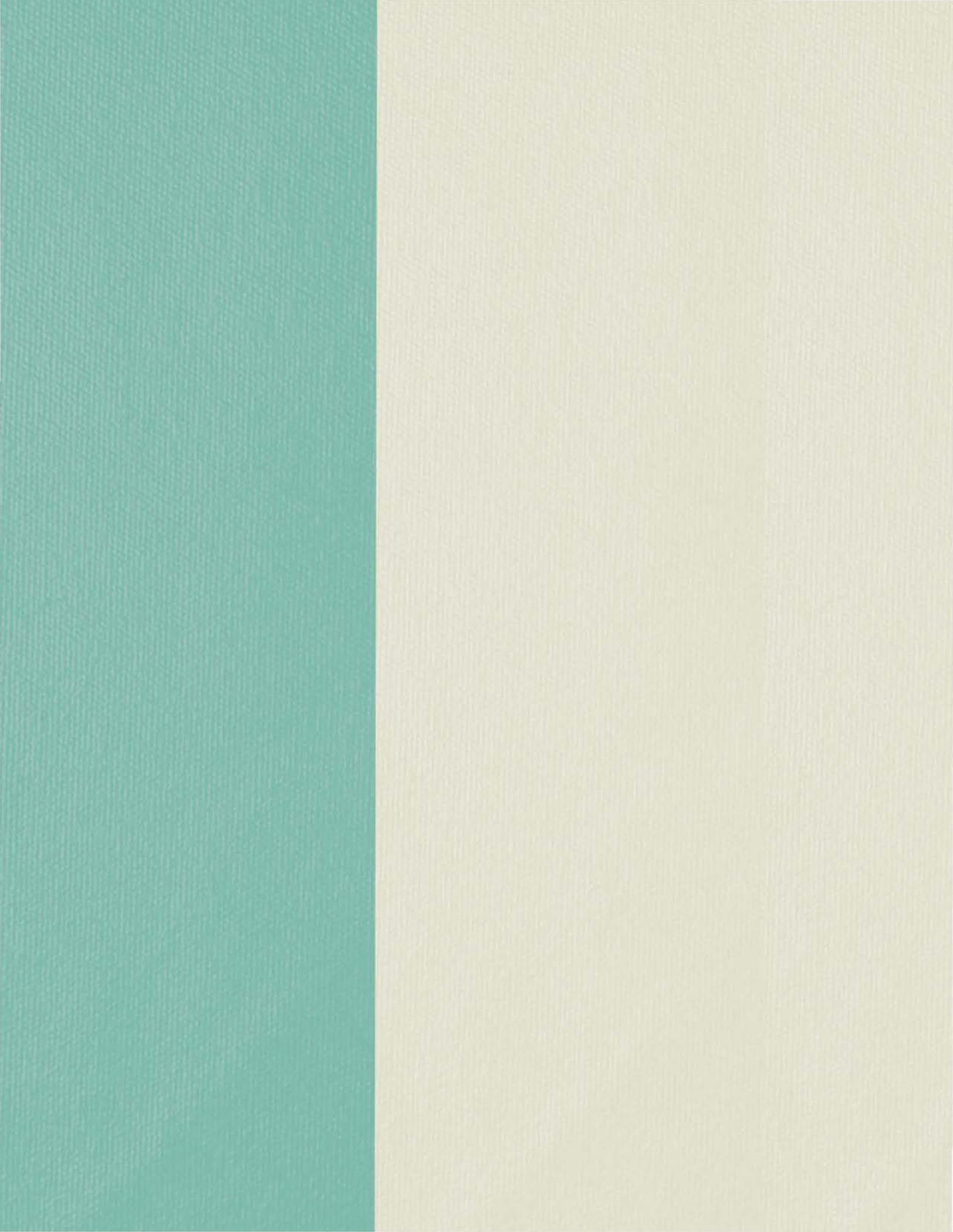
www.rtinetwork.org

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.

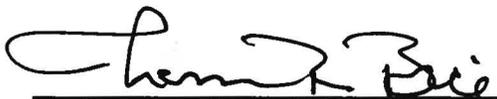
During–Academic Year

- **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



**Thomas R. Bice
State Superintendent of Education**

5/10/12
Date

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	NCES ID	Title I Status	School Category	SIG Status	Priority School Status	RANK	Percent Level III and IV	2012 Graduation Rate	Title I
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Combined	Tier 1 C 2	PRIORITY - SIG School	00 SIG School	58.1937	70.00	1
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	74.9779		2
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary	Tier 1 C 2	PRIORITY - SIG School	00 SIG School	71.0280		3
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School	Tier 2 C 2	PRIORITY - SIG School	00 SIG School	60.6936	68.91	4
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	68.4971	65.00	5
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	61.9331		6
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	55.8742		7
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	78.2923		8
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Combined	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	63.3212	46.67	9
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Combined	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	81.9030	82.54	10
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Combined	Tier 2 C 2	PRIORITY - SIG School	00 SIG School	31.5789	9.09	
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	52.6964		11
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	48.2723		12
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary	Tier 1 C 2	PRIORITY - SIG School	00 SIG School	70.4394		13
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle	Tier 1 C 2	PRIORITY - SIG School	00 SIG School	51.3115		14
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School	Tier 2 C 2	PRIORITY - SIG School	00 SIG School	63.0551	59.66	15
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School	Tier 2 C 2	PRIORITY - SIG School	00 SIG School	58.9083	62.78	16
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary	Tier 1 C 1	PRIORITY - SIG School	00 SIG School	82.3434		17
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Combined		PRIORITY - GradRate< 60%	0H GradRate< 60%	80.2575	47.17	
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Combined		PRIORITY - GradRate< 60%	0H GradRate< 60%	52.8000	56.36	18
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	95.8333	56.06	
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Combined		PRIORITY - GradRate< 60%	0H GradRate< 60%	77.7117	59.09	
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Combined		PRIORITY - GradRate< 60%	0H GradRate< 60%	69.8438	45.07	
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	81.6000	57.03	19
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	72.8191	46.59	20
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Combined		PRIORITY - GradRate< 60%	0H GradRate< 60%	66.9211	49.38	21
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	73.2899	58.20	
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	74.0143	57.26	
xxx	xxxx	xxxx	xxxx	xxxx	Targeted Assist	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	56.3798	39.56	22
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	82.6797	52.85	23
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	75.2453	43.13	24
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	70.7014	48.48	25
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	81.4781	53.01	26
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	66.1142	53.51	27
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - GradRate< 60%	0H GradRate< 60%	59.6187	44.53	28
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - Low Performance	H-1	57.4468		29
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	High School		PRIORITY - Low Performance	H-2	57.5816		30
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Elementary		PRIORITY - Low Performance	E-1	16.8675		

Alabama Department of Education- Preliminary List of Priority Schools 2012-2013

System Code	School Code	System Name	School Name	NCES ID	Title I Status	School Category	SIG Status	Priority School Status	RANK	Percent Level III and IV	2012 Graduation Rate	Title I
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-2	25.0000		31
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Elementary		PRIORITY - Low Performance	E-3	47.7941		
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Elementary		PRIORITY - Low Performance	E-4	50.0000		
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-5	51.0090		32
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-6	56.8401		33
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-7	60.9896		34
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-8	61.5290		35
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-9	63.3401		36
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-10	63.3758		37
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-11	63.5019		38
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle		PRIORITY - Low Performance	M-1	50.9350		39
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle	Tier 3 C 2-Not	PRIORITY - Low Performance	M-2	52.2218		40
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Middle		PRIORITY - Low Performance	M-3	52.9971		41
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Combined		PRIORITY - Low Performance	C-1	8.4746		
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Combined		PRIORITY - Low Performance	C-2	50.4630		42
xxx	xxxx	xxxx	xxxx	xxxx	Not Title I	Combined		PRIORITY - Low Performance	C-3	51.2987		
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Combined		PRIORITY - Low Performance	C-4	57.8767		43
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-12	63.579136		44
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-13	63.698631		45
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-14	63.903282		46
xxx	xxxx	xxxx	xxxx	xxxx	School-wide	Elementary		PRIORITY - Low Performance	E-15	64.273788		47

Alabama Department of Education Preliminary List of Focus Schools 2012-2013

System Code	School Code	System Name	School Name	NCES ID	School Category	Count of Title I Schools	Title1Status	Rank	Focus Sub Population	2012 Difference minus 2011 Difference	Current Year Proficiency Subgroup	Previous Year Proficiency Subgroup	Current Year Proficiency All Student	Previous Year Proficiency All Student
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	1	School-wide	C1 1	POVERTY	-21.15489	50	82.75862	74.60317	86.2069
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	2	School-wide	C2 2	POVERTY	-20.49378	61.90476	88.63636	78.94737	85.18519
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	3	School-wide	C3 3	POVERTY	-19.63946	49.0566	71.66667	64.10256	67.07317
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined		Not Title 1	C4	POVERTY	-19.54642	60.86957	73.52941	82.8125	75.92593
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	4	School-wide	C5 4	POVERTY	-17.82758	52.17391	68.08511	71.42857	69.5122
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	5	School-wide	C6 5	POVERTY	-17.37431	47.61905	88	60.71429	83.72093
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined		Not Title 1	C7	POVERTY	-16.70456	54.16667	73.17073	84.16667	86.46617
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	6	School-wide	C8 6	POVERTY	-16.09839	40.42553	58.62069	60	62.09677
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined		Not Title 1	C9	POVERTY	-15.50865	54.16667	62.85714	75	68.18182
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined		Not Title 1	C10	POVERTY	-14.8252	54	64.93506	73.42657	69.53642
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined		Not Title 1	C11	POVERTY	-14.44704	64.28571	78.94737	81.69014	81.90476
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	7	School-wide	C12 7	BLACK	-12.75971	62.96296	77.14286	70.73171	72.1519
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined		Not Title 1	C13	POVERTY	-12.49633	62.85714	68	80.4878	73.13433
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	8	School-wide	C14 8	POVERTY	-12.16138	68.18182	80	84.12698	83.78378
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	9	School-wide	C15 9	POVERTY	-11.78316	61.53846	78.7234	78.64078	84.04255
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Combined	10	School-wide	C16 10	POVERTY	-11.58759	47.82609	55.88235	75.36232	71.83099
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H1	SPEC ED	-32.2086	37.93103	72.5	71.49123	73.85159
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	11	School-wide	H2 1	POVERTY	-30.23128	30.76923	56.66667	75.22936	70.89552
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H3	POVERTY	-28.44032	50.90909	70.07299	82.78388	73.50746
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H4	POVERTY	-28.15199	58.33333	84.61538	86.55462	84.68468
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H5	SPEC ED	-27.27246	45.83333	80	80.06231	86.95652
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	12	School-wide	H6 2	POVERTY	-25.49849	34.16667	63.68159	67.41214	71.42857
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H7	POVERTY	-24.33337	38.33333	57.72358	76.03687	71.09375
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H8	POVERTY	-23.93063	51.72414	78.57143	74.16667	77.08333
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	13	School-wide	H9 3	SPEC ED	-23.80149	43.2	68.37607	66.32302	67.69759
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H10	POVERTY	-22.40169	48.71795	81.81818	78.125	88.82353
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	14	School-wide	H11 4	SPEC ED	-21.73812	31.81818	50	60.51282	56.95652
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H12	POVERTY	-21.28696	41.83673	52.97297	72.02572	61.875
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H13	H22 Poverty = -	-20.86412	74.19355	90	95.59165	90.53398

System Code	School Code	System Name	School Name	NCES ID	School Category	Count of Title I Schools	Title1Status	Rank	Focus Sub Population	2012 Difference minus 2011 Difference	Current Year Proficiency Subgroup	Previous Year Proficiency Subgroup	Current Year Proficiency All Student	Previous Year Proficiency All Student
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	15	School-wide	H14 5	POVERTY	-20.73679	42.5	66.66667	62.19512	65.625
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H15	POVERTY	-20.07159	33.89831	64.44444	59.89583	70.37037
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H16	POVERTY	-18.96375	66	81.15942	79.8913	76.08696
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	16	School-wide	H17 6	POVERTY	-18.95983	54.36893	77.98165	73.72549	78.37838
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H18	POVERTY	-18.95487	55.55556	80.85106	73.83178	80.17241
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	17	School-wide	H19 7	POVERTY	-18.86847	33.33333	50	61.15702	58.95522
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	AND	HISPANIC	-18.75162	51.6129	70.58824	66.44295	66.66667
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H21	SPEC ED	-18.70681	45	63.33333	90.84967	90.47619
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H23	POVERTY	-18.0619	41.66667	73.07692	60.95506	74.30341
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H24	POVERTY	-17.89604	50.50505	60.29412	71.93676	63.82979
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H25	POVERTY	-17.69183	65	81.98198	90.39735	89.6875
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H26	POVERTY	-17.68888	44.82759	61.01695	74.2268	72.72727
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H27	POVERTY	-17.66687	60.60606	79.48718	86.7052	87.91946
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	18	School-wide	H28 8	POVERTY	-17.49732	52.94118	62.31884	69.23077	61.11111
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H29	POVERTY	-17.4913	56.45161	64.15094	82.8125	73.02053
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H30	POVERTY	-16.82902	53.65854	75.55556	67.28972	72.35772
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H31	and H40	-16.81501	61.90476	84.44444	81.5	87.22467
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H32	POVERTY	-16.35708	52.08333	60.9375	80.41958	72.91667
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H33	POVERTY	-16.26663	54.66667	70.65217	77.85467	77.57353
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H34	POVERTY	-16.00341	56.52174	66.93548	67.90123	62.31156
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H35	POVERTY	-15.98495	48.4375	64.15094	82.14286	81.87135
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H36	HISPANIC	-15.9424	65.30612	78.57143	82.83582	80.15873
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H37	POVERTY	-15.87513	53.33333	70.73171	74.5098	76.03306
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H38	BLACK	-15.78146	54.54545	83.87097	60.34483	73.88889
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H39	POVERTY	-15.70505	46.66667	53.42466	68.36735	59.42029
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H41	BLACK	-15.17822	83.87097	100	96.61017	97.56098
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H42	POVERTY	-15.07554	53.57143	60.31746	77.89474	69.56522
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H43	POVERTY	-15.04605	56.60377	74.24242	73.33333	75.92593
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H44	POVERTY	-14.8435	60.25641	83.56164	71.89542	80.35714
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H46	POVERTY	-14.69017	62.5	82.05128	81.25	86.11111

