Deputy Corner
Teachers Make a Difference

Our calling is the ONLY profession that touches all other pathways in which our students will endeavor. It is easy to become disgruntled when others don’t experience the joy we feel as we go about doing our calling each day, changing lives, one student at a time.

I believe it is important that our focus remains on the positive efforts that we work to implement daily to make an equitable education a reality for every student. We should only push buttons when the push improves educational outcomes for our students. Thank you for the job you do daily in our classrooms. Thank you for not taking your work lightly and for ALWAYS remembering you hold a unique position as an educator.

Superintendent Advisory Committees
The Math, Science and Reading Advisory Committees are meeting each month under the guidance of very capable chairpersons from the field. We sincerely appreciate the time these leaders are providing to ensure our students receive an outstanding education. All educators and stakeholders are encouraged to engage with the committee members in your State Board of Education district. We have charged these committees with strengthening and in some instances, re-imagining education in Alabama. The committees will create plans embedded with best practices, following thoughtful conversations about how we begin improving in the three content areas. Our committee members represent every district in Alabama. We were very purposeful in selecting the members and we encourage you to share your ideas with your committee person. They will collaborate and make recommendations to the State Superintendent for improving in the three content areas. We are interested in learning from high-performing states and countries. It is imperative that the plans we create ultimately have a positive impact on the teaching and learning happening daily in our classrooms.

Alabama Career and Technical Education Programs
Visit to Pell City
This month we highlighted career and technical education programs across Alabama. We are very fortunate that Alabama students have the opportunity to participate in course offerings that create pathways for future success. I personally know the benefits of providing students pathways, having attended Chicago Vocational High School, where students took academic courses and chose a career or technical pathway. As a result of courses I took in high school, I was able to obtain jobs while in college. Students today are afforded opportunities for even more advanced pathways.

On February 24, 2017, I attended the Pell City Career and Technical Education Tour and was amazed at the partnerships established to ensure students are placed on a trajectory for future success after graduating from high school. The Fire Science Program at Pell City allows students to train to become firemen while in high school. Upon completion of the Emergency and Fire Management Services Program, students will receive the Emergency Medical Responder and National Fire Protection Agency-Standard NFPA 1001 Credentials. Five weeks after receiving their high school diploma, students may take the fireman test for employment. As I listened to educators and students, I saw first-hand the benefits of the fire science course. Students demonstrated their ability to respond during an actual fire through simulations designed for this purpose. One of the students had an opportunity to use his recently acquired

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest 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 Edmonds

continued on next page...
skills when he supported a citizen involved in an accident. I was impressed with the maturity and focus demonstrated by students in this course.

Our goal is to ensure students leave Alabama schools college and career ready. Our career and technical education programs help students to determine future careers and open doors for many of them to receive employment upon leaving high school. The Alabama State Department of Education is committed to strong academic programs and engaging pathways that will place our students on a trajectory for future success. We look forward to continued conversations to ensure that we are preparing our students to meet the growing workforce demands for extensive knowledge and technological skills. Pell City is to be commended for their mission of ‘Pursuing Excellence ... One Student at a Time.’

Four Approaches to ESSA Accountability
1. Every School is A-OK!
2. Attack the Algorithms
3. Living in the Scholars’ Paradise
4. NCLB Was Extended, Not Ended

Women’s History Month
March has been set aside as Women’s History Month. We want our students to understand the many contributions women made to our country. The 2017 theme honors women who have challenged the role of women in both business and the paid labor force. This theme focuses on ensuring that women are valued and compensated fairly for their contributions.

This link provides a list of women recognized this year for their contributions towards women’s rights in the workplace.

High Quality Pre-K Programs Visit to Zion Chapel Pre-K Program
Alabama has countless examples of high-quality Pre-K programs.

I recently had an opportunity to visit the Pre-K program at Zion Chapel School in Coffee County. The high level of student engagement and instructional alignment in Grades P-2 supports students in continuous literacy and numeracy learning gains.

The ALSDE and the Department of Early Childhood Education (DECE) has formed a committee that will create a P-3 Alignment that schools will have the option to implement.
THE ARTS

The State Superintendent’s Visual Arts annual exhibits last day for public view was February 24. During the February 9th Alabama State Board of Education meeting the student winners and their teachers were honored.

The annual exhibit, at the Capitol, displayed over 645 student artists from across Alabama and packed the walls to their very limit. We are in the preliminary stages of making some changes, so be on the lookout in next year’s exhibit materials. The ALSDE would also like to give a special thank you to the visual art and photography students from Booker T. Washington Magnet High School and their teachers Rachel Dudley and Emily Thomas for hanging the show.

From our Art partners at the Alabama Alliance for Arts Education
Trading Places: Creating and Swapping Artist Trading Cards

In connection with the celebration of the Alabama Bicentennial, the Alabama Alliance for Arts Education will present FREE workshops for teachers and community program leaders entitled Trading Places. The workshops are designed to engage 5th grade (ages 9-11) Alabama students in visual art making, sharing, and exhibiting their work.

Learn to guide students in creating and sharing 3.5 x 2.5” Artist Trading Cards, with images of landscapes and other places in Alabama of personal or historical significance.

Explore a variety of easy art techniques and media with hands-on art-making lessons connected to 5th grade art, social studies, earth science, and math curricula. Help your students connect artistically with other 5th graders across the state, facilitated by the Alabama Alliance for Arts Education.

All materials and postage will be provided for free for you and your students.

Everyone will make two works of small art: one to keep and one to trade. Teachers will be asked to mail their “Trading Card” works of art to the Alabama Alliance for Art Education. When the art arrives it will be documented for posting online, and then traded and mailed back with the artwork from another group. For every work of art that is submitted, everyone will receive one “swapped” artwork in return. What a fun way to build sharing and community across the state!

Currently there are two workshops scheduled:

Saturday, March 11, 2017
9 A.M. – 12 P.M. at Eufaula High School
530 Lake Drive, Eufaula, AL. 36027

And

Saturday, March 18, 2017
9 A.M. – 12 P.M. at the Morgan County Archives
624 Bank St. N.E., Decatur, AL 35601

For more information, contact: Donna Pickens.
Register online at www.alaae.org.
Generous funding is provided for Trading Places through grants from the Alabama State Council on the Arts & the National Endowment for the Arts.

**CREDIT RECOVERY**

A memorandum will be sent out in March on the annual submission of LEA's credit recovery plans. Be on the lookout!

**LIBRARY MEDIA**

Read Across America was March 2! Be sure to tweet your pictures and share the excitement!

Voting for the 37th Annual Alabama Camellia Children's Choice Book Awards are drawing near! The deadline to register to participate in this year’s event is April 1st with all votes due by April 20th! Divisions include Grades K-1, 2-3, 4-5 Nonfiction, 4-5 Fiction, 6-8 Nonfiction and 6-8 Fiction. The Camellia Awards are voted on and chosen by the vote of Alabama students. To see this year’s nominees, [CLICK](#).

This year’s winners will be announced during the May First Friday webinar (May5th). For registration and voting information, contact Dede Coe.

School Library Month is the American Association of School Librarians' celebration of school librarians and their programs. Every April school librarians are encouraged to host activities to help their school and local community celebrate the essential role that strong school library programs play in transforming learning. The 2017 theme is Because School Libraries Empower Students. The official hashtag for this year’s celebration is #slm17

**HEALTH AND PHYSICAL EDUCATION**

Best Practices for Adapted Physical Education will be developed by a task force to identify best teaching practices for physical education teachers in order for students with disabilities to have maximum participation in physical education. The task force began work on February 21.

As part of a comprehensive, quality physical education program, every student enrolled in physical education in Grades 2-12 will participate in the Alabama Physical Fitness Assessment (APFA). This assessment focuses on health-related fitness, which is linked to fitness components that may lower student health risks such as high blood pressure, diabetes, and lower back pain. The APFA is designed to comprehensively assess the health and physical fitness of all Alabama students. This assessment, which is criterion-referenced, targets achieving and maintaining a healthy level of fitness in the areas of Aerobic Cardiovascular Endurance, Muscular Strength/Endurance, Abdominal Strength/Endurance, and Flexibility.

Spring testing begins on or after March 1. All spring fitness data must be posted into iNow Health by June 1.

**Save the date for upcoming professional development**

- **April 20** Alabama Champions for Healthy, Active Schools Training, Orange Beach
- **June 6** Brain-Based Learning Strategies for Academic Success, Auburn University Montgomery, Taylor Center
- **June 19** Health and Physical Education Workshop, Auburn University
- **June 27** More Than Child's Play Physical Activity in Learning Settings for early childhood and physical education teachers, Huntingdon College Roland Arena, Montgomery
- **July 24** State Health and Physical Education Summer Conference, Alabama 4-H Youth Conference Center, Columbiana

**CURSIVE WRITING**

The 3rd Grade Cursive Writing Act (Act#2016-352) was signed on May 11, 2016 by Governor Robert Bentley. This Act puts into statute that instruction in handwriting shall include cursive writing so that students are able to create readable documents through legible cursive handwriting by the end of the third grade. The Act also requires each local board of education to certify on an annual basis, beginning with the 2016-2017 school year, that the applicable schools in the school district are meeting the cursive writing requirement. Curriculum and proficiency in cursive writing will be defined by each district. In order to certify to the State Board of Education that the cursive writing requirement has been met, each LEA will use this link and complete the form including the names of the applicable schools in their district along with the respective proficiency percentages in cursive writing. This form will be submitted by the end of June each year, beginning with June 2017.

**STATE TEXTBOOK PROCESS**

The Alabama textbook review process continues this month with the recommendations for the 2017-2018 Alabama State Textbook Committee of the Arts Education and World Languages. The Textbook Office receives Superintendent and Higher Education nominees and the State Board of Education will appoint committee members from nominees, in accordance with the Code of Alabama 16-36-60.

Textbook samples to the Alabama State Department of Education deadline is March 24.

Two student editions and one teacher edition of each textbook submitted for adoption will be filed with the State
Superintendent of Education Samples will be shelved in the Textbook Conference Room during the week of March 27-31.

ADVANCED PLACEMENT

The 2016-2017 Advanced Placement Fee Reduction worksheet is available on the Alabama State Department of Education Website. Students qualifying for free- and reduced-priced lunches may receive a reduction for Advanced Placement and International Baccalaureate examinations for the 2017 test administration. Please contact Instructional Services at (334)353-1191 for more information.

Advanced Placement Ordering Webinar was held on February 22, 2017. The recorded webinar and associated presentation document are available on the Instructional Services webpage. All AP Coordinators and staff involved in ordering, invoicing, and processing reimbursements are encouraged to view the webinar. Please contact Instructional Services at (334)353-1191 for more information.

AWARDS, GRANTS, AND SCHOLARSHIPS

In 2010, the Alabama Legislature enacted legislation urging the State Superintendent of Education to develop and implement a program to grant high school diplomas to qualifying World War II, Korean War, and Vietnam War veterans. A qualified veteran or the family of a veteran may request this diploma option. In response to this legislation, the local superintendent should designate a person at each school to search through the high school archives to verify that the person for whom the request is being made was a student who left school before completing graduation to join the military during World War II, the Korean War, or the Vietnam War. Should the information not be available in some form of school records, adequate documentation could include a report card, a newspaper clipping, or notarized documentation from two verifiable sources that can confirm school attendance. The key factor is that the designated school official has evidence that satisfactorily verifies the veteran's attendance at the high school. Upon the verification of school records of attendance, the veteran must provide the appropriate military discharge documentation that indicates an honorable discharge. For deceased veterans killed in action, the veteran's next of kin must supply verification of death. Should the veteran not have the appropriate discharge documentation, he or she should contact the county veterans' service officer for information about how to obtain the necessary papers.

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the highest honors bestowed by the United States government specifically for K-12 mathematics and science (including computer science) teaching. Established by Congress in 1983, the PAEMST program authorizes the President to bestow up to 108 awards each year. The award recognizes those teachers who develop and implement a high-quality instructional program that is informed by content knowledge and enhances student learning. Award recipients serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science (including computer science) education. The National Science Foundation administers PAEMST on behalf of The White House Office of Science and Technology Policy. This year's awards will honor mathematics and science (including computer science) teachers working in grades 7-12. If you have an outstanding 7-12 mathematics or science teacher (including computer science), please consider nominating him/her for this prestigious award. All nominations must be submitted on the Presidential Awards for Excellence in Mathematics and Science Teaching Website at www.paemst.org. The nomination deadline is April 1, 2017.