System Code	School Code	System Name	School Name	NCES ID	School Category	Count of Title I Schools	Title1Status	Rank	Focus Sub Population	2012 Difference minus 2011 Difference	Current Year Proficiency Subgroup	Previous Year Proficiency Subgroup	Current Year Proficiency All Student	Previous Year Proficiency All Student
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	19	School-wide	H47 9	POVERTY	-14.44134	51.20482	82.20339	68.78981	85.34704
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H48	POVERTY	-14.40766	50	58.49057	73.95833	68.04124
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H49	POVERTY	-14.38388	47.36842	65	73.45133	76.69903
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	20	School-wide	H50 10	POVERTY	-14.17165	41.48148	46.74923	60.39326	51.48936
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H51	POVERTY	-13.96617	46.9697	66.35514	71.07843	76.4977
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	21	School-wide	H53 11	POVERTY	-13.3732	50.52632	57.4359	64.7343	58.27068
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H54	POVERTY	-13.36718	48.07692	54.21687	79.20792	71.98068
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	22	School-wide	H55 12	POVERTY	-13.3238	61.7284	72.72727	74.70588	72.38095
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H57	BLACK	-12.94951	64.28571	72.41379	77.14286	72.32143
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H58	BLACK	-12.8495	51.40187	62.7907	64.45087	62.9902
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H59	BLACK	-12.69081	55.55556	75	73.91304	80.66667
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	23	School-wide	H60 13	POVERTY	-12.623	56.32184	82.17822	64.97175	78.20513
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H61	POVERTY	-12.54598	60.52632	69.11765	76.85185	72.8972
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H62	POVERTY	-12.40734	69.16667	83.6478	83.84458	85.91837
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H63	POVERTY	-11.77374	71.875	84.61538	87.63441	88.60104
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H64	POVERTY	-11.68151	58.97436	82.22222	75.75758	87.32394
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School		Not Title 1	H65	POVERTY	-11.59995	57.14286	66.91176	80.59211	78.76106
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	High School	24	School-wide	H66 14	BLACK	-11.49622	75.86207	80.43478	76.58643	69.66292
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	25	School-wide	E1	Spec Ed	-46.29076	22.85714	67.23301	100	98.08511
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	26	School-wide	E2	Spec Ed	-28.84689	11.62791	57.19557	62.5	79.22078
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	27	School-wide	E3	Spec Ed	-26.96301	54.76191	80	94.23077	92.50585
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	28	School-wide	E4	Spec Ed	-22.51978	48.97959	79.27928	81.39535	89.17525
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	29	School-wide	E5	Spec Ed	-22.45584	60.82474	91.09948	87.28814	95.10703
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	30	School-wide	E6	Spec Ed	-22.01336	55	85.31187	79.16666	87.46518
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	31	School-wide	E7	Spec Ed	-21.74451	48.21429	82.91457	76.62337	89.57915
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	32	School-wide	E8	Spec Ed	-21.36303	64.47369	93.29269	90	97.45597
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	33	School-wide	E9	Spec Ed	-21.08226	26.92308	85.625	40	77.61967
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	34	School-wide	E10	Spec Ed	-21.08226	26.92308	85.625	40	77.61967
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	35	School-wide	E11	Spec Ed	-20.16222	55	94.92308	71.42857	91.18943
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	36	Assistance	E12	Hispanic	-19.83088	45.61404	75.59055	76.36364	86.50928

System Code	School Code	System Name	School Name	NCES ID	School Category	Count of Title I Schools	Title1Status	Rank	Focus Sub Population	2012 Difference minus 2011 Difference	Current Year Proficiency Subgroup	Previous Year Proficiency Subgroup	Current Year Proficiency All Student	Previous Year Proficiency All Student
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E13	Spec Ed	-19.40106	61.29032	93.23899	81.03448	93.58209
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	37	School-wide	E14	Spec Ed	-18.01458	54.81482	89.7982	75.17242	92.14123
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	38	School-wide	E15	Spec Ed	-17.39533	46.37681	77.52613	65	78.75399
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	39	School-wide	E16	Spec Ed	-17.28181	30	81.65681	50	84.375
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	40	School-wide	E17	Spec Ed	-17.14328	22.5	79.90654	34	74.26326
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E18	Spec Ed	-17.0578	30.76923	86.36364	44.59459	83.1312
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	41	School-wide	E19	Spec Ed	-17.0219	36.17021	88.13187	50	84.93976
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	42	School-wide	E20	Spec Ed	-16.59532	18.75	69.48529	35.18518	69.32516
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	43	School-wide	E21	Spec Ed	-16.18047	52.17391	88.48485	72.97298	93.10345
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E22	Spec Ed	-15.9155	47.54099	90.7483	65.38461	92.67643
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	44	School-wide	E23	Spec Ed	-15.83639	42.5	82.25	57.5	81.41361
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	45	School-wide	E24	Spec Ed	-15.68449	45.16129	88.41122	61.84211	89.40754
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	46	School-wide	E25	Spec Ed	-15.47921	33.33333	80.1917	41.66667	73.04582
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	47	School-wide	E26	Spec Ed	-15.3064	30.95238	84.16666	56.09756	94.00545
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	48	School-wide	E27	LEP	-14.78027	56	77.62238	60.52632	67.36842
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	49	School-wide	E28	Spec Ed	-14.626	48.14815	88.18737	56.81818	82.23141
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E29	Spec Ed	-14.59184	40	92.05658	55.55556	93.0203
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	50	School-wide	E30	Spec Ed	-14.57856	53.65854	89.3175	70.37037	91.45078
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	51	School-wide	E31	Spec Ed	-14.25563	61.11111	92.73649	75.86207	93.23181
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	52	School-wide	E32	Spec Ed	-14.18124	22.41379	66.22073	39.53489	69.16058
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	53	School-wide	E33	Spec Ed	-13.98885	41.66667	71.90876	57.84314	74.09638
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E34	Spec Ed	-13.76107	25	79.09091	37.93103	78.26087
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	54	School-wide	E36	Spec Ed	-13.52406	61.60714	91.93549	74.19355	90.99783
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	55	School-wide	E35	Spec Ed	-13.52406	61.60714	91.93549	74.19355	90.99783
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	56	School-wide	E37	Spec Ed	-13.16169	45.94595	87.70344	63.33333	91.92913
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	57	School-wide	E38	Spec Ed	-12.76984	31.94444	75.8	50.60241	81.68813
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	58	School-wide	E39	Spec Ed	-12.54333	75.75758	96.41791	88.46154	96.57854
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	59	School-wide	E40	LEP	-12.20081	72.5	79.20792	85.18519	79.69231
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	60	School-wide	E41	Spec Ed	-12.01828	42.85714	90.25974	53.125	88.50932
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	61	School-wide	E42	Spec Ed	-11.89863	51.21951	83.78378	63.15789	83.82353

System Code	School Code	System Name	School Name	NCES ID	School Category	Count of Title I Schools	Title1Status	Rank	Focus Sub Population	2012 Difference minus 2011 Difference	Current Year Proficiency Subgroup	Previous Year Proficiency Subgroup	Current Year Proficiency All Student	Previous Year Proficiency All Student
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	62	School-wide	E43	Spec Ed	-11.80491	56.66667	91.30434	67.81609	90.64886
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	63	School-wide	E44	Spec Ed	-11.78874	77.41936	89.31624	87.14286	87.251
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	64	School-wide	E45	Spec Ed	-11.65742	43.93939	76.38889	50	70.79208
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	65	School-wide	E46	Spec Ed	-11.45422	62.5	91.00719	75	92.05298
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	66	School-wide	E47	Spec Ed	-11.44085	26.92308	75.43353	47.45763	84.52722
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	67	School-wide	E48	Hispanic	-11.40511	77.55102	87.70344	93.18182	91.92913
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	68	School-wide	E50	Spec Ed	-11.16795	66.66666	91.48681	78.81356	92.46575
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	69	School-wide	E49	Spec Ed	-11.16795	66.66666	91.48681	78.81356	92.46575
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	70	School-wide	E51	Spec Ed	-11.09861	50	90.90909	59.42029	89.23077
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E52	Black	-11.01521	73.21429	81.35593	82.75862	79.88506
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	71	School-wide	E52	Spec Ed	-11.00608	42.85714	77.86885	47.36842	71.37405
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E54	LEP	-10.96145	60.97561	89.91416	70.14925	88.12636
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary		Not Title 1	E55	Spec Ed	-10.79913	59.13979	91.47095	72.05882	93.59087
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	72	School-wide	E57	Spec Ed	-10.7693	58.06452	85.1319	70	86.29808
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	73	School-wide	E56	Spec Ed	-10.7693	58.06452	85.1319	70	86.29808
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	74	School-wide	E58	Spec Ed	-10.6243248	31.25	71.96969604	44.73684311	74.83221436
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	75	School-wide	E59	Spec Ed	-10.61896133	45.63106918	76.8392334	56.25	76.83920288
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	76	School-wide	E60	LEP	-10.51366425	64.93506622	85.69254303	73.04347992	83.28729248
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Elementary	77	School-wide	E61	Hispanic	-10.12379456	81.42857361	87.94760132	92.30769348	88.70292664
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	78	School-wide	m1	Spec Ed	-24.53751	9.090909	58.29787	34.48276	59.15221
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	79	School-wide	m2	Spec Ed	-22.90612	44.73684	89.11765	67.10526	88.57994
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	80	School-wide	m3	Spec Ed	-22.58882	46.66667	90.05947	69.76744	90.57143
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	81	School-wide	m4	Spec Ed	-18.42886	20.28986	57.35931	38.58268	57.22326
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	82	School-wide	m5	Spec Ed	-18.33899	54.77387	79.383	72.45509	78.72523
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	83	School-wide	m6	Spec Ed	-17.97683	33.73494	60.08197	73.93939	82.30959
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	84	School-wide	m7	Spec Ed	-16.91222	15.17857	61.9403	34.16667	64.01617
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle		Not Title 1	m8	Spec Ed	-16.51438	40.65934	87.0248	56.60378	86.45485
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	85	School-wide	m9	Spec Ed	-15.45588	21.66667	86.44987	35	84.32732
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	86	School-wide	m10	Spec Ed	-15.14946	51.35135	88.47352	70.87379	92.8465
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle		Not Title 1	m11	LEP	-14.59445	42.59259	93.32191	56.14035	92.27522

System Code	School Code	System Name	School Name	NCES ID	School Category	Count of Title I Schools	Title1Status	Rank	Focus Sub Population	2012 Difference minus 2011 Difference	Current Year Proficiency Subgroup	Previous Year Proficiency Subgroup	Current Year Proficiency All Student	Previous Year Proficiency All Student
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	87	School-wide	m12	Spec Ed	-14.15262	13.63636	65.5527	17.72152	55.48523
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	88	School-wide	m13	Spec Ed	-14.01749	20.37037	73.27044	21.875	60.75758
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	89	School-wide	m14	Spec Ed	-13.83657	33.64929	66.79462	46.72897	66.03773
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	90	School-wide	m15	LEP	-13.77319	52.67857	87.4837	63.84977	84.88171
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle		Not Title 1	m16	Black	-13.57956	75	89.97976	87.5	88.9002
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	91	School-wide	m17	Spec Ed	-13.48899	19.76744	67.54564	26	60.28921
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	92	School-wide	m18	Hispanic	-12.58775	73.07692	85.1282	80	79.46354
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	93	School-wide	m19	Spec Ed	-12.58767	22.85714	78.60082	36.48649	79.6425
xxx	xxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	Middle	94	School-wide	m20	spec Ed	-12.40066147	11.6279068	61.20805359	29.4871788	66.66666412

Alabama Department of Education Preliminary List of Torchbearer Reward Schools 2012-2013

System Code	School Code	System Name	School Name	Reward Category	School Category	Performance Rank	Proficiency	Graduation Rate Rank	Graduation Rate	Meets 80% Poverty	Meets 95% Participation	Makes Proficiency Band	FOCUS or PRIORITY
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Elementary	1	100			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Elementary	2	99.2356			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Elementary	3	97.9326			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Elementary	4	94.7654			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Elementary	5	92.1569			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Elementary	6	91.4326			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Middle	1	93.5467			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Middle	2	92.6398			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	Combined	1	91.6543	1	91.412	Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Performing	High School	1	94.3287	1	100.000	Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Progress	Elementary	1	75.8721			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Progress	Middle	1	74.2834			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Progress	Combined	1	81.542			Yes	Yes	Yes	No
xxx	xxxx	xxxxxxxxx	xxxxxxxxx	Highest Progress	High School			1	94.733	Yes	Yes	Yes	No

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

Annual Measurable Objectives

Option A

Baseline Year 2012

Grade 3								
	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading/LA	All Students	88.6	89.6	90.5	91.5	92.4	93.4	94.3
	American Indian	93.4	94.0	94.5	95.1	95.6	96.2	96.7
	Asian/Pacific Islander	93.8	94.3	94.9	95.4	95.9	96.4	96.9
	Black	82.1	83.6	85.1	86.6	88.1	89.5	91.0
	English Learners	72.4	74.7	77.0	79.3	81.6	83.9	86.2
	Hispanic	81.7	83.2	84.7	86.3	87.8	89.3	90.8
	Multi-Race	89.5	90.4	91.3	92.2	93.0	93.9	94.8
	Poverty	84.2	85.5	86.9	88.2	89.5	90.8	92.1
	Special Education	56.6	60.2	63.8	67.4	71.1	74.7	78.3
	White	92.6	93.2	93.8	94.5	95.1	95.7	96.3
Mathematics	All Students	86.0	87.2	88.3	89.5	90.7	91.8	93.0
	American Indian	89.5	90.3	91.2	92.1	93.0	93.9	94.7
	Asian/Pacific Islander	93.0	93.6	94.2	94.8	95.3	95.9	96.5
	Black	77.1	79.0	80.9	82.8	84.7	86.6	88.5
	English Learners	77.8	79.6	81.5	83.3	85.2	87.0	88.9
	Hispanic	84.2	85.5	86.8	88.2	89.5	90.8	92.1
	Multi-Race	88.4	89.4	90.4	91.3	92.3	93.3	94.2
	Poverty	81.0	82.6	84.2	85.8	87.3	88.9	90.5
	Special Education	58.3	61.7	65.2	68.7	72.2	75.7	79.1
	White	90.7	91.5	92.3	93.0	93.8	94.6	95.4