The Gilder Lehrman Institute of American History has established an annual award to honor a History Teacher of the Year for each of the 50 states, the District of Columbia, Department of Defense, and United States Territories. The state winner will receive a $1000.00 honorarium and will be a candidate for the National History Teacher of the Year Award to be selected in the fall. The school of the state winner will also receive an archive of history books and materials named in honor of the winning teacher. If you know of an outstanding K-12 history teacher, please nominate him/her for this prestigious award. All nominations must be submitted on the Gilder Lehrman Web site at www.gilderlehrman.org/nhtoy. The nomination deadline is March 31, 2017.
The Student Assessment Section is working to ensure that each individual involved in the administration of a state-wide assessment has been appropriately trained. Proper training is a crucial aspect of the state assessment program and requires a great deal of preparation. Additionally, test security training is equally important and ensures that all assessments are administered with fidelity.

ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs:
The test window for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs is February 6th - April 7th. Schools are currently testing students and adding new students to the portal daily.

ACT Aspire
Training specific to test administration will be conducted February 28th, March 2nd, 7th, and 8th. A recorded webinar will also be provided for the test administrator training.

Educators can identify specific skills relevant to moving students to the next performance level by utilizing the Performance Level Descriptors (PLDs). The PLDs provide statements of knowledge and skills a student must demonstrate to be classified at each performance level. The PLDs provide a "snapshot" of the current skill level obtained by each student. PLDs can also help shape lesson plans and activities and can be accessed HERE.

Alabama Alternate Assessment (AAA)
Teachers have been selected to serve on the Alabama Alternate Assessment (AAA) Alignment Study Committee. This committee will review the 2015 Alabama Extended Standards in Reading and Mathematics and the 2016 Alabama Extended Standards in Science for alignment to the Alabama College-and-Career-Ready Standards and the new assessment. The committee will meet on March 27-31, 2017 in Montgomery.

Teachers have been selected to serve on the Achievement-Level Descriptors Committee for the Alabama Alternate Assessment. This committee will develop alternate achievement level descriptors in reading, mathematics and science that are aligned to the Alabama Extended Standards. The committee will meet on March 8-9, 2017 in Montgomery.
OFFICE OF STUDENT LEARNING
Student Assessment, Maggie Hicks continued...

ACT with Writing
Training specific to test administration will be conducted February 28th, March 2nd, 7th, and 8th. A recorded webinar will be provided as well as podcasts.

ACT Online Prep is provided to all eleventh grade students. With the new ACT Online Prep program, a student can prepare anywhere, anytime online and with a mobile app. The student can take a practice test to find out what his/her ACT score would likely be. This program will give the student an opportunity to see practice questions and what the actual ACT test is like.

If a student scored 36 (a perfect score) on an earlier attempt of the ACT during a national administration, the local superintendent is granted the authority to exempt the student from the statewide test. However, students who do not test during the State Testing Event will not be included in any of the ACT State Testing reports or data files for the statewide testing.

National Assessment of Educational Progress (NAEP)
Schools are currently testing and will wrap up on March 30. Alabama has always had strong participation on the NAEP assessment and this year, with 277 schools selected, half have already tested. The NAEP field staff has been busy administering tests on both paper and tablets.

OFFICE OF STUDENT LEARNING
Educational Technology, Earlene Patton

The 2015 Alabama Course of Study: Science was created based on the vision of “A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.” These research-based standards are performance expectations that engage students at the nexus of the three dimensions of learning (scientific and engineering practices, disciplinary core ideas, and cross-cutting concepts), different from past standards. The Alabama Learning Exchange (ALEX) has recruited some of Alabama's best teachers to create resources that incorporate engineering and technology into the structure of science education, resulting in ALSDE Instructional Services’ Dr. Michal Robinson’s observation that, “ALEX has been invaluable in providing online educational resources to help teachers with the shift in teaching and learning that is needed by the new standards.” Additionally, interdisciplinary resources that feature science are being designed as models of lessons that teachers can use to raise the level of science learning in the classroom, and will become available later this year. Educators may access new science lessons by clicking the following links: Science K-5, Science 6-8, Science 9-12. Follow ALEX on Facebook and Twitter for the latest updates on free resources and events.

Alabama Technology in Motion (ATiM) travels to schools to deliver hands-on educational technology experiences to support teachers. The program offers services, materials and training that support teachers’ professional growth in effective teaching practices, the creation of technology-rich learning environments and project-based learning.

We meet with school leaders to design and schedule professional learning customized to the needs and goals of the school and district. Change takes time which is why we provide a blended learning program that combines face-to-face workshops with online learning to support teachers’ edtech integration.

ATIM TechKnowlogy webinars offered monthly on a variety of timely topics related to technology integration and use.

• Susan Tudor Crowther, Alabama State Department of Education Associate General Counsel and Assistant Attorney General will discuss how to avoid crossing the line with students on February 22, at 3:30 PM. The Trouble with Texting Teachers - Avoiding Crossing the Line with Students

• This webinar will guide teachers in choosing apps, tools and resources for reaching the different levels of Depth of Knowledge and give guidelines and strategies in implementing Educational Technology in their classrooms. Depth of Knowledge Through Technology Integration, March 9 at 3:30 PM CST.

To register and to view our archived sessions click here. Meet the regional ATiM team or email eLearning@alsde.edu to discuss training opportunities for your faculty.

eLearning Alabama uses a web-based model to provide free effective professional development that leads to gains in teachers’ content knowledge, improvements in their teaching practices, and increased student achievement. Select from over 100 courses in a variety of subject areas. All registration is through Chalkable PD. For our current schedule of courses, click here.

Why take eLearning Alabama courses?

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For more information or to become involved in eLearning Alabama, visit our website, or contact eLearning@alsde.edu.
OFFICE OF TEACHING AND LEARNING

Monthly Telegram

March 2017

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OFFICE OF LEARNING SUPPORT

Linda Felton-Smith, Ph.D., Director

The Office of Learning Support (OLS) collaborates with other sections and offices at the Alabama State Department of Education (ALSDE) to ensure that all students are engaged in relevant and rigorous learning experiences that lead to students' academic success. Sections within OLS are Federal Programs, Prevention and Support, and Special Education. Each section provides guidance, services, training, resources, technical assistance and monitoring for schools and districts related to teaching, learning, and student achievement. Also, OLS organizes the committee, planning, and operation of the ALSDE's statewide Annual MEGA Conference. Finally, the implementation of the comprehensive learning supports framework in districts and schools is conducted by OLS and creates stronger support options for Alabama's students.

Perry County Learning Support Article Link

OFFICE OF LEARNING SUPPORT

Prevention and Support Services Section (PSSS), Marilyn Lewis, Ed.D.

As we “Build a Culture for School Safety,” PSSS is excited to announce the newly developed Emergency Operations Planning (EOP) process for the central office and schools which include the following:

• The redesign of the Functional Annex in the EOP in the Virtual Alabama School Safety System (VAS3) has been streamlined to address the following areas: Communication, Evacuation, Secure Perimeter, Lockdown, Reunification, Recovery, and Crisis Management. Both the updated and older versions of the functional annexes are available to you in VAS3 until June 30, 2017. On July 1, 2017, only the updated version will be available. In the months to come, transfer your text from the older version to the updated version to assist with a smooth transition of this information.

• The development of the Safety Planning and Response Card (SPARC) that is a simple resource to assist school systems and schools' personnel during an emergency situation and/or incident.

• The creation of a Safety brochure that is available HERE. The brochure should be customized for your school system and schools and then shared with your stakeholder community.

Any questions contact Prevention and Support Services, Dr. Marilyn Lewis or Mr. Greg DeJarnett at 334-242-8165.

OFFICE OF LEARNING SUPPORT

Special Education Services, Crystal Richardson

Project Closing the Gap: Alabama's State Systemic Improvement Plan (SSIP) to Create Effective Inclusive

Several years ago, the U.S. Department of Education, Office of Special Education Programs (OSEP), made an important shift from focusing solely on compliance to a more balanced approach focusing upon both compliance and results for children and youth with disabilities throughout the nation. A part of this new Results-Driven Accountability shift, all states were required to develop a multi-phased State-Systemic Improvement Plan (SSIP) designed to improve results for the children and youth with disabilities in each state. This multi-phased plan required each state in its Phase I narrative (submitted in April 2015) to identify
a state-identified measurable result (SIMR) by analyzing data and the state infrastructure to develop a theory of action designed to improve the SIMR: students with IEPs will be able to achieve positive post-school outcomes and engage in higher education and competitive employment opportunities.

As part of the Phase I work to identify the SIMR, the Special Education Services (SES) section of the ALSDE conducted the data analysis during the 2013-2014 school year. The analysis showed that nearly 40% of students who left school with IEPs in effect at the time of exit were not engaged in either competitive employment or higher education. Moreover, the analysis of state assessment data showed that proficiency scores in both reading and math were areas of need, particularly at the middle school level, in order to prepare students with IEPs to succeed with challenging high school curricula.

Another analysis of least restrictive environment data showed that about 85% of students with IEPs were predominately educated within general classroom environments for the majority of the school day. Therefore, it was apparent that addressing the need to improve post-school results must also target student engagement, proficiency, and effective inclusive environments at the middle school level. The goal of focusing upon middle school was to ensure that students with IEPs were better prepared for post-school success through improved academic preparation at the middle school level and, therefore, better prepared to participate in improved secondary transition services in high school. The projected impact of this linkage of variables was depicted by the Theory of Action graphic included in Alabama's 2015 Phase I SSIP submission to the OSEP.

The SSIP's Phase II narrative (submitted in April 2016) required description of progress toward infrastructure development, support for LEA implementation, and a robust evaluation plan designed to measure results toward improvement in Alabama's SIMR. The Phase III submission required in April 2017 will contain a description of progress toward implementation and the results of the evaluations conducted during school year 2016-2017.

**Project Design and Scope:**

In February 2015, the ALSDE, SES, began implementing an ongoing project that utilized the existing state infrastructure of eleven regional in-service centers and the Regional Planning Teams (RPTs), as specified in the design requirement of the SSIP as part of the FFY 2013-18 State Performance Plan/Annual Performance Report. The structure of the SSIP blended the SSIP components with the existing successful work of the State Personnel Development Grant (SPDG) awarded in 2012 to create demonstration sites in selected middle schools to be demonstration sites of exemplary models for effective co-teaching, co-planning, and positive behavior interventions and supports (PBIS) designed to create effective inclusive environments. The model was grounded and supported within the research-based Implementation Science framework (Fixsen et al., 2005), Co-teaching (Friend & Cook, 2013), Co-planning (Ploessl et al., 2010), and Instructional Coaching (Knight, 2007). The synthesis of these variables, implemented with high fidelity, was intended to create effective inclusive environments for students with IEPs and to result in an improved school climate and culture for all. Each assigned Instructional Coach participated in evidence-based training in Instructional Coaching 101 (Knight, et al., 2007), Co-Teaching, and behavioral management by attending training offered by the SPDG through its Project Closing the Gap (CTG) Goal 2. The SSIP project also supports multiple Transition Demonstration Sites that emphasize implementation of evidence-based transition practices supported by coaches with relevant experience and training. However, the scope of this article will focus upon the implementation of the middle school projects designed to prepare middle school students to succeed academically and behaviorally when they enter high school.

This initiative was designed to assign at least one Instructional Coach to work at assigned middle schools within the regions to provide support designed to strengthen the implementation of the evidence-based professional development special education and general education staff were receiving in the topics of co-teaching, co-planning. Additionally, the coaches and assigned staff from the selected schools and local educational agencies (LEAs) have participated in ongoing training in schoolwide (Foundations) and classroom positive behavioral supports (CHAMPS) professional development through Safe and Civil Schools. The coaches and school staff have also participated in mapping training to enable them to schedule students with IEPs more effectively in order to maximize success in co-teaching and co-planning to improve instruction for all students. SSIP Projects at the middle school level include schools in Andalusia City, Athens City, Calhoun County, Elmore County, Enterprise City, Hale County, Lauderdale County, Monroe County, Midfield City, and Sylacauga City. Each site was selected based on a nomination by their special education services regional contact, as well as the need for the project that was demonstrated by the school's gap in achievement between special education performance and general education performance. Moreover, the selection criteria mandated that this achievement gap had to be accompanied by the school and district's capacity and the willingness for change, or 'the intersection between need and capacity' demonstrated by effective leadership at the school and district levels.