Annual Measurable Objectives

Option A

Baseline Year 2012

Grade 4								
	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading/LA	All Students	88.6	89.6	90.5	91.5	92.4	93.4	94.3
	American Indian	90.8	91.6	92.3	93.1	93.9	94.6	95.4
	Asian/Pacific Islander	94.7	95.1	95.5	96.0	96.4	96.9	97.3
	Black	82.0	83.5	85.0	86.5	88.0	89.5	91.0
	English Learners	62.5	65.6	68.7	71.9	75.0	78.1	81.2
	Hispanic	82.2	83.6	85.1	86.6	88.1	89.6	91.1
	Multi-Race	90.3	91.1	91.9	92.7	93.5	94.3	95.2
	Poverty	83.9	85.3	86.6	88.0	89.3	90.6	92.0
	Special Education	52.2	56.2	60.2	64.2	68.2	72.1	76.1
	White	92.8	93.4	94.0	94.6	95.2	95.8	96.4
Mathematics	All Students	85.9	87.1	88.3	89.4	90.6	91.8	93.0
	American Indian	86.8	87.9	89.0	90.1	91.2	92.3	93.4
	Asian/Pacific Islander	95.2	95.6	96.0	96.4	96.8	97.2	97.6
	Black	78.7	80.5	82.2	84.0	85.8	87.6	89.3
	English Learners	72.6	74.9	77.2	79.5	81.7	84.0	86.3
	Hispanic	84.3	85.6	86.9	88.2	89.6	90.9	92.2
	Multi-Race	84.1	85.4	86.8	88.1	89.4	90.7	92.1
	Poverty	81.1	82.7	84.3	85.9	87.4	89.0	90.6
	Special Education	54.3	58.1	61.9	65.7	69.5	73.3	77.2
	White	89.9	90.8	91.6	92.4	93.3	94.1	95.0

Annual Measurable Objectives

Option A

Baseline Year 2012

Grade 5								
	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading/LA	All Students	89.4	90.2	91.1	92.0	92.9	93.8	94.7
	American Indian	93.2	93.8	94.3	94.9	95.5	96.0	96.6
	Asian/Pacific Islander	94.1	94.6	95.1	95.6	96.1	96.6	97.1
	Black	83.1	84.5	85.9	87.4	88.8	90.2	91.6
	English Learners	57.3	60.9	64.4	68.0	71.6	75.1	78.7
	Hispanic	83.1	84.5	85.9	87.3	88.8	90.2	91.6
	Multi-Race	89.0	89.9	90.8	91.7	92.6	93.6	94.5
	Poverty	84.8	86.1	87.4	88.6	89.9	91.2	92.4
	Special Education	53.2	57.1	61.0	64.9	68.8	72.7	76.6
	White	93.3	93.9	94.4	95.0	95.5	96.1	96.7
Mathematics	All Students	91.8	92.5	93.2	93.8	94.5	95.2	95.9
	American Indian	94.8	95.2	95.7	96.1	96.5	97.0	97.4
	Asian/Pacific Islander	97.3	97.5	97.7	98.0	98.2	98.4	98.6
	Black	86.7	87.8	88.9	90.0	91.1	92.2	93.3
	English Learners	77.4	79.2	81.1	83.0	84.9	86.8	88.7
	Hispanic	90.1	90.9	91.8	92.6	93.4	94.2	95.1
	Multi-Race	91.9	92.6	93.3	93.9	94.6	95.3	96.0
	Poverty	88.6	89.6	90.5	91.5	92.4	93.4	94.3
	Special Education	65.5	68.4	71.2	74.1	77.0	79.9	82.7
	White	94.7	95.2	95.6	96.1	96.5	96.9	97.4

Annual Measurable Objectives

Option A

Baseline Year 2012

Grade 6								
	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading/LA	All Students	88.7	89.7	90.6	91.5	92.5	93.4	94.4
	American Indian	91.8	92.5	93.2	93.8	94.5	95.2	95.9
	Asian/Pacific Islander	95.3	95.7	96.1	96.5	96.9	97.3	97.7
	Black	81.1	82.6	84.2	85.8	87.4	89.0	90.5
	English Learners	56.6	60.2	63.8	67.4	71.1	74.7	78.3
	Hispanic	83.1	84.5	85.9	87.3	88.7	90.1	91.6
	Multi-Race	89.0	89.9	90.9	91.8	92.7	93.6	94.5
	Poverty	83.8	85.1	86.5	87.8	89.2	90.5	91.9
	Special Education	50.0	54.2	58.3	62.5	66.7	70.8	75.0
	White	93.3	93.8	94.4	95.0	95.5	96.1	96.6
Mathematics	All Students	78.0	79.9	81.7	83.5	85.4	87.2	89.0
	American Indian	84.0	85.3	86.6	88.0	89.3	90.6	92.0
	Asian/Pacific Islander	93.8	94.3	94.8	95.3	95.8	96.4	96.9
	Black	63.4	66.4	69.5	72.5	75.6	78.6	81.7
	English Learners	49.9	54.1	58.3	62.5	66.6	70.8	75.0
	Hispanic	74.1	76.2	78.4	80.5	82.7	84.9	87.0
	Multi-Race	78.6	80.4	82.1	83.9	85.7	87.5	89.3
	Poverty	69.7	72.3	74.8	77.3	79.8	82.4	84.9
	Special Education	38.4	43.5	48.6	53.8	58.9	64.0	69.2
	White	86.2	87.4	88.5	89.7	90.8	92.0	93.1

Annual Measurable Objectives

Option A

Baseline Year 2012

Grade 7								
	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading/LA	All Students	86.9	88.0	89.1	90.2	91.3	92.4	93.5
	American Indian	89.7	90.5	91.4	92.3	93.1	94.0	94.8
	Asian/Pacific Islander	95.0	95.5	95.9	96.3	96.7	97.1	97.5
	Black	78.3	80.1	81.9	83.7	85.5	87.3	89.2
	English Learners	56.0	59.7	63.3	67.0	70.7	74.3	78.0
	Hispanic	83.0	84.4	85.9	87.3	88.7	90.1	91.5
	Multi-Race	90.8	91.5	92.3	93.1	93.8	94.6	95.4
	Poverty	81.0	82.5	84.1	85.7	87.3	88.9	90.5
	Special Education	45.5	50.1	54.6	59.1	63.7	68.2	72.8
	White	91.8	92.5	93.2	93.8	94.5	95.2	95.9
Mathematics	All Students	86.9	88.0	89.1	90.2	91.3	92.4	93.5
	American Indian	89.7	90.5	91.4	92.3	93.1	94.0	94.8
	Asian/Pacific Islander	95.0	95.5	95.9	96.3	96.7	97.1	97.5
	Black	78.3	80.1	81.9	83.7	85.5	87.3	89.2
	English Learners	56.0	59.7	63.3	67.0	70.7	74.3	78.0
	Hispanic	83.0	84.4	85.9	87.3	88.7	90.1	91.5
	Multi-Race	90.8	91.5	92.3	93.1	93.8	94.6	95.4
	Poverty	81.0	82.5	84.1	85.7	87.3	88.9	90.5
	Special Education	45.5	50.1	54.6	59.1	63.7	68.2	72.8
	White	91.8	92.5	93.2	93.8	94.5	95.2	95.9

Annual Measurable Objectives

Option A

Baseline Year 2012

Grade 8								
	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading/LA	All Students	80.5	82.1	83.7	85.4	87.0	88.6	90.2
	American Indian	88.5	89.5	90.4	91.4	92.3	93.3	94.3
	Asian/Pacific Islander	89.5	90.4	91.2	92.1	93.0	93.9	94.7
	Black	68.9	71.5	74.1	76.7	79.3	81.9	84.4
	English Learners	36.8	42.1	47.3	52.6	57.9	63.1	68.4
	Hispanic	74.4	76.6	78.7	80.8	83.0	85.1	87.2
	Multi-Race	85.8	87.0	88.2	89.4	90.6	91.7	92.9
	Poverty	72.2	74.5	76.8	79.1	81.5	83.8	86.1
	Special Education	36.7	41.9	47.2	52.5	57.8	63.0	68.3
	White	87.1	88.2	89.3	90.3	91.4	92.5	93.6
Mathematics	All Students	79.9	81.6	83.2	84.9	86.6	88.3	89.9
	American Indian	87.1	88.2	89.3	90.4	91.4	92.5	93.6
	Asian/Pacific Islander	93.5	94.1	94.6	95.2	95.7	96.2	96.8
	Black	67.9	70.6	73.2	75.9	78.6	81.3	83.9
	English Learners	57.0	60.6	64.2	67.8	71.3	74.9	78.5
	Hispanic	78.0	79.8	81.7	83.5	85.3	87.2	89.0
	Multi-Race	83.8	85.1	86.5	87.8	89.2	90.5	91.9
	Poverty	71.9	74.2	76.5	78.9	81.2	83.6	85.9
	Special Education	40.0	45.0	50.0	55.0	60.0	65.0	70.0
	White	86.4	87.6	88.7	89.8	91.0	92.1	93.2

Annual Measurable Objectives

Option A

Baseline Year 2012

High School								
	Subgroup	Base Line Rate 2012	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target	2018 Performance Target
Reading/LA	All Students	83.4	84.8	86.2	87.5	88.9	90.3	91.7
	American Indian	86.5	87.7	88.8	89.9	91.0	92.2	93.3
	Asian/Pacific Islander	89.9	90.8	91.6	92.4	93.3	94.1	95.0
	Black	74.0	76.1	78.3	80.5	82.6	84.8	87.0
	English Learners	23.9	30.2	36.5	42.9	49.2	55.6	61.9
	Hispanic	76.2	78.2	80.2	82.1	84.1	86.1	88.1
	Multi-Race	86.9	88.0	89.1	90.2	91.3	92.3	93.4
	Poverty	75.3	77.4	79.4	81.5	83.5	85.6	87.6
	Special Education	36.0	41.4	46.7	52.0	57.4	62.7	68.0
	White	88.8	89.8	90.7	91.6	92.6	93.5	94.4
Mathematics	All Students	85.4	86.6	87.8	89.0	90.3	91.5	92.7
	American Indian	85.4	86.6	87.8	89.0	90.2	91.5	92.7
	Asian/Pacific Islander	96.4	96.7	97.0	97.3	97.6	97.9	98.2
	Black	76.8	78.7	80.6	82.6	84.5	86.4	88.4
	English Learners	58.2	61.7	65.2	68.7	72.1	75.6	79.1
	Hispanic	85.4	86.6	87.8	89.0	90.3	91.5	92.7
	Multi-Race	92.6	93.2	93.9	94.5	95.1	95.7	96.3
	Poverty	78.4	80.2	82.0	83.8	85.6	87.4	89.2
	Special Education	42.0	46.9	51.7	56.5	61.4	66.2	71.0
	White	90.0	90.8	91.6	92.5	93.3	94.2	95.0

Annual Measurable Objectives

Option A

Baseline Year 2012

4- Year Cohort Graduation Rate							
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	74.9	77.0	79.1	81.2	83.3	85.4	87.5
American Indian	84.3	85.6	86.9	88.2	89.5	90.8	92.1
Asian/Pacific Islander	85.2	86.4	87.7	88.9	90.1	91.4	92.6
Black	66.4	69.2	72.0	74.8	77.6	80.4	83.2
English Learners	35.9	41.2	46.5	51.9	57.2	62.6	67.9
Hispanic	68.5	71.1	73.7	76.4	79.0	81.6	84.2
Multi-Race	87.1	88.1	89.2	90.3	91.4	92.5	93.5
Poverty	66.3	69.1	71.9	74.7	77.5	80.3	83.1
Special Education	53.7	57.6	61.4	65.3	69.2	73.0	76.9
White	80.7	82.3	83.9	85.5	87.1	88.7	90.3
*First time 9th graders of 2008-09							

Alabama Department of Education 2013 Accountability Task Force

ORGANIZATION	NAME	TITLE	AGENCY/SYSTEM	SCHOOL	Email
CLAS	Dr. Suzanne Lacey	Superintendent	Talladega County		slacey@tcboe.org
AEA	Dorothy Strickland	Classroom Teacher			dots@alaedu.org
AASB	Earnestine Tucker	Board Member	Tuscaloosa BOE		eotucker@aol.com
AASB	Melissa Snowden	Board Member	Montgomery Co. BOE		m.snowden@live.com
SSA	Tim Wilder	Superintendent	Dothan City Schools		twilder@dothan.k12.al.us
AASB	Steve Foster	AASB President	Lowndes Co. BOE		stfortd@aol.com
CLAS	Hope Zeanah	Principal	Baldwin County	Elberta Elementary School	hzeanah@bcbe.org
CLAS	Trey Holladay	Principal	Oxford City	Oxford High School	tholladay.oh@oxford.k12.al.us
SSA	Dr. Jan Harris	Superintendent	Cullman City Schools		jharris@cullmancats.net
AEA	Bonita English	Classroom Teacher	Mobile County	John L. Leflore Magnet School	bross@mcpss.com
SSA	Dr. Jacqueline Brooks	Superintendent	Macon County Schools		brooksja@maconk12.org
AEA	Dr. Gay Barnes	Classroom Teacher	Madison City	Horizon Elementary School	gfbarnes@madisoncity.k12.al.us
AEA	Sheila Hocutt-Remington	Classroom Teacher	Tuscaloosa County	Brookwood High School	sremington@tcss.net
AASB	Florence Bellamy	AASB Past President	Phenix City BOE		schoolflo@ctvea.net
CLAS	Dr. Martin Nalls	Principal	Homewood City	Homewood Middle School	mnalls@homewood.k12.al.us
SSA	Dr. Martha Peek	Superintendent	Mobile County Schools		mpeek@mcpss.com

CAPACITY REVIEW AGENDA

February 28, 2012

8:30 – 9:30
TEAM ONE - Overview with Dr. Bice – Dr. Bice's Office
TEAM TWO – SDE Middle Managers – Baker Conference Room
1.Dr. Gloria Turner
2.Vera Guettler
3.Dennis Coe
4.Dr. Marilyn Lewis
5.Crystal Richardson
6.

9:45 – 10:45
TEAM ONE – Advocacy Group – Martin Conference Room
1. Earl Franks, Executive Director, Council for Leaders in Alabama Schools
2. Dr. Eric Mackey, Executive Director, School Superintendents of Alabama
3. Dr. Greg Fitch, Executive Director, Alabama Commission on Higher Education
4. Dr. Betsy Rogers, Chair of Teacher Education, Orlean Bullard Beeson School of Education
5. Dr. Tyna Davis, Manager, Education Policy and Professional Practice Dept., AL Education Association
6.
7.
TEAM TWO – Local and Regional Education Leaders – Baker Conference Room
1.Dr. Jeff Langham, Superintendent, Elmore County Schools
2.Jose Reyes Jr., Principal, Benjamin Russell High School
3.Debbie Rice, Technology Coordinator, Auburn City Schools
4.Dr. William Aaron Milner, Superintendent, Enterprise City Schools
5.Jana Hoggle, Technology Coordinator, Marengo County Schools
6.

11:00 – 12:00
TEAM ONE – SDE Middle Managers - Martin Conference Room
1.Judy Stone
2.John Bell
3.Cynthia Brown
4.Patsy Eiland
5.
6.
TEAM TWO – Teachers – Baker Conference Room
1.Phil Wilson, Ogletree Elementary School
2.Cameron McKinley, Hoover City School
3.Dr. Gay Barnes, Horizon Elementary School
4.Marla Hines, Vestavia Hills High School

1:00 – 2:00
TEAM ONE – Legislators – Martin Conference Room
1.Representative Mary Sue McClurkin
2.Senator Quinton Ross
3.Senator Trip Pittman
TEAM TWO – Business Leaders- Baker Conference Room
1. Dr. Neal Lamb (256) 503-2702
2.

2:15 – 3:15
TEAM ONE – Higher Education Partners and others – Martin Conference Room
1.Dr. Susan Villaume, Associate Dean, Auburn University
2.Carolyn Novak, President, A+ Education Partnership
3.Dr. Jim McLean, Dean, The University of Alabama (205) 348-6052
4.Sally Howell – Executive Director, Alabama Association of School Boards
5.
TEAM TWO – Local and Regional Education Partners – Baker Conference Room
1.Suzanne Freeman, Superintendent, Trussville City Schools
2.Lisa Williams, Teacher, Anna F. Booth Elementary
3.Agnes Tomlinson, Teacher, George Hall Elementary
4.Stoney Beavers, Secondary Curriculum Coordinator, Blount County Board of Education
5.
6.
7.

February 29, 2012

8:00 – 11:00

Senior Leadership Interviews – Teague Conference Room

- 1. Dr. Craig Pouncey**
- 2. Sherrill Parris**
- 3. Dr. Melinda Maddox**
- 4. Larry Craven**
- 5. Dr. Michael Sibley**

1:00 – 2:30

Report Out– Teague Conference Room

- 1. Dr. Tommy Bice**
- 2. Senior Leadership Team**
- 3. Dr. Tony Thacker**

The Child Nutrition Conference Room is available all day, February 28th, for a work room. February 29th, the Baker Conference Room is available all day for a work room.

Code of Alabama, Section 16-6B-3

Assistance programs.

(a) **Student strategy.** The superintendent of the local board of education along with the staff of each school shall develop an assistance program at each school for at-risk students performing below the standards set by the State Board of Education. The standards shall include the results of the required assessment program adopted by the State Board of Education with emphasis on students who are found to be at one or more grade levels below the prescribed norm. The local board of education shall budget at least one hundred dollars (\$100) per student so identified to be expended on tutorial assistance programs including, but not limited to, after-school, Saturday school, or summer school, or any combination of these programs. These funds may be budgeted from state or federal funds. However, federal funds already budgeted for at-risk students may not be counted toward the minimum one hundred dollars (\$100) requirement set aside to be expended for at-risk students as defined in this chapter. In addition, these funds may be expended for any of the following purposes:

- (1) Programs to encourage at-risk five-year olds to attend an approved preschool program.
- (2) Programs to identify at-risk students in the first grade.
- (3) Programs to ensure strict enforcement of truancy laws.
- (4) Programs to create alternative or disciplinary schools in which children who consistently exhibit behaviors or patterns of behaviors that interfere with the learning environment of other students would be placed and would be provided counseling and instruction in basic skills.
- (5) Programs to encourage parental involvement of parents of at-risk children.
- (6) Programs to encourage literacy of parents of at-risk children.

(b) **School strategy.** The State Board of Education shall develop an assistance program for a school in need of assistance. A school in need of assistance shall mean any school which has a majority of its students scoring one or more grade levels below the prescribed norm on the state adopted student assessments. Local superintendents and local boards of education will be expected to make the effort and commit the resources necessary to improve the instructional program for a school in need of assistance and shall be required to budget all funds earned by that school in the cost calculations of the Foundation Program. Local superintendents and local boards of education are encouraged to use assistance from the State Department of Education, colleges of education, accrediting agencies and other sources.

The State Board of Education's plan for an assistance program shall consist of the following components:

- (1) The faculty and staff of each school in need of assistance shall engage in a self-study to examine the problem of low achievement within that school and shall develop steps which may

be taken to improve student achievement. Parents of students in the schools shall be consulted as part of this self-study.

(2) If, after two years, student achievement has not improved, the State Superintendent of Education shall designate a team of practicing professionals to visit the school, conduct a study, consult with parents of students in the school, analyze causes of poor student achievement, and make specific recommendations which shall become a part of a school improvement plan for the succeeding year.

(3) As a final step, when insufficient or no improvement as determined by the State Board of Education is evident from the implementation of steps one and two above, the State Superintendent of Education is required to intervene and to appoint a person or persons to run the day-to-day operation of the school. In considering intervention, the State Board of Education shall consider factors which may have affected the prescribed norm test score. Factors shall include drop-out rates, attendance rates, special education enrollment, and any other data necessary to properly interpret student achievement in each school.

(c) School system strategy. The State Board of Education shall develop an assistance program for a local board of education identified as being in need of assistance. A local board of education in need of assistance shall mean any local board of education which has a majority of its schools, or a majority of the students in a system, in which the students are scoring one or more grade levels below the prescribed norm.

The State Board of Education shall require a local board of education in need of assistance to do the following:

(1) The local board of education and the local superintendent with input from other administrators, teachers, staff, parents of students in the school, and the local community shall engage in a self-study to examine the problem of low achievement within the system and to develop steps which may be taken to improve student achievement.

(2) If, after two years, student achievement has not improved, the state superintendent shall develop a system-wide school improvement plan in consultation with teachers, parents of students in the school, and the local community. This school improvement plan shall become a part of the local board of education's program and financial operations for the succeeding year.

(3) If, after the implementation of the school improvement plan, student achievement has not sufficiently improved, relative to the previous year's performance, the State Board of Education shall require the State Superintendent of Education to intervene and assume the direct management and day-to-day operation of the local board of education for such period of time as may be necessary for student achievement to improve. In considering intervention, the State Board of Education shall consider factors which may have affected the prescribed norm test score. Factors shall include drop-out rates, attendance rates, special education enrollment, and any other data necessary to properly interpret student achievement in each system.

(d) It is the intent of the Legislature that intervention is not to occur when a school or school system scores below the prescribed average. Intervention by the State Board of Education is to occur only after the three-year period provided in this chapter during which a school or school system fails to show improvement. So long as improvement is being shown, the State Board of Education shall not intervene but shall continue to encourage the school to improve.

(Acts 1995, No. 95-313, p. 620, §3; Act 2000-753, p. 1705, §1.)

College and Career Ready Transition Plan

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

1.A Adopt college-and career-ready standards: 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.

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
Adoption of College and Career Standards (Common Core plus Alabama specific standards)	November 2010	AL State Board of Education	State Board of Education Resolution	None	None

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.

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
Communication of CCRS Adoption	November 2010-Ongoing	ALSDE Leadership (Consultation Section)	Agenda from Meetings Minutes from Meetings <i>Ed News</i> articles	Powerpoint	None
Gap analysis of CCRS to the existing Alabama Course of Study	July & August 2010: Analysis conducted using the Common Core Comparison Tool developed by Achieve	Mathematics CCRS Task Force ELA CCRS Task Force (Consultation Section)	Results of Gap Analysis (Link to documents provided in Consultation Section)	Common Core Comparison Tool developed by Achieve	None
Professional Development (Awareness) See CCRS Professional Development Plan	June 2011-May 2012: Sessions held in 11 RIC areas for teachers, principals, and district leaders. Recorded Webinars posted on website for continuous access to awareness resources.	SDE Curriculum & Instruction Staff; AMSTI Staff; ARI Staff	Powerpoints used in Awareness Sessions: K-8 Mathematics 9-12 Mathematics K-12 English Language Arts	Awareness Sessions materials located at http://alex.state.al.us/ccrs in Math and ELA Professional Development section	None

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
Professional Development (Implementation) <i>See CCRS Professional Development Plan</i>	August 2012-Ongoing: LEAs appointed CCRS Implementation Teams composed of administrators, central office staff, elementary and secondary math, ELA, science, & history teachers, special education teachers, library media specialists, career tech educators. Topics of meetings: Shifts in ELA standards, Standards for Mathematical Practice, Designing & Evaluating lessons/units, Differentiating instruction for EL, Special Education and low-achieving students, Leading Implementation in Schools, Networking in job-alike sessions, LEA Team Planning	Office of Student Learning	CCRS Quarterly Meeting Materials: QM #1 – September 2012 Agenda Opening Session PPT K-5 Math Session PPT 6-12 Math Session PPT K-12 ELA Session PPT CCRS Implementation Self-Assessment Sign-in Sheets QM #2 – November 2012 Agendas Opening Session PPT Administrator Resources K-5 Math Session PPT 6-12 Math Session PPT K-5 ELA Session PPT 6-12 ELA Session PPT Job Alike Reflection Protocol Note-Taking Tool Sign-in Sheets QM #3 – February 2013 Agenda Opening Session PPT K-5 Math Session PPT 6-12 Math Session PPT K-12 ELA Session PPT Sign-in Sheets QM #4 – April 2013 Agenda Opening Session PPT K-5 Math Session PPT 6-12 Math Session PPT K-12 ELA Session PPT Sign-in Sheets	CCRS Implementation Team materials located at http://alex.state.al.us/ccrs	None
	January 2013: Quality Core (QC) will provide training to 330 secondary ELA and math teachers, district, IHE and SDE staff.	Office of Student Learning	ALSDE Memo to Superintendents Quality Core Training Update Document Quality Core Q&A Sign-in Sheets Spreadsheet of Participants Lessons Developed by Participants	QualityCore website & resources	None

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
Professional Development (Follow up/Coaching/Support) <i>See CCRS Professional Development Plan</i>	August 2012-Ongoing: Regional Planning Teams (RPT) composed of SDE staff, RIC directors, IHE, OSR plan collaboratively with the districts to develop a systematic plan for professional development.	Office of Student Learning, RICs, IHE staff, OSR staff, OLS, finance	Differentiated Support Sharepoint Site DSP Plans for Support RPT Contact List Agendas and PPTS for Meetings Data Collection Template DSP Progress Monitoring Tool Differentiated Support Workflow Initial Conversation with LEA document Letter to RPT Facilitators Protocol for Initial Visits RPT/Facilitators Calendar RPT Organization Chart Timeline for RPTs Sharepoint for RPTs CCRS Professional Development Plan	CCRS website CCRS Self-Assessment CCRS Professional Development Plan RPTs	None
	August 2012-Ongoing: Regional Support Staff (RSS) provide coaching support to LEAs based on differentiated needs as determined by RPT and LEA	Office of Student Learning	Differentiated Support Sharepoint Site Agendas from RSS Training Sessions Sharepoint Calendars	RSS	Learning Curve for RSS
Professional Development (Evaluation) <i>See CCRS Professional Development Plan</i>	August 2012-Ongoing: RPTs conduct onsite visit to monitor CCRS Professional Development Plans	Office of Student Learning	Protocol for Initial Visits RPT/Facilitators Calendar Differentiated Support Sharepoint Site DSP Plans for Support RPT Contact List Data Collection Template DSP Progress Monitoring Tool Differentiated Support Workflow Initial Conversation with LEA document	CCRS Self-Assessment CCRS Professional Development Plan	None
	September 2012-Ongoing: CCRS Implementation Team surveyed following each quarterly meeting	Office of Student Learning	Survey Results: CCRS Implementation Team QM #1 CCRS Implementation Team QM #2 CCRS Implementation Team QM #3 CCRS Implementation Team QM #4	Survey Monkey	None
	December 2012: Advisory group of curriculum coordinators provide feedback on CCRS professional development.	Office of Student Learning	Minutes from Meeting		None