Following the first year of implementation, each co-teaching dyad was observed and assessed with a fidelity tool to evaluate the site's readiness to offer visitation opportunities to the regions to provide support designed to strengthen the implementation of the evidence-based professional development special education and general education staff were receiving in the topics of co-teaching, co-planning. Additionally, the coaches and assigned staff from the selected schools and local educational agencies (LEAs) have participated in ongoing training in schoolwide (Foundations) and classroom positive behavioral supports (CHAMPS) professional development through Safe and Civil Schools. The coaches and school staff have also participated in mapping training to enable them to schedule students with IEPs more effectively in order to maximize success in co-teaching and co-planning to improve instruction for all students. SSIP Projects at the middle school level include schools in Andalusia City, Athens City, Calhoun County, Elmore County, Enterprise City, Hale County, Lauderdale County, Monroe County, Midfield City, and Sylacauga City. Each site was selected based on a nomination by their special education services regional contact, as well as the need for the project that was demonstrated by the school's gap in achievement between special education performance and general education performance. Moreover, the selection criteria mandated that this achievement gap had to be accompanied by the school and district's capacity and the willingness for change, or 'the intersection between need and capacity' demonstrated by effective leadership at the school and district levels.
reach of the project over the next few years. By the end of school year 2015-2016, several sites were deemed “Demonstration Ready” based on the results of multiple fidelity observations and, since that designation, they have hosted multiple visiting groups to their schools. These sites included schools in Andalusia City, Calhoun County, Hale County, and Sylacauga City. In addition, school staff and coaches from these schools have presented at the ALSDE Mega Conference as well as at other statewide meetings. At this time, other sites continue to be assessed for progress toward becoming “Demonstration Ready” before the end of the 2016-2017 school year.

It should be noted that during school year 2016-2017, Rutledge Middle School in Midfield City Schools experienced substantial progress as a result of work with the positive behavioral supports work on Foundations and CHAMPS, as well as co-teaching and co-planning. Although, as of February 2017, the site is still working toward achieving the fidelity needed for “Demonstration Ready” status, the district and school staff have presented their compelling turn-around story at the Special Education Advisory Panel (SEAP) meeting in January 2017, and they are slated to present at the Alabama Council of Administrators in Special Education (CASE) meeting in late February 2017 and at the Alabama MEGA Conference in July 2017.

The model below illustrates the variables that comprise the Alabama State Systemic Improvement Plan, or the Project Closing the Gap demonstration project currently being implemented at the middle school level:

**ALABAMA STATE SYSTEMIC IMPROVEMENT PLAN MODEL**

Closing the Gap: Improving Literacy and Mathematics Outcomes for Students with Disabilities

- Performance Assessment
- Coaching
- Systems Intervention
- Training
- Facilitative Framework
- Local Capacity Building
- Parent/Community Involvement
- Technical
- Adapting

Emerging Project Results: Student Attendance Data

Early emerging data indicate that schools that are implementing the positive behavior supports processes with fidelity, as well as the co-teaching/co-planning components of the model, have experienced encouraging results in the area of school attendance. For example, 66.67% of the sites showed improvement in the Average Daily Attendance (ADA) for all students over the Spring 2015 baseline and 42.86% of the sites showed improvement for attendance for students with disabilities. Additionally, there were fewer unexcused absences noted for the sites, with 66.67% showing fewer unexcused absences. The number of unexcused absences decreased by an average of 20.7 absences per month/per site from Spring 2015 to Fall 2016. One school (Rutledge Middle School) has had almost 87 fewer unexcused absences per month. Tardy data also show an encouraging improvement over baseline: 88.89% of the sites showed improvement over baseline, with the number of tardies decreasing by an average of 105.78 per month per site over baseline.

Moreover, some of the most encouraging data indicate that 85.71% of the sites have had fewer chronic absences, with chronic absences defined as “students missing more than 10% of a semester”. Therefore, there are approximately 22 more students per site present at school and are able to receive regular instruction each day.

**Spotlight on Success: Andalusia Junior High School’s Implementation of the State Systemic Improvement Plan (SSIP) Project**

*Contributed by Mrs. Becky Hardiman, SSIP Instructional Coach*

Andalusia Junior High School (AJHS), located in a rural southeast Alabama, has an enrollment of 273. This population is Caucasian=66% African-American=28% Asian=3% Multi Race=1% Hispanic=1%, with a 54% percent free/reduced lunch rate. In Andalusia the schools and community have a strong mutual respect that results in increased opportunities for all students. Two years ago when AJHS agreed to be a part of SSIP project, the solid foundation was already in place for building increased capacity and strengthening relationships among all stakeholders.

Now, two years later through effective implementation team activities, AJHS is demo-ready with two demo ready dyads, 7th grade math and reading. These dyads have received demo-ready status confirmed in a second fidelity check with SPDG consultant Dr. Pam Howard. The school has hosted four visiting teams with approximately 30 visitors. A fifth team visit is currently being processed.

The feedback provided to AJHS from the visiting teams has been positive and praise-worthy. The faculty/staff at AJHS are always eager to receive feedback, from district leaders, visitors, SDE staff, the SSIP coach, from any valued partner. They perceive this feedback as an opportunity to learn and continue to make progress.

Prior to the beginning of this school year, the faculty/staff (under the effective leadership of Dr. Daniel Shakespeare, the...
Office of Learning Support
Special Education Services, Crystal Richardson

School principal, Ms. Victoria Anderson, the Assistant Principal, and Ms. Sonja Hines, the Andalusia City Schools (ACS) Special Education Coordinator agreed to develop schoolwide rules and classroom expectations, implementing the training received through Safe & Civil Schools’ Foundations. Upon starting the new school year, the teachers taught these rules and expectations to the students using lesson plans written during the summer by the teachers. There was even a quiz on the procedures at the end of the unit. The resulting collaborative and positive culture at AJHS is evident to every visitor, often the subject of comments by the visiting teams. On a vocabulary test the correct answer was ‘whisper’ and the student wrote ‘Voice Level 1’ proving that the CHAMPS language is being used accurately and consistently.

The co-teachers are implementing the small group co-teaching approaches to fidelity and are employing the whole group approaches with intent. During their co-planning they thoughtfully select the co-teaching approach to match the lesson and the needs of the students. Consequently, the demo-ready dyads report increases in student achievement on formative testing as well as decreases in office referrals and other punitive discipline measures. Additionally, the dyads are eager to share positive student comments about co-teaching. For instance, one student asked if they could do Station Teaching everyday while another stated that he wished every class had two teachers. As a result of their successes, the district decided to scale up and add 5 additional dyads this school year at grades 5, 6, and 8. These co-teachers are working diligently with the SSIP Coach and district curriculum coach to implement co-teaching and co-planning with fidelity. They have made significant progress. Currently, all 7 dyads are eCoaching with the SSIP coach following training in January 2017. Results from the SSIP External Evaluator, Dr. Jocelyn Cooledge, indicate the following results from the ACT ASPIRE:

- Average ASPIRE for 2015: 416.49 and average ASPIRE for 2016: 417.49 (1 point gain)
  - By disability grouping: students without disabilities (SWOD) averaged a 1.08 gain and students with disabilities (SWD) averaged a 0.69 gain;
- 47.5% of students showed gains (benchmark is 40% for the project)
  - By disability grouping: 50% of SWD showed gains. Among SWOD, 46.9% made gains;
  - Therefore, the percentage of SWD demonstrating gains is slightly higher, but the average amount of gain is higher for SWOD. We saw this phenomenon repeatedly with the ASPIRE results.
- 25% of the SWD made gains of 7 or more points (at least 2-3 grade levels).