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
Development of high quality instructional materials aligned to the CCRS	August 2012-Ongoing: Curriculum Guide and Extended standards for Special Needs Students developed.	Office of Learning Support, Special Education Services	Agenda of Curriculum Guide Development Meeting Nomination Form for Committee Members Curriculum Guides for Mathematics located at http://alex.state.al.us/specialed/curriculum.html ELA Curriculum Guides planned for release January 2013	Curriculum Guide	None
	October 2012-April 2013: ALSDE collaborative group attend EQUIP training (Tri-State Rubric) on evaluating and developing instructional materials.	Office of Student Learning	Agenda from <i>Educators Evaluating Quality Instructional Products (EQuIP)</i> – Sponsored by Achieve, October 2012 Next Steps from Debrief Meeting Tri-State Rubric for ELA Tri-State Rubric for Mathematics	Tri-State Rubric	None
	June – July 2013: CCRS Teaching Academies for development of lessons and units of study (Quality Core training, and content literacy planned for LEAs)	Office of Student Learning	Agenda for Summer Academies Memo from ALSDE Sign-in Sheets Lessons/Units of study	Tri-State Rubric	None
Process for selecting/evaluating commercial materials aligned with CCRS	Summer-Fall 2011: Review math textbooks for alignment with CCRS Fall 2012: Review ELA textbooks for alignment with CCRS.	Curriculum & Instruction	Agenda for meeting Sign-in sheets List of recommended math textbooks	Dana Center Review Form Reading Indicators' Review Form General Indicators' Review Form	None
	November 2012: SDE team attend CCSO meeting on selecting instructional materials and resources.	Office of Student Learning	Agenda from CCSO Meeting: <i>The State Role in Selecting and Recommending Common Core Aligned Instructional Materials</i> – November 2012		
	November 2012-Ongoing: Develop process for SDE and LEAs to use in evaluating instructional materials and resources.	Office of Student Learning	Planning Agendas Guide or template for instructional resource evaluation process		
	November 2012-Ongoing: Train LEAs on review process for instructional materials and resources.	Office of Student Learning	Planning Agendas Guide or template for instructional resource evaluation process Sign-in Sheets		

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
Partnership with IHE	October 2012-April 2013: ALSDE collaborative group attend EQUiP training (Tri-State Rubric) on evaluating instructional materials; IHE representative included in ALSDE team	Office of Student Learning	Agenda from <i>Educators Evaluating Quality Instructional Products (EQuIP)</i> – October 2012 Next Steps from Debrief Meeting Tri-State Rubric for ELA Tri-State Rubric for Mathematics	Tri-State Rubric	
	October 2012-Ongoing: Quarterly meetings conducted with IHE to provide SDE updates and co-plan for training opportunities for pre-service teachers	Office of Student Learning	Quarterly Meeting Agendas		
	January 2013: IHE partners will participate in Quality Core (QC) training with the intent they facilitate Summer Academies (640 participants).	Office of Student Learning	ALSDE Memo to Superintendents Quality Core Training Update Document Quality Core Q&A Sign-in Sheets Spreadsheet of Participants Lessons Developed by Participants	QualityCore website QualityCore training materials	
Development of website to house resources, professional development materials, etc.	January 2011-Ongoing: Website developed to house CCRS instructional resources/videos/training materials	Technology Initiatives, Office of Student Learning	http://alex.state.al.us/ccrs		
Implementation of CCRS and differentiated support to districts for implementation	August 2012-Ongoing: Regional Planning Teams (RPT) plan collaboratively with the districts to develop a systematic plan for professional development.	Office of Student Learning	Protocol for Initial Visits RPT/Facilitators Calendar Differentiated Support Sharepoint Site DSP Plans for Support RPT Contact List Data Collection Template DSP Progress Monitoring Tool Differentiated Support Workflow Initial Conversation with LEA document		
	August 2012-Ongoing: RSS provides in-site support through model lessons.	Office of Student Learning	Differentiated Support Sharepoint Site Sharepoint Calendars Sign-in Sheets CCRS Professional Development Plans		

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
	August 2012-Ongoing: Extensive training with 225 Regional Support Staff (RSS) on coaching, modeling, etc.	Office of Student Learning	Agendas from RSS Trainings		
	January 2013: Task Force assembled for mid- year review of CCRS math and ELA standards	Office of Student Learning	Memo to Task Force members Agenda from meeting		
	October 2012-Ongoing: Curriculum & Instruction Quarterly meetings with Curriculum Coordinators from LEAs	Office of Student Learning	Curriculum & Instruction Quarterly Meeting Agendas		

1.C Develop and administer annual, statewide, aligned, high quality assessments that measure student growth: Option B: The SEA is not participating in either one of the two State Consortia that received a grant under the RTT

Key Milestone or Activity	Timeline	Party or Parties Responsible	Evidence	Resources	Obstacles
Development/ Adoption of CCRS Assessments	Gr. 3-7: Spring 2013 Gr. 8-12: September 2009	Assessment	State Board Resolution		
Development/Adoption of Alternate Assessments	Spring 2013	Assessment Special Education			
Implementation of Assessments	2012-13: Begin Phase-In 2014-2015: Full Implementation 2014-2015: Alternate Assessments	Assessment			

**College-and Career-Ready Standards Professional Development Plan
(For district and school leaders, classroom teachers, special area teachers, and IHE)**

Phase I - Awareness						
Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To provide an awareness of the math standards, the content and instructional shifts	Ensure that educators have knowledge of the various facets of the new CCRS for mathematics	Develop training materials addressing literacy standards, math practice standards, early-entry Algebra I, and content shifts	Spring 2011	Curriculum	Correlation Documents; Gap Analysis Document; Training Powerpoints	Complete
		Conduct awareness sessions for teachers, principals, & district leaders in the 11 RIC areas.	Summer 2011	Curriculum AMSTI	Correlation Documents; Gap Analysis Document; Training Powerpoints	Complete
To provide an awareness of the ELA standards	Ensure that educators have knowledge of the various facets of the new CCRS for English Language Arts (ELA)	Conduct awareness sessions for administrators at summer conference.	Summer 2011 Summer 2012	Curriculum ARI	Training Powerpoints	Complete
To provide a structure for ongoing awareness of standards for new teachers	Ensure that educators have knowledge of the new CCRS for mathematics and (ELA)	Design website to house CCRS information and resources.	Summer 2011 Summer 2012	Technology Initiatives Curriculum ARI AMSTI	Recorded CCRS CCRS Webinars CCRS Website	Ongoing
To help teachers prepare for implementation by a deeper study of the CCRS	Ensure that educators have knowledge of the new CCRS math and are prepared for full implementation of CCRS.	Purchase math and ELA training materials from CESA7 (WI) to adapt for use with AL teachers (Explorations' Guides)	September 2011	ARI AMSTI Curriculum/Instruction	Explorations' Guides for Mathematics and ELA	Complete
		Request districts to establish math leadership teams to "turn around" training to their districts	November 2011	AMSTI Curriculum/Instruction		Complete
		Train math leadership teams on AL Explorations' Guides	January – May 2012	AMSTI Curriculum/Instruction	Explorations' Guides for Mathematics	Complete

Phase II –Implementation

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To provide access to instructional materials that are aligned to CCRS	Determine alignment of QC resources with CCRS	Correlate CCRS to Quality Core Course Standards	Fall 2012	Office of Student Learning	Quality Core AL Insight Tool Global Scholar	In Process
	Evaluate adopted texts and materials in relation to CCRS	Convene group of practitioners to assess current textbooks and supplemental materials	Fall 2011	Curriculum & Instruction	Dana Center Review Form Reading Indicators' Review Form General Indicators' Review Form	Complete
		Develop review forms to aid in evaluation of materials	Spring 2013	Office of Student Learning		In Process
	Evaluate current lessons and units of study on state website for teacher-created lessons	Convene group of practitioners to assess lessons/units located on ALEX	June 2011	Technology Initiatives		Complete
	Evaluate commercially-developed materials for alignment with CCRS	Attend the CCSSO meeting on Selecting & Recommending CCRS Aligned Instructional Materials	November 2012	Office of Student Learning	CCSSO Materials	In Process
		Develop a guide for districts to use to evaluate materials and resources	Spring 2013	Office of Student Learning	CCSSO Materials	In Process
		Train districts on how to use the evaluation guide	Summer 2013	Office of Student Learning	CCSSO Materials	In Process
	Develop new lessons & units of study	Train teachers on designing lessons & units of study through the CCRS Quarterly Meetings and the CCRS Teaching Academies	February 2013 April 2013 Summer 2013	Office of Student Learning	CCSSO Materials	In Process

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To build capacity in districts to train, support, and evaluate implementation of CCRS	Establish comprehensive CCRS Implementation Teams for all 134 districts	State Superintendent Memo requesting each district to assemble a 15-17 member team to include classroom teachers, SPED teachers, CTE, media specialists, administrators, & central office support staff.	Summer 2012	Office of Student Learning		Complete
	Conduct quarterly CCRS Implementation Team sessions in 11 RIC areas *Plan to keep this structure in place for 2013-14 and 2014-15 school years.	SDE design team develops plans for the CCRS Implementation Team quarterly meetings. Topics of meetings: Shifts in ELA standards, Standards for Mathematical Practice, Designing & Evaluating lessons/units, Differentiating instruction for all students including EL and special ed., Leading Implementation in Schools, Networking in job-alike sessions, LEA Team Planning	September 2012 November 2012 February 2013 April 2013	Office of Student Learning • AMSTI • ARI • IS	PPTs CCRS Website	In Process
To assist high school teachers in gaining a deeper understanding of CCRS in Alg. 1, Geometry, English 9 and 10 AND develop a pool of teacher trainers	Identify 30 teachers, district, IHE and SDE staff in each of the 11 RIC areas for QualityCore training (330)	State Superintendent requests secondary teacher nominations from each district	Fall 2012	Robin Nelson Steve Ricks Judy Stone		In Process
		John Hammett (IHE Liaison) identifies IHE representatives	November 2012	Robin Nelson Steve Ricks Judy Stone		In Process

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
		SDE Instructional sections identify appropriate SDE and regional staff	November 2012	Robin Nelson Steve Ricks Judy Stone		In Process
		Work with ACT to organize, plan, and deliver training for QC	Fall 2012	Robin Nelson Steve Ricks Judy Stone		In Process
To assist K-12 teachers in gaining a deeper understanding of CCRS and to develop lessons and units of study that reflect CCRS	Conduct a CCRS Teaching Academy for K-8 teachers, including Special Ed and EL teachers.	Assemble cross-sectional team to attend EQUiP training sponsored by Achieve	October 2012- April 2013	Office of Student Learning	Tri-State Rubric Quality Core website & training materials	In Process
		Assemble an advisory group of teachers to provide input for teaching academy plans	January 2013	Office of Student Learning		In Process
		Finalize plans for teaching academy and issue invitation to attendees	March 2013	Office of Student Learning		In Process
To develop a pool of K-8 lessons/units and video clips that reflect CCRS content and rigor	Conduct a CCRS Teaching Academy for K-8 teachers	Design team comprised of: <ul style="list-style-type: none"> • SDE • IHE • Teachers 	June & July 2013	Office of Student Learning	Tri-State Rubric	In Process
To assist secondary general and special ed teachers gain a deeper understanding of CCRS in Alg. 1, Geometry, English 9 and 10 and developing a pool of lessons/units of study.	Conduct a CCRS Teaching Academy (3 days in summer and 2 days in fall) for Algebra I, Geometry, English 9, and English 10 teachers	Teaching Academy design based on feedback from teacher groups and CCRS quarterly meetings.	June & July 2013; Fall 2013	Office of Student Learning	Tri-State Rubric Quality Core website & training materials	In Process

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To assist secondary CTE, science and social studies teachers gain a deeper understanding of literacy standards in the content areas and develop a pool of lessons/units and video clips that reflect CCRS content and rigor.	Conduct a CCRS Teaching Academy (2 days in summer and 1 day in fall) focusing on literacy standards for science, history, and CTE teachers.		June & July 2013; Fall 2013	Office of Student Learning	Tri-State Rubric	In Process