As with any process there have been glitches, bumps, and barriers to overcome. These have manifested as faculty/staff changes, personal/family changes, district and state mandates, flagging enthusiasm, limited funds, lack of time, scheduling, and paperwork burden. In order to address these efficiently and effectively, the implementation team process has proven invaluable, with the flow of ongoing and purposeful communication among all stakeholders. ACS has established methods of communication that are reliable and timely. Emails, texting, automated all-calls, website postings are all used professionally and effectively. Through these communication procedures, the challenges are processed and appropriate resources are garnered to limit any deterrence to the SSIP project. This reflects the strength of integrating the SSIP into the overall ACS program structure. It was not perceived as an add-on or another layer, but incorporated into the established policies and procedures. For instance, Dr. Shakespeare already had organized school committees with proven procedures and schedules. He added the SSIP Team to this process, thus ensuring the success of the team with these established schedules for meetings and procedures for communicating information to the whole school.

Also, Dr. Shakespeare, with the support of a community partner, PowerSouth, had placed attractive school rule posters throughout the school. Following Foundations training, the team used the existing school rules to build upon and extend to the classroom and all common areas, and to make changes to ensure that all team members had appropriate “buy-in” for the needed work. These changes were handled smoothly and professionally by the administration. Further, the co-teachers had modified forms and other resources provided through the training to ensure the needs of their students and their styles of teaching. Then, they were able to eagerly share these new forms with each other and the SSIP coach. All of these successes were due to the effective implementation process.

One barrier promised to stall progress with the grades 5 and 6 dyads: the schedule was not developed—or “mapped”--appropriately to provide the flexibility needed for co-teaching, and co-teachers struggled to develop an effective schedule at the beginning of the school year. However, the teachers would not give up! Their determination was admirable as they actively sought help from the SSIP coach and the SPE Director to help them overcome this barrier. The resulting schedules are improved but all know the lesson learned and look forward to more proficient mapping in the future. And perhaps, most importantly, the co-teachers and other team members communicate with one another with respect and integrity, sharing a commitment to the success of the project and maintain that strong pride held in the schools and community.

Finally, a look at ACS must include a spotlight on the leadership. Supt. Ted Watson has taken the time on numerous occasions to address various groups involved in SSIP activities to stay informed and in touch with the process. He leads a most capable administrative staff; the school administrators – Dr. Daniel Shakespeare, Victoria Anderson, Alane Brunson – are exemplary leaders, setting the example of hard work.
thoughtful preparation, and student centered processes. At the district level, Ms. Patty Taylor is a valued partner in the eCoaching process. Ms. Sonja Hines, district administrator/SPE Director, has been the driving force in the district for the SSIP. Her vision and passion have paved the way for the successes in SSIP at every step.

Throughout this implementation process at AJHS, the strong leadership, stakeholder engagement, effective communication, and commitment to professionalism have secured consistent and confirmed success. The co-teachers have formed a strong supportive network of communication and shared goals. They are leaders within committees, department groups, school and district wide initiatives. One teacher in particular was a reluctant participant early in the process. She has worked with the SSIP coach and her administrators to overcome her fears, growing in confidence, skill, and abilities. She proudly tells that after 23 years she loves being referred to as a teacher, not a special ed teacher or a case manager – just a teacher!

“The SSIP/SPDG projects have served Andalusia City Schools as a multi-faceted catalyst for positive, expected and unexpected, outcomes. The positive outcomes have reinforced our strong foundation and vision for excellence in education, enhanced student and staff relationships, and provided a robust systematic process utilizing data to drive change, while supporting the needs of all students.” – Ms Sonja Hines

For more information about the SSIP Demonstration Middle School Project, please contact Mrs. Susan Williamson or Mrs. Theresa Farmer. For more information about the Secondary Transition Demonstration Sites, please contact Mr. Curtis Gage.

Savoring the Taste of Success: Secondary Transition Programming in Gadsden City Schools

The Gadsden City Schools System has several transition programs that benefit students with disabilities. The Gadsden City Schools Transition Program is designed to prepare students with disabilities for life after high school. Their focus is to ensure that all students with disabilities are college and career ready. Gadsden City Schools Transition Program offers freshman students with disabilities the opportunity to take the Transition I course. This course uses the James Stanfield Transitions Curriculum that focuses upon adventure programming, role-play, journaling, projects, and circle time to cover the personal, social, and employability skills that employers seek to prepare students to live and work in the future. The topics covered in this course include: knowing yourself and your disability, communicating and expressing emotions, positive self-esteem, the meaning and value of work, working with others (teamwork), social circles, setting goals, decision-making, self-advocacy, self-directed IEPs, problem solving, self-determination, and responsible behavior.

Gadsden City also offers a (Young Adults in Transition) Club and Special Olympics. The purpose of the YAIT Club and Special Olympics is to provide students with disabilities the opportunity to engage in activities that promote self-advocacy, leadership, friendship, and physical fitness.

Additionally, Gadsden City Schools Transition program offers sophomores the Transition II course. This course use the Practical Assessment Exploration System (PAES) Lab to interact in a classroom work environment where the students are the employee. Each student completes job kits that represent work tasks in the career and technical education field and independent living area. Each student must master each job kit before he/she can advance to the next job kit. In addition, students are offered Transition III and Transition IV courses and the opportunity to work at Darden Rehabilitation Center and the Beautiful Rainbow Café/Catering Company.

The remarkable journey of the Beautiful Rainbow Cafe began in a self-contained class of significantly disabled students at Litchfield Middle School. The students planted a small plot of organic vegetables in the schoolyard as part of a unified language, science and math teaching unit. The students then used the produce they grew in that plot to make simple salads and other items. The success of this small experiment reinforced existing research that demonstrates that cooking and gardening are highly therapeutic activities that are successful vehicles for teaching a wide range of academic and vocational skills, as well as increasing student motivation and self-esteem.

In late spring 2015, the Gadsden City Schools System decided to use the cooking/gardening model to launch a new summer program for transition-aged students in the school system. The State Department of Education awarded the Gadsden City Schools System a grant to begin this model program. The program renovated a laboratory kitchen and expanded the garden to 18 raised beds, growing a wide variety of vegetables using organic growing methods. Each of the cooking and gardening activities incorporated state extended and transition standards. Each week, the students were responsible for preparing and serving an upscale luncheon for invited community leaders and business people. The success of the 2015 summer program convinced the Gadsden City Schools System to continue the “Beautiful Rainbow” program as an after-school program. They continued and improved their gardening and cooking techniques to the point that various community organizations and private individuals hired the class to cater events.

Students in the program were trained in all aspects of food production, service, marketing, and sales. All students mastered sophisticated culinary techniques involving knife skills, machine operation, plant husbandry, ingredient
Special Education Services, Crystal Richardson continued...

measurement, recipe development, social media marketing, operation of point-of-sale technology, and safe and hygienic cooking practices. All students were required to complete the National Restaurant Association’s (NRA) “Serv-Safe” curriculum for food service workers. Several students have already received certification from the NRA for their excellent adherence to best food service practices.

The program conducted its second summer program in 2016 and during that time, the Gadsden City Schools System was approached by the Gadsden Public Library and City of Gadsden to enter into a partnership to create a cafe staffed by the participants of the Beautiful Rainbow program. The new cafe is located in the west wing of the Gadsden Public Library with help from the City, which committed to renovating the space to make it suitable for the operation. Beautiful Rainbow Café staff designed an open-kitchen concept where the public can observe the students preparing food that they serve to the customers. The Community Foundation of Northeast Alabama assisted with start-up costs and the Rotary Club purchased major appliances for the program.

The Beautiful Rainbow Café opened to the public on February 14, 2017, as a gourmet vegetarian restaurant staffed and operated by Gadsden City High School students with significant cognitive disabilities. The vegetarian menu items include a Mediterranean vegetable sandwich, roasted vegetable sandwiches, pimento cheese, goat cheese tarts, quiches, vegetable lasagna, soups, pastries, cookies, and cakes. The staff and students of the Beautiful Rainbow Café and Catering Company would welcome you to find out more about their delicious and inspiring project on their Facebook page. And, of course, if you happen to be in Gadsden around lunchtime, don’t forget to plan lunch at the Gadsden Public Library! It will be a delicious experience.

For more information about the Secondary Transition Projects, contact Mr. Curtis Gage.

Federal Programs, Edmund Moore

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) includes significant amendments to Title I, Part A to provide school stability and immediate enrollment to children in foster care. The new provisions provide exciting opportunities for LEAs to collaborate with local child welfare agencies to ensure educational stability for children in foster care. The Educational Stability for Students in Foster Care provisions were implemented on December 10, 2016. The Title I foster care provisions in ESSA require that:

- Local educational agencies (LEAs) collaborate with local child welfare agencies (CWAs) to ensure school stability for children in foster care.
- A child in foster care must remain in his or her school of origin if that is determined to be in the child's best interest.
- If it is in the child's best interest to be enrolled in a new school, the child must be immediately enrolled, and the new school must promptly contact the school of origin to obtain necessary records.
- To ensure that a child in foster care remains in his or her school of origin (when it is in the child's best interest), LEAs must develop procedures in collaboration and local CWAs that address how transportation to the schools of origin for children in foster care will be provided, arranged, and funded.

The Alabama State Department of Education and Alabama Department of Human Resources worked collaboratively to develop an Awareness Video for Local Education Agencies (LEAs) and County Department of Human Resources. The video was released on September 2, 2016. The purpose of the video was to make LEAs and County DHR offices aware of the new provisions for children in foster care under the Every Students Succeeds Act Title I Part A as well as the time line for implementation of the new provisions.

The ALSDE and AL DHR continues to collaborate to provide cross department training to LEAs and County DHR offices. This training will be face-to-face training. Furthermore, the respective departments will provide technical assistance to personnel in LEAs and County DHR offices as needed. It is important to note these provisions are not part of the McKinney-Vento Act.

Resources to assist LEAs in collaboration with local CWAs and a list of local points of contacts were compiled. Furthermore, resources have been developed to assist LEAs to develop policies and procedures. These resources can be located on the ALSDE Federal Programs Website. A training WebEx was conducted on January 18, 2017, and two additional training opportunities on March 21, 2017 at Auburn University Montgomery and April 18, 2017 at Alabama State University will provide LEA and CWA points of contact with additional training in implementing the foster care provisions.

For additional information please contact, Edmund Moore, Federal Programs Coordinator; Robbie Mangum, Education Administrator; or Julie Turner, Education Specialist at 334-242-8199.
To help ensure that every child is taught by a well-prepared teacher, every school is led by a well-prepared and effective leader, and every school system is led by a well-prepared and visionary instructional leader, the Office of Teaching and Leading coordinates the efforts of the education community to ensure that prospective educators are prepared to begin and continue eligibility for employment in Alabama schools and school systems. Standards adopted by the Alabama State Board of Education (ALSBE) are the basis for reviewing educator preparation programs. A variety of certificate approaches are provided and efforts are made to issue and renew certificates in compliance with ALSBE standards. Assistance is provided to teachers and other educators who are seeking employment and to school systems in need of personnel. Assistance is facilitated for teachers seeking certification from the National Board for Professional Teacher Standards.

A Higher Education Report Card Task Force will meet during the first week of March to lay the groundwork for a meeting of stakeholders to be held later during this academic year. The task is to produce a statewide report card that includes information for each Alabama college and university approved by the Alabama State Board of Education to prepare educators.

Questions to consider:
- Was the teacher’s correct social security number entered?
- Was the correct course code used?
- Was the correct teacher role used?
- Does the teacher have a valid certificate?

If assistance is needed with proper coding or options to obtain valid certification, please contact the certification specialist assigned to your LEA.

A second memorandum has been posted to provide additional information about pay for advanced degrees. The memorandum is accessible via this link.