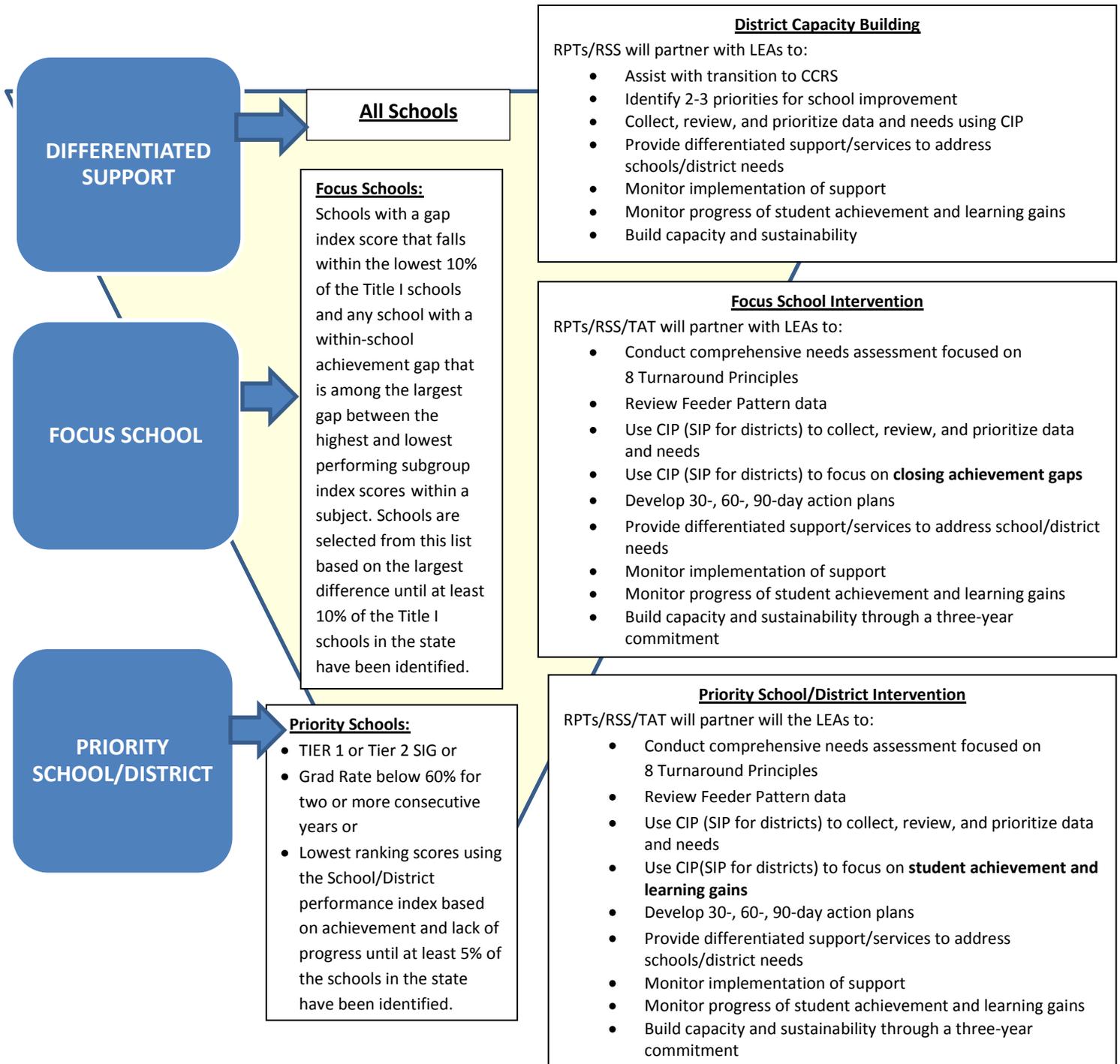
Phase III – Follow Up/Support

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To support districts and schools in implementation	To partner with LEAs to customize/differentiate training and support.	Regional Planning Teams (RPT) composed of SDE staff, RIC directors, IHE, OSR that plan collaboratively with the districts	August 2012-Ongoing	Office of Student Learning		In Progress
		Approximately 225 Regional Support Staff (RSS) composed of ARI, AMSTI, and IS field staff organized to provide support to districts based upon their SDE-approved support plan.	August 2012-Ongoing	Office of Student Learning		In Progress
		Extensive training of 225 Regional Support Staff (RSS) composed of ARI, AMSTI, and IS field staff on coaching, modeling, etc.	August 2012-Ongoing	Office of Student Learning		In Progress
	Assemble feedback from LEAs on implementation progress	Quarterly meetings with Curriculum Coordinators from LEAs	October 2012 December 2012 April 2012 August 2013	Office of Student Learning		In Progress

Phase IV – Evaluation & Accountability

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To insure quality implementation	To adjust and adapt professional development and resources based on feedback	Districts use the CCRS Self-Assessment as a guide for evaluating implementation	September 2012-May 2013	Office of Student Learning	CCRS Self-Assessment	In Process
		CCRS Implementation Team participants assess value and effectiveness of quarterly meetings	September 2012-May 2013	Office of Student Learning	CCRS Survey	In Process
		Regular review of LEA CCRS Professional Development Plans	September 2012-Ongoing	Office of Student Learning		In Process
		Random, periodic visits to LEAs to monitor implementation	September 2012-Ongoing	Office of Student Learning		In Process
		Advisory group of district curriculum coordinators assembled to provide feedback on professional development and resources	December 2012–August 2012	Office of Student Learning	CCRS Advisory Group Feedback	In Process

Differentiated Support Pyramid



Legend	Support/Services
Turnaround Team (TAT)	External Support Provided from Partners
Regional Planning Teams (RPT)	Instructional Coaches/Partners
Regional Support Staff (RSS)	Leadership Coaches/Mentors
Continuous Improvement Plan (CIP)	College and Career Ready Standards Implementation Team
System Improvement Plan (SIP)	Quarterly Meetings

A GUIDE FOR PROFESSIONAL DEVELOPMENT PLANNING FOR IMPLEMENTATION OF THE COLLEGE- AND CAREER-READY STANDARDS

**College-and Career-Ready Standards Professional Development/Transition Plan
(For district and school leaders, classroom teachers, and special area teachers)**

District: _____

Phase I - Awareness						
Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To provide an awareness of the CCRS, the content and instructional shifts	Target Audience:					
	Target Audience:					
	Target Audience:					

Phase II - Implementation

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To assist teachers in gaining a deeper understanding of CCRS and to develop lessons and units of study that reflect CCRS	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience:					

Phase III – Follow Up/Support

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To support schools and teachers in implementation by focusing on curriculum, resources, and assessment strategies to ensure success for all students	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience:					

Phase IV – Evaluation & Accountability

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To ensure quality implementation by evaluating progress and making necessary revisions to the strategic plan to ensure success for all students	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience:					

ATTACHMENT 35

A Guide for Professional Development/Transition Planning for Implementation of the College- and Career-Ready Standards

Alabama State Department of Education
January 2013



Alabama
College- and
Career-Ready
Standards & Support
Navigating Success for All...



Forward: Professional Learning

The adoption of the Common Core State Standards in English Language Arts and Mathematics by the Alabama State Board of Education in November 2010, served as a catalyst of the transformation of K-12 education in Alabama. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Alabama schools during the upcoming years.

The transition period between the adoption of the College-and Career-Ready Standards (CCRS) in 2010 and full implementation of the 2010 Math Course of Study in 2012-2013 and full implementation of the 2010 English Language Arts Course of Study in 2013-2014, requires a phased approach for Alabama districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

Phase One - Awareness: Building awareness of the CCRS among educators, including the rationale for having common standards across states

Phase Two - Implementation: Going deeper in the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards and to develop lessons and units of study that reflect the CCRS

Phase Three – Follow-up & Support: Focusing on curriculum, resources, and assessment strategies to ensure success for all students

Phase Four – Evaluation & Accountability: Ensure quality implementation of the CCRS by evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students

Each of the phases demands intensive professional learning at the local level.

Research has shown that successful professional learning requires a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement,” *Learning Forward*.

Learning Forward’s Standards for Professional Learning (revised 2011) outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Alabama will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development /Transition Planning for Implementation of the College-and Career-Ready Standards provides a menu of professional development suggestions and resources that will support districts as they transition to the CCRS. This Guide lays out in detail the priorities that the Alabama State Department of Education (ALSDE) feels are the most significant and will lead to a deeper understanding and implementation of the CCRS. Many educators have already begun to explore the CCRS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. This document is intended to be a guide for district leadership teams to use for planning thoughtful and effective CCRS professional development for district leaders and teachers. The document can also serve as an individual resource for independent study.

The CCRS, powered by effective professional development systems, are a significant driver of the transformation of education in Alabama. A truly effective implementation of the CCRS demands innovation in learning environments, technology, and systems that support all students to meet rigorous 21st century expectations. This document serves as a professional development/transition guide for districts and schools in their implementation of the CCRS. It will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Alabama. The ALSDE CCRS website will continue to be updated with useful resources and professional development opportunities to support Alabama districts and schools as they implement the College-and Career-Ready Standards.

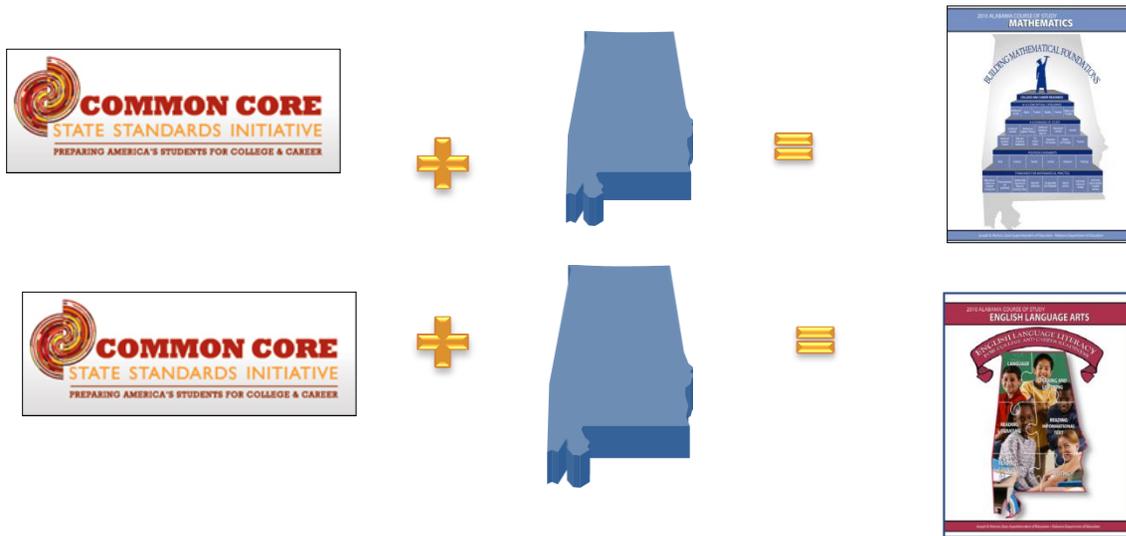
<http://alex.state.al.us/ccrs/>

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Phase One - Awareness: Building awareness of the College-and Career-Ready Standards among educators, including the rationale for having common standards across states

The Alabama State Board of Education approved the adoption of the internationally benchmarked Common Core State Standards (CCSS) along with selected Alabama standards in November 2010. By combining both Common Core and Alabama's standards, our state has adopted one of the most comprehensive sets of standards in the nation; ensuring students are prepared for a successful future in the ever-expanding global environment. The 2010 Courses of Study for Mathematics and English Language Arts reflect the CCSS and Alabama added standards resulting in Alabama's College- and Career-Ready Standards (CCRS).



The 2010 Alabama Course of Study for Math:

<http://alex.state.al.us/ccrs/node/74>

The 2010 Alabama Course of Study for ELA:

<http://alex.state.al.us/ccrs/node/69>

The following link distinguishes the Alabama-Added Grade Level Standards for ELA:

http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/Alabama%20Added%20Grade%20Level%20Standards_GF.pdf

In training Alabama's educators on the new standards, it should be understood that CCRS will be the term used but it is interchangeable to any reference of CCSS documents or training.

A thorough understanding of the CCRS must begin with a close reading of the standards themselves, as well as the introduction and the appendices. Educators should be brought together to examine both the grade-specific standards for each strand and the progressions that build knowledge and skills from grade to grade. Discussion should focus on the meaning of each standard, including content and skills, and its implications for instruction, curriculum and assessment. Districts should outline a professional development/transition plan with goals for implementing College-and Career-Ready Standards and assessments.

Phase One Recommendations for Professional Development

- 1. All educators will be aware of the CCRS vision and will be familiar with the CCRS documents. (References A-C)**
- 2. All educators will understand the CCRS are learning progressions for students with the promise of being college and career ready. (References D-E)**
- 3. Educators will identify the student behaviors of learners that are college and career ready. (Reference F)**

References/Resources;

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. The Common Core State Standards have been adopted by 46 states, the District of Columbia, and other U.S. territories. The CCSS were developed in partnership by the Council of Chief State School Officers (CCSSO) and the National Governors Association. A brief history of the vision of the CCSS is needed. The CCSS Initiative website is a valuable resource which presents the Mission Statement for the CCSS Initiative <http://www.corestandards.org/>.

Another source in the form of a short video is below:

<http://www.youtube.com/watch?v=PbagTYYCXYU>

In this series, the CCSS are explained along with insights on how to implement the CCSS in classrooms across America

<https://www.teachingchannel.org/videos/how-to-read-common-core/>

- B. Dr. Tommy Bice, Alabama Superintendent of Education, outlines Alabama's vision for preparing students to be College-and Career-Ready in Alabama's Plan 2020. A prepared graduate is defined as well as priorities, objectives, and strategies for college and career readiness. This vision is the foundation for Alabama's College-and Career-Ready Initiative.

http://www.alsde.edu/general/Alabama_PLAN_2020.pdf

Dr. Bice has outlined Five Absolutes of Education in Alabama. These Absolutes further clarify Alabama's commitment to implementation of the CCRS.

Video: http://www.firstpost.com/topic/place/alabama-dr-tommy-bice-on-the-5-absolutes-of-education-in-alabama-video-kYbCxIsK_bl-508-5.html

Document: **Attachment 1**

- C. As we transition to the CCRS, it is important that everyone has a clear vision and understanding of the skills a literate individual who is college and career ready possesses. Educators may want to engage in an activity where they investigate what a literate individual looks like in order to develop a vision of a prepared graduate.
- http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/Activity_Investigating%20Portrait%20of%20a%20Literate%20Individual.pdf
- D. When Alabama developed the 2010 Courses of Study for Mathematics and ELA, the CCSS and Alabama Added Standards were combined and presented in a format that was comparable to previous Alabama Courses of Study. When building an understanding of the new standards, the CCSS documents are easier to use to trace the grade level expectations for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language for ELA and Reading and Writing Standards for History/Social Studies, Science, and Technical Subjects. Every educator should have access to the CCSS. Educators will need to read the standards very closely. Educators should read all components of the standards documents including the introduction and explanation pages throughout the document. Reading one grade level is not enough to fully understand the impact of the CCSS.

- a. Identify a facilitator to lead the whole group or small groups through a book walk of the CCSS documents.
<http://www.corestandards.org/the-standards>.
- b. Educators may want to view ELA and Literacy Standards in a different format while working in collaborative teams. Easy to read documents of the CCSS can be found under Professional Development in Vertical Alignment Activities at the following link: <http://alex.state.al.us/ccrs>
- E. The Hunt Institute Videos provide a general overview
 - a. Common Core State Standards: Principles of Development
<http://www.youtube.com/user/TheHuntInstitute#p/u/3/d1MVErnOD7c>
 - b. Watch the Hunt Institute Videos for more details about specific changes
 - The English Language Standards: Key Changes and Their Evidence
<http://www.youtube.com/user/TheHuntInstitute#p/u/5/JDzTOyxRGLI>
 - The Mathematics Standards: Key Changes and Their Evidence
<http://www.youtube.com/user/TheHuntInstitute#p/u/15/BNP5MdDDFPY>
- F. Compare the Student Behaviors expected in the CCRS. The ELA document outlines the portrait of students (seven capacities) on page 7. The Math document identifies eight Standards for Mathematical Practice on pages 6-8. These expectations are observable behaviors that a college and career ready learner develops and strengthens over time (K-12). Evidence of this development should indicate strategic use of these practices as the learner works through new experiences and problems. Check educators' understanding of the progressions and practices noted in the standards documents.
 - a. ELA (page 7) http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
 - b. Mathematics (pages 6-8) http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Figure A: Student Practice and Capacities

ELA Capacities	Mathematical Practice
Demonstrate Independence	Make sense of problems and persevere in solving them
Build strong content knowledge	Reason abstractly and quantitatively
Respond to the varying demands of audience, task, purpose, and discipline	Construct viable arguments and critique the reasoning of others
Comprehend as well as critique	Model with mathematics
Value evidence	Use appropriate tools strategically
Use technology and digital media strategically and capably	Attend to precision
Come to understand other perspectives and cultures	Look for and make use of structure
	Look for and express regularity in repeated reasoning

- c. The activity referenced earlier that investigated what a literate individual looks like could be revisited to conclude this section.

http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/Activity_Investigating%20Portrait%20of%20a%20Literate%20Individual.pdf

For further study:

Read the NEA Policy Brief, Common Core State Standards: A Tool for Improving Education.

http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

To further aid states as they continue to implement the Common Core State Standards, the Hunt Institute and the Council of Chief State School Officers have commissioned a series of video vignettes that explain the Standards in far greater depth

http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html

Reflection:

Building leadership teams should check their progress in meeting the goals of the district professional development/transition plan for CCRS. A school is ready to move to Phase Two when educators have met three objectives:

1. All educators will be aware of the CCRS vision and be familiar with the CCRS documents.
2. All educators will understand the CCRS are learning progressions for students with the promise of being college and career ready.
3. Educators will identify the student behaviors of learners that are college and career ready.

Educators may need to return to actions in Phase One to clarify understandings about the standards, to revisit the learning progressions and/or evaluate the progress of students in developing the practices and capacities.

Parents and Community:

A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the vision for CCRS and where information can be located. Please guide parents and community to the National PTA website.

<http://pta.org/advocacy/content.cfm?ItemNumber=3008&navItemNumber=557>

This National PTA Parents' Guide to Success is also accessible on the AL CCRS website

<http://alex.state.al.us/ccrs/node/76>

The Council of Great City Schools has released Parent Roadmaps to support parents' understanding of the Common Core State Standards at the elementary grade levels.

<http://cgcs.schoolwires.net/domain/36>

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the ELA and mathematics standards and to develop lessons and units of study that reflect the CCRS

Beyond a close reading, the CCRS will require intensive, sustained professional development initiatives at the district and school levels during the next several years in order to effectively implement the instructional shifts in the CCRS. There is new learning for all educators implicit in the concepts contained in the standards. The Alabama State Department of Education, together with professional development organizations and resources from other states who have adopted the CCSS, has defined priorities for going deeper into the instructional shifts implicit in the CCRS for ELA and mathematics. All Alabama educators must be thoughtfully engaged in the professional learning necessary to improve the learning of all students in the 21st century.

Phase Two Recommendations for Professional Development

1. Educators will identify significant instructional shifts in ELA and mathematics.
2. Educators will identify and participate in targeted, professional learning needed to implement CCRS.

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Educators will work in collaborative groups to discuss school wide changes that must occur as we transition to the more rigorous CCRS. Conversations in grade level, vertical teams, and faculty meetings should focus on the cultural changes that must occur.
http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/Common_Core_Mind_Shifts.pdf
<http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/The%20CCSS%20and%20Schoolwide%20Instructional%20Changes.pdf>
- B. Educators will work in collaborative groups to identify the significant instructional shifts in the CCRS. A team of educators has identified instructional shifts for ELA and mathematics.

http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/E0711_ELA_Literacy_Shifts_Key_Shifts_CCSS_ELA_Literacy.doc

<http://www.achievethecore.org/downloads/Math%20Shifts%20and%20Major%20Work%20of%20Grade.pdf>

The following link has modules and a menu of training options for focusing on the shifts in ELA and Mathematics

<http://www.achievethecore.org/steal-these-tools/professional-development-modules>

An excellent ppt that explores the math content shifts can be found by following <http://alex.state.al.us/ccrs/node/75> to Math Professional Development and reviewing Phase I Content Shifts

A deeper understanding on the CCRS instructional shifts will occur if educators participate in activities where they can reflect on the shifts and the implications to instructional practice. Grade level teams and vertical teams should discuss the impact of these instructional shifts. Encourage teams to reference professional texts to learn more about each instructional shift.

Reflecting on the shifts in ELA:

http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/E0711_ELA_Literacy_Shifts_Processing_the_Shifts_handout.docx

Reflecting on the shifts in Mathematics:

<http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/CCRS%20Reflecting%20on%20the%20Shifts%20in%20Math.docx>

- C. Educators will work in collaborative groups to examine and discuss learning progressions. This requires a deeper analysis of the grade level standards and much conversation and reflection from educators. The ALSDE CCRS website provides access to PowerPoint presentations complete with notes that facilitators may use to lead educators to a deeper understanding of learning progressions.

The following ppts on the math learning progressions are available at <http://alex.state.al.us/ccrs/node/75> :

Phase I Components of the ACOS and High School Progressions (K-8)

Phase I Domains of Study & Learning Progressions (K-8)

Phase I Components of the ACOS and High School Progressions (9-12)

Phase I Domains of Study & Learning Progressions (9-12)

- D. As educators learn more about how to implement the CCRS through targeted, professional learning, it is important that all educators be included in the professional learning (i.e. SPED, EL, G/T, content, fine arts, etc...)
- E. Educators can use the Alabama Insight Tool to plan lessons that reflect the rigor of the CCRS. The Insight Tool unpacks the standards for teachers. Not only does Insight tell what students can do to show attainment of a standard, but what a student needs to know to aid in the attainment of the standard. The “Skills” field indicates what procedural skill(s) a student needs to demonstrate for attainment of the standard. Alabama Insight has a hot link to ALEX for quality lessons that address specific CCRS. Alabama Insight is unpacked for Mathematics, ELA, and Literacy in History/Social Studies, Science and Technical Subjects.

<http://alex.state.al.us/ccrs/node/191>

Each district has access codes

Training materials and instructions for using Insight have been developed to share with educators or for them to use for independent study.

<https://www.dropbox.com/sh/niainvzpap0klc8/FI83XkBUDa>

- F. Educators Evaluating Quality Instructional Products (EQiP), a collaborative of the American Diploma Project (ADP) Network, has developed tools and processes to review the quality of materials (tasks, lessons, units, modules) that teachers can use to address the content and rigor of the CCRS.

Tri-State Quality Review Rubric for Lessons & Units: Mathematics

<http://www.achieve.org/files/TriStateMathematicsRubric1pageoverviewv4.1%20071712%20CC%20BY.pdf>

Protocol to review the Tri-State Quality Review Rubric for Lessons & Units: Mathematics

<http://www.achieve.org/files/EQIPMathlongformfeedbackresponseextendedCCBY101012.pdf>

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5 and ELA (Grades 6-12)

http://www.achieve.org/files/TriStateELA_LiteracyRubric1pageoverviewv4.1%20071712CC%20BY.pdf

Protocol to review the Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5 and ELA (Grades 6-12)

<http://www.achieve.org/files/EQuIPELAlongformfeedbackextendedCCBY101012.pdf>

This video provides an overview of Achieve's EQuIP collaborative and the Tri-State Rubrics for evaluating the quality of instructional materials.

<http://vimeo.com/46694757>

For further study:

Reflection:

Building leadership teams should check their progress in meeting the goals of the district professional development/transition plan for CCRS. A school is ready to move to Phase Three when educators have met two objectives:

1. Educators will identify significant instructional shifts in ELA and mathematics.
2. Educators will identify and participate in targeted, professional learning needed to implement CCRS.

Educators may need to return to actions in Phase Two to evaluate or clarify understandings about the learning progressions and/or to evaluate how the professional development has supported improvements in professional learning as evidence by student learning.

Parents and Community:

A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the commitment for continued professional learning and the impact for student learning. The National PTA website has many tools that may enhance your collaboration with parents and community. <http://www.pta.org/4034.htm>

Phase Three: Focusing on curriculum development/adoption, resources and assessment strategies to ensure success for all students

A deep understanding of the CCRS is essential to educators as they begin to analyze curriculum, instructional practices and assessment. During the next few years, educators will need to plan to utilize data to review and revise curriculum, instructional practices, and assessments to better support student learners in meeting the goal of college and career readiness. The job embedded professional development involves grade-level groups and vertical teams utilizing data to make decisions.

Phase Three Recommendations for Professional Development

- 1. All educators will collaborate to develop and adopt curriculum and materials that are aligned to the College- and Career-Ready Standards(Reference A)**
- 2. All educators will access the full range of assessment strategies to ensure success for all students. (Reference B)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Educators will work in collaborative teams to develop and adopt curriculum that is aligned to the CCRS. Educators should examine instructional materials (current and potential purchases) for alignment to the rigorous standards of the CCRS. The work of curriculum design and instructional materials selections should follow a process of instruction (based on the curriculum), gathering data on student progress, professional teams reflecting on the process and progress, making adjustments and needed revisions to curriculum, instruction and assessment, and repeating this process. A transition plan will be needed as grade spans begin the implementation of CCRS to ensure that all students receive grade level instruction as required by CCRS.

a. ELA

Curriculum Mapping

<https://learningconnection.doe.in.gov/ArticleViewer.aspx?art=10>

Text Book adoption- information is accessible on the ALSDE home page. Evaluation tool:

http://www.alsde.edu/html/sections/doc_download.asp?section=161&id=17228&sort=1

b. Math

Curriculum Analysis Tool developed by Bill Bush. This tool can be downloaded from

<http://commoncoretools.me/2011/07/09/curriculum-analysis-tool/>

A Mathematics Resource Filter is being developed and will be available on the AL CCRS website soon.

- B. Educators will develop an assessment system that is aligned to the CCRS and genuinely measures progress. Considerable focus should be given to formative assessment. Collaborative teams of educators will meet in professional learning communities to examine student work and provide feedback regarding the curriculum, instructional practices, and assessment system.

In Plan 2020, State Superintendent, Dr. Tommy Bice proposed a balanced assessment plan beginning in 2012. The plan consists of three types of assessment: formative, benchmark, and summative. Formative assessments should drive instruction. Data results should be evaluated and instruction should be changed to meet the needs of the students. Benchmark assessments should be used to monitor instruction in the classroom. Summative assessment results should be used to evaluate the effectiveness of instruction. Instruction should focus on student learning, therefore: data should drive instruction. Plan 2020 will focus on meeting the individual needs of students to ensure that our students graduate high school college and career ready.

ALSDE has made available Global Scholar and Quality Core formative assessments to all public schools in the state. Refer to Alabama's Assessment Timeline in **Attachment 2**.

- a. Alabama purchased Global Scholar's K-12 assessment program for schools in the state. Global Scholar provides a computer adaptive formative assessment program available to all public schools in Alabama. Global Scholar

consists of two parts: Performance and Achievement. Performance tests are given three times a year and will offer data to assist classroom instruction (pinpoint student proficiency level) to inform teachers of next steps to be taken while planning for instructional needs. Achievement tests offer teachers the opportunity to develop online tests using content from item banks or self-created tests. Results are immediate and should be used to identify student strengths and needs in order to adjust instruction. Each district has access codes.

- b. ACT's QualityCore is a research-driven solution to raise the quality and intensity of high school core courses. It is a comprehensive program that supports the current curriculum and instructional methods. Components of the QualityCore program include an interactive formative item pool that provides educators with customizable quizzes and interim/benchmark assessments in core high school courses. For 2012-13, Alabama will implement QualityCore in English 9, English 10, Algebra I, and Geometry. In addition to the formative and benchmark/interim assessments, comprehensive assessments that provide data on cumulative learning are provided for each of the core high school courses. For access: www.act.org/qualitycore . Each district has access codes.

Correlation Documents-QualityCore Course Standards and the Alabama Course of Study

These correlation documents have been developed to assist in designing assessments from the QualityCore website's Test Builder. The Quality Core course standards have been correlated to standards in Alabama's Course of Study. Please note that these are draft documents and edits are still being made.

ELA: <http://alex.state.al.us/ccrs/node/71>

Math: <http://alex.state.al.us/ccrs/node/76>

For further study:

- a. CCSS Institute #2 Assessment Literacy, January 31, 2012.
<http://ideas.aetn.org/commoncore/institutes#institute-2>
- b. Wylie, E.C. (2008). Formative Assessment: Examples of Practice. Washington, D.C.: The Council of Chief State School Officers. http://www.ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf
- c. McManus, S. (2008). Attributes of Effective Formative Assessment. Washington, D.C.: The Council of Chief State School Officers. http://www.ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf

Formative Assessment strategies

- d. <http://www.exemplars.com/resources/formative-assessment/tools-for-teachers-questioning-guides>

Reflection:

Building leadership teams should check their progress in meeting the goals of the district professional development/transition plan for CCRS. A school is ready to move to Phase Four when educators have met two objectives:

1. All educators will collaborate to develop and adopt curriculum and materials that are aligned to the CCRS.
2. All educators will access the full range of assessment strategies to ensure success for all students. Educators will need to return to actions in Phase Three to review and evaluate curriculum, instruction and assessment.

Parents and Community:

The Parent's Guide to Success provides suggestions for supporting the implementation of CCSS.

<http://www.pta.org/4446.htm>

A webinar about the Parent's Guide to Success is accessible on the right side of the webpage, under the header Webinar Information

<http://www.pta.org/4446.htm>

Phase Four: Evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students.

To maximize all resources (human and capital) educators will need to examine all aspects of the learning system and determine what should be sustained, revised, or deleted. Throughout this phase, educators will need to discuss, learn, and search for information. On-going work will be done in this phase. All educators should be moved to action by the professional development/transition plan.