In recent reviews of teacher schedules in the Schedules Application, most teachers appear to be out-of-field due to miscoding. Please take time to review those teachers for which NO appears under the In-Field status column in that Application.
Basic Skills Assessments

ACT WorkKeys
The last test administration date for the ACT WorkKeys basic skills assessments of the Alabama Educator Certification Assessment Program (AECAP) will be July 8, 2017. If passing scores on all three tests of the ACT WorkKeys (Reading for Information, Writing, and Applied Mathematics) are obtained prior to September 1, 2017, those scores may be accepted for admission to an Alabama educator preparation program prior to September 1, 2022, and for applications for certification received in the Educator Certification Section prior to September 1, 2022.

The ETS Praxis Core Academic Skills for Educators (Core) tests will be required for anyone who tests to meet the basic skills assessments requirements beginning September 1, 2017. Scores from the ACT WorkKeys basic skills assessments and the Core cannot be combined to meet the basic skills assessments requirement. If an individual lacks a passing score on any test of the ACT WorkKeys, he/she will be required to obtain passing scores on all three tests of the Core.

Praxis Core
The ETS Praxis Core tests are the new Alabama basic skills assessments in Reading, Writing, and Mathematics. The Core tests have been accepted to meet our basic skills assessments requirement since October 1, 2016. Those individuals who have not obtained passing scores on all three tests of the ACT WorkKeys prior to September 1, 2017, will be required to pass all three tests of the Core for admission to an Alabama educator preparation program or to apply for certification on September 1, 2022, and thereafter.

The information on Alabama's ETS Praxis pages will be updated soon. Until that time, general information about the Core can be found HERE and information about the Core for educator program admission can be found HERE.

The three Core tests and the qualifying score for each test are:

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Test Name</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5712</td>
<td>Core Academic Skills for Educators: Reading</td>
<td>156</td>
</tr>
<tr>
<td>5722</td>
<td>Core Academic Skills for Educators: Writing</td>
<td>162</td>
</tr>
<tr>
<td>5732</td>
<td>Core Academic Skills for Educators: Mathematics</td>
<td>150</td>
</tr>
</tbody>
</table>

Individuals wishing to take all three Core tests (5712, 5722, and 5732) at the same time can select Core Academic Skills for Educators: Combined Test (5751) when registering. In the event an individual needs to re-take one or two of the Core tests, he/she can select the individual test code(s) when registering.

The Praxis Core was first offered by ETS on October 7, 2013. Individuals who have taken the Core on that date and forward may request ETS to electronically submit their official score report to the ALSDE.

Please be advised that the Praxis I Pre-Professional Skills Tests in Reading, Mathematics, and Writing (PPSTs) and the Praxis Core are NOT the same tests. The PPSTs were the basic skills tests offered by ETS until August 31, 2014. Scores obtained on the PPSTs will NOT be accepted to meet our basic skills assessments requirement.

You will want to pay close attention to the following approaches and how this applies: Provisional Certificate Approaches, Interim Certificate Approaches, Career and Technical Certificate Approaches, Foreign Credentials Approach, and Speech-Language Pathology Assistant Approach.

Expiring Praxis Subject Assessments (previously titled Praxis II Tests)
Several Alabama prescribed Praxis subject assessments will expire on August 31, 2017. The following tests will not be accepted for applications received in the Educator Certification Section after August 31, 2017:

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Test Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0133</td>
<td>Art: Content Knowledge</td>
</tr>
<tr>
<td>0100</td>
<td>Business Education</td>
</tr>
<tr>
<td>0910</td>
<td>Economics</td>
</tr>
<tr>
<td>0173</td>
<td>French: Content Knowledge</td>
</tr>
<tr>
<td>0181</td>
<td>German: Content Knowledge</td>
</tr>
<tr>
<td>0930</td>
<td>Government/Political Science</td>
</tr>
<tr>
<td>0300</td>
<td>Reading Specialist</td>
</tr>
<tr>
<td>0191</td>
<td>Spanish: Content Knowledge</td>
</tr>
<tr>
<td>0050</td>
<td>Technology Education</td>
</tr>
</tbody>
</table>

Please Note the Following:
Applications for a 1st Provisional Certificate in a Teaching Field (PCTF) or a 1st Provisional Certificate in a Career and Technical Teaching Field (PCCT) for the 2017-2018 scholastic year:

• If received by August 31, 2017, individuals may be issued the first PCTF or PCCT using a passing score on the subject assessments in the chart, if all other certification requirements are met.
Applications submitted for a Professional Educator Certificate:

- If received by August 31, 2017, individuals may be issued the Professional Educator Certificate using a passing score on the Praxis subject assessment in the chart, if all other certification requirements are met.

- If received on or after September 1, 2017, individuals must meet the current Praxis subject assessment required for issuance of the Professional Educator Certificate. Visit HERE for the current assessments.

- Individuals who began an alternative/provisional certificate approach or were unconditionally admitted to an Alternative Class A program based on one of the expiring Praxis subject assessments must meet the current assessment requirement for issuance of the Professional Educator Certificate.

***Additional Alabama prescribed Praxis subject assessments are due to expire effective August 31, 2018. The expiring tests can be found on our website (click Praxis II Tests: Previously Accepted Praxis II Tests).

If you have questions, please contact the certification specialist assigned to your school system. You may also contact Dr. Alethea Hampton, Educator Assessment Coordinator, at 334-242-9983.

Applications for a 1st Interim Employment Certificate (IEC) for the 2017-2018 scholastic year through the Alternative Class A program option:

- If received by August 31, 2017, individuals may be issued the first IEC using a passing score on the Praxis subject assessment in the chart for the requirement to issue the first IEC, if all other certification requirements are met.

- If received on or after September 1, 2017, individuals must meet the current Praxis subject assessment required to issue the first IEC. Visit HERE (click Provisional Certification Approaches: IEC) for the current assessments.

- Note: A passing score on the Praxis subject assessment in the chart may be accepted by the Alabama institution, on or prior to August 31, 2017, for unconditional admission to the Alternative Class A program.

Office of Teaching and Leading

Educator Recruitment/Placement, Debra Gosha

Job Fairs for prospective educators will be provided according to the schedule indicated below. Local School districts should contact the Career Service Office of each institution, for registration information.

March 7 – Auburn University
March 8 – University of Alabama (Tuscaloosa)
March 9 – Troy University (Dothan)
March 10 – Alabama State University
March 16 – Troy University (Troy)
March 22 – University of South Alabama

April 6 – University of West Alabama
April 6 – Athens State University
April 11 – University of Alabama –Birmingham (UAB)
April 13 – Jacksonville State University
April 18 – University of North Alabama

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