Phase Four Recommendations for Professional Development

- 1. Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Professional Development/transition plans will be updated to reflect learning. (References A-B)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators. The use of Learning Forward's Standards for Professional Learning offers teachers a resource to develop new skills, knowledge, and practices necessary to heighten the quality of instruction. Facilitators should use these standards as a guide when planning professional learning activities. Refer to page 3 of this document for a list of the standards and explanations of these standards.
Examine Learning Forward's Standards for Professional Learning- <http://learningforward.org>
- B. Educators will work collaboratively to collect and analyze data, reflect on the progress of meeting the goals of the CCRS, and make needed revisions to the professional development/transition plan. Educator's may use tools such as:
 - a. CCRS Self- Assessment Tool - **Attachment 3**

b. CCRS Professional Development/Transition Plan - **Attachment 4**

Reflection:

A school will move back and forth through the four phases as educators encounter new professional learning and/or reflect on student learning. These phases are meant to be a process for considering professional learning that promotes the full implementation of the CCRS. Building Leadership teams should check their progress in meetings the goals of the district professional development/transition plan for CCRS.

Parents and Community:

Educators will need to continue to communicate their CCRS plan to parents and community. Be sure to post information on your school website. Encourage parents and community to participate in collaborative committees in support of the school's CCRS implementation plan.

Summary of Recommendations:

Phase One: Building Awareness of the CCRS among educators, including rationale for having common standards across the states

- All educators will be aware of the CCRS vision and will be familiar with the CCRS documents.
- All educators will understand the CCRS are learning progressions for students with the promise of being college and career ready.
- Educators will identify the student behaviors of learners that are college and career ready.

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards and to develop lessons and units of study that reflect the CCRS

- Educators will identify significant instructional shifts in ELA and mathematics.
- Educators will identify and participate in targeted, professional learning needed to implement CCRS.

Phase Three: Focusing on curriculum, resources, and assessment strategies to ensure success for all students

- All educators will collaborate to develop and adopt curriculum that is aligned to the CCRS
- All educators will access the full range of assessment strategies to ensure success for all students.

Phase Four: Ensure quality implementation of the CCRS by evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students

- Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Professional development/transition plans will be updated to reflect learning.

Absolutes During the Transition

Teach to the standards for each of the required subjects (Alabama College- and Career-Ready Standards - Courses of Study)

Through a clearly articulated and locally aligned K-12 curriculum (Sample curricula found on ALEX and Alabama Insight)

Supported by aligned resources, support, and professional development (Sample lesson plans and supporting resources found on ALEX, differentiated support through ALSDE Regional Support Teams and ALSDE Initiatives, etc.)

Monitored regularly through formative, interim/benchmark assessments to inform the effectiveness of the instruction and continued learning needs of individuals and groups of students (GlobalScholar, QualityCore Benchmarks, and other locally determined assessments)

With a goal that each student graduates from high school with the knowledge and skills to succeed in post-high school education and the workforce without the need for remediation as evidenced by multiple measures achieved through multiple pathways to meet the graduation requirements set for students in Alabama. (Alabama High School Graduation Requirements/Diploma)

Alabama College- and Career-Ready Assessment System Timeline for Implementation

School Year	Grades K-2	Grades 3-7	Grades 8-12	
			QualityCore 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 (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 Biology 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	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	EXPLORE (Grade 8) PLAN (Grade 10) ACT Plus Writing (Grade 11) WorkKeys (Grade 12)

NOTES: Revised alternate assessments to be administered in Grades 3-12 in English language arts and mathematics in 2014-15 and in science in 2015-16. State-provided formative/interim/benchmark assessments aligned to college- and career-ready standards are available for Grades K-12.

College-and Career-Ready Standards (CCRS) Implementation Self-Assessment

The purpose of this tool is for the CCRS Implementation team to reflect on the local education agency's (LEA's) collective awareness and preparation for the effective implementation of the College and Career Ready Standards. After the team member rates his school and/or LEA, he should take time to write possible next steps in each area.

- 1 = I have little evidence that this is taking place in my school and/or LEA.
 2 = I have some evidence that this is taking place in my school and/or LEA.
 3 = I have strong evidence that this is taking place in my school and/or LEA.

CCRS for Math	1 - 3	CCRS for ELA	1 - 3	CCRS Literacy in History/Social Studies, Science, and Technical Subjects	1-3
Awareness		Awareness		Awareness	
Math teachers are aware that the CCRS for math are to be fully implemented during the 2012-2013 school year.		ELA teachers are aware that CCRS will be fully implemented during 2013-2014 school year.		Content teachers are aware that literacy standards will be fully implemented during the 2013-2014 school year.	
K-12 math teachers understand that they are responsible for implementing literacy standards.		ELA teachers are aware that they are responsible for instruction in reading, writing, speaking, listening, and language.		Content area teachers are aware that they share the responsibility for instruction in reading and writing.	
Math teachers are familiar with the Mathematical Practice Standards and how they will impact instruction.		ELA teachers are aware of the literacy standards for History, Social Studies, Science and Technical Subjects and how they will impact instruction.		Content teachers are aware of the literacy standards for History, Social Studies, Science and Technical Subjects and how they will impact instruction.	
Math teachers are aware that some content has been shifted to different grades and they must plan to teach the gaps that will occur.		ELA teachers are familiar with the key shifts required by the ELA Course of Study.			
Teachers are familiar with Alabama's new assessment plan.		Teachers are familiar with Alabama's new assessment plan.		Teachers are familiar with Alabama's new assessment plan.	

Attachment 3

Possible next steps for the team:					
Implementation		Implementation		Implementation	
Your system's math leadership team has been selected.		Your system has selected ELA teachers to be on the CCRS Implementation Team.		Your system has selected content teachers to be on the CCRS Implementation Team.	
Your math leadership team attended Phase II training (Explorations) provided by the SDE.					
Your math leadership team turned around Phase II training (Explorations) to teachers in your district.					
Your teachers have received other information/PD (webinars, MEGA, regional sessions...).		Your teachers have received information/PD (webinars, MEGA, regional sessions...).		Your teachers have received information/PD (webinars, MEGA, regional sessions...).	
Teachers are familiar with the Insight Tool as a resource.		Teachers are familiar with the Insight Tool as a resource.		Teachers are familiar with the Insight Tool as a resource.	
Math teachers are familiar with the cumulative progression of the CCRS for each grade level.		ELA teachers are familiar with the cumulative progression of the CCRS for each grade level.		Content area teachers are familiar with the cumulative progression of the CCRS for each grade level.	
Work has been done on pacing.		Work has been done on pacing.		Work has been done on pacing.	
Lesson plan templates support implementation of CCRS.		Lesson plan templates support implementation of CCRS.		Lesson plan templates support implementation of CCRS.	
Instructional planning includes inquiry-based learning.		Instructional planning includes multi-standard tasks.		Instructional planning includes multi-standard tasks.	
		Learning outcomes reflect critical thinking and inquiry based learning.		Learning outcomes reflect critical thinking and inquiry based learning.	
		Assessments are aligned with CCRS.		Assessments are aligned with CCRS.	

Possible next steps for the team:				
Sustained Practice (beginning August 2012)		Sustained Practice (2013-2014)		Sustained Practice (2013-2014)
Inquiry-based lessons are prevalent in instructional planning.		Multi-disciplinary tasks are prevalent in instructional planning.		Multi-disciplinary tasks are prevalent in instructional planning.
Literacy standards are embedded in student work.		Reading and writing are embedded in student work		Reading and writing are embedded in student work.
Consideration is given to the processes and not just the product.		Instruction includes the appropriate balance of literary and informational texts in ELA classrooms.		Instruction includes the appropriate amount of informational texts in content area classrooms.
Ample opportunities are provided to apply math concepts to relevant, real-world problems.		The appropriate balance of writing to persuade, explain, and convey experience is evident in ELA classrooms.		The appropriate balance of writing to persuade, explain, and convey experience is evident in content area classrooms?
		There is ample opportunity for students to read widely and deeply in increasingly complex texts.		There is ample opportunity for students to read widely and deeply in increasingly complex texts.
The Mathematical Practice Standards are embedded in student work.		Rubrics are used to assess level of learning.		Rubrics are used to assess level of learning.
The Mathematical Practice Standards are used as a way to assess standard mastery.		Assessments provide time to reflect, revise, and revisit student work.		Assessments provide time to reflect, revise, and revisit student work.
Instructional coaching is provided to improve practice.		Instructional coaching is provided to improve practice.		Instructional coaching is provided to improve practice.
Job-embedded professional learning is common practice.		Job-embedded professional learning is common practice.		Job-embedded professional learning is common practice.
Collaborative time is provided to unpack the CCRS and plan standards based lessons.		Collaborative time is provided to unpack the CCRS and plan standards based lessons.		Collaborative time is provided to unpack the CCRS and plan standards based lessons.

Attachment 3

Possible next steps for the team:

Possible questions for reflection with your team:

1. Are you on track to implement the CCRS for math during the 2012-2013 school year?
2. Are you on track to implement the CCRS for ELA and Literacy in the history/social studies, science, and technical subjects during the 2013-2014 school year?
3. How do you plan to support teacher learning and implementation of the CCRS?
4. How can the Regional Planning Team, Regional Support Staff, and ALSDE support your efforts to prepare your teachers for full implementation of the CCRS?
5. What structures do you have in place to monitor the CCRS implementation process?

**College-and Career-Ready Standards Professional Development/Transition Plan
(For district and school leaders, classroom teachers, and special area teachers)**

Phase I - Awareness

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To provide an awareness of the CCRS, the content and instructional shifts	Target Audience:					
	Target Audience:					
	Target Audience:					

Attachment 4

Phase II - Implementation						
Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To assist teachers in gaining a deeper understanding of CCRS and to develop lessons and units of study that reflect CCRS	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience					

Attachment 4

Phase III – Follow Up/Support

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To support schools and teachers in implementation by focusing on curriculum, resources, and assessment strategies to ensure success for all students	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience:					

Phase IV – Evaluation & Accountability

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To ensure quality implementation by evaluating progress and making necessary revisions to the strategic plan to ensure success for all students	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience:					

SCHOOL/DISTRICT PERFORMANCE INDEX

Phase 1- 90 Possible Points 2013-2014 and 2014-2015			
Grades K-8	Achievement Proficiency	Gap	Attendance
	40 Points Possible Grades 3-8 20 points Math 20 points Reading (ACT Aspire) AAA	30 Points Possible Grades 3-8 15 points Math 15 points Reading (ACT Aspire) AAA	20 Points Possible Attendance Grades K-8
Grades 9-12	Achievement Proficiency	Gap	Graduation Rate
	25 Points Possible 12.5 Points Math <i>End Of Course Test Algebra I</i> AAA 12.5 Points English <i>End of Course Test English 10</i> AAA	25 Points Possible 25 Points Four Year Cohort Graduation Rate (Subgroups)	40 Points Possible 30 points- Four Year Cohort Graduation 10 Points-Five Year Cohort Graduation Rate ("All Students")
Grades K-12 Unit School or District	Achievement Proficiency	Gap	Graduation Rate
	25 Points Possible 12.5 points Math 12.5points English/LA Grades 3-8 (ACT Aspire) <i>End Of Course Test Algebra I</i> <i>End of Course Test English 10</i> AAA	25 Possible Points 5 points Math 5 points Reading Grades 3-8 (ACT Aspire) AAA 15 points Four -Year Cohort Graduation (Subgroups)	40 Points Possible 30 points- Four -Year Cohort Graduation Rate 10 Points- Five -Year Cohort Graduation Rate ("All Students")

Phase 2- 200 Possible Points 2015-2016

Grades K-8	Achievement Proficiency	Gap	Attendance	Learning Gains Percent of students at typical or higher level of gains (growth)	Program Reviews	Effective Teachers and Leaders	Local Indicator	
	40 Points Possible Grades 3-8 20 points Math 20 points Reading (ACT Aspire) AAA	30 Points Possible Grades 3-8 15 points Math 15 points Reading (ACT Aspire) AAA	20 Points Possible Attendance Grades K-8	40 Points Possible Grades 3-8 20 points Math Proficiency 20 points Reading Proficiency	10 Points Possible	50 Points Possible	10 Points Possible	
Grades 9-12	Achievement Proficiency	Gap	College and Career Readiness	Learning Gains Percent of students at typical or higher level of gains (growth)	Program Reviews	Effective Teachers and Leaders	Local Indicator	Graduation Rate
	15 Points Possible 7.5 Points Math <i>End Of Course Test Algebra 1</i> 7.5 Points English/LA <i>End of Course Test English 10</i> AAA	15 Points Possible 15 Points Four Year Cohort Graduation (Subgroups)	20 Points Possible ACT Benchmarks in Reading and Math or other College and Career Ready Measure*	40 Points Possible 20 points Math Proficiency 20 points Reading Proficiency	10 Points Possible	50 Points Possible	10 Points Possible	40 Points Possible 30 points- Four Year Cohort Graduation 10 Points-Five Year Cohort Graduation Rate ("All Students")

*Other College and Career Measure can include a qualifying score on an AP or IB Exam, Industry Credential, transcribed college or postsecondary credit while in high school, Silver Level on Work Keys (dependent upon availability of data).

Phase 2- 200 Possible Points 2015-2016

	Achievement Proficiency	Gap	College and Career Readiness	Learning Gains Percent of students at typical or higher level of gains (growth)	Program Reviews	Effective Teachers and Leaders	Local Indicator	Graduation Rate
Grades K-12 Unit School or District	15 Points Possible 7.5 points Math 7.5 points Reading Grades 3-8 (<i>ACT Aspire</i>) <i>End Of Course Test Algebra I</i> <i>End of Course Test English 10</i> AAA	15 Points Possible 5 points Math 5 points Reading Grades 3-8 (<i>ACT Aspire</i>) AAA 5 points Four Year Cohort Graduation (Subgroups)	20 Points Possible ACT Benchmarks in Reading and Math or other College and Career Ready Measure*	40 Points Possible 20 points Math Proficiency 20 points Reading Proficiency	10 Points Possible	50 Points Possible	10 Points Possible	40 Points Possible 30 points- Four Year Cohort Graduation 10 Points-Five Year Cohort Graduation Rate ("All Students")

*Other College and Career Measure can include a qualifying score on an AP or IB Exam, Industry Credential, transcribed college or postsecondary credit while in high school, Silver Level on Work Keys (dependent upon availability of data).