

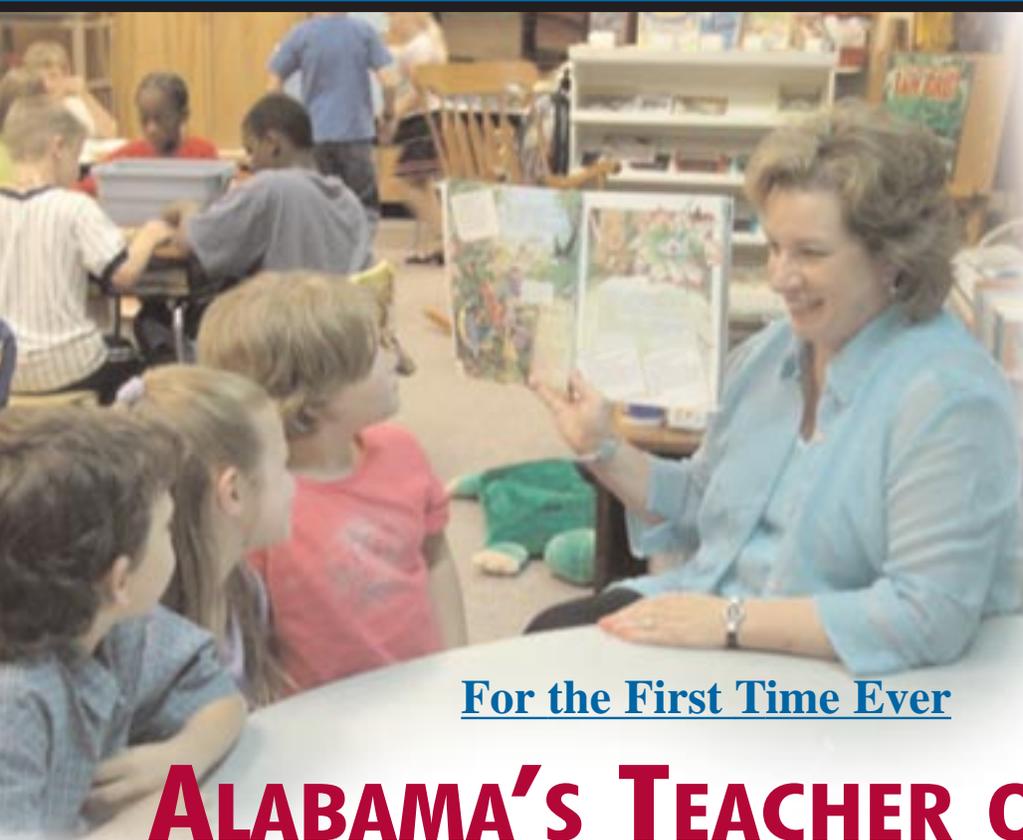
ALABAMA EDUCATION NEWS

NEWS AND ISSUES IN ALABAMA PUBLIC EDUCATION, K-12

MAY 2003

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Classroom Improvement
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NATIONAL
TEACHER OF THE YEAR
PROGRAM

**MAKING A DIFFERENCE
SHAPING THE FUTURE**

DR. BETSY ROGERS' TEACHING PHILOSOPHY

“All children learn differently and at a different pace. It is my job as a teacher to find the best methods and materials for each child to master needed skills as well as aid in social and emotional development. Taking a quote from my own first-grade teacher, ‘Children, like rosebuds, bloom at different times.

However, the last bloom is just as pretty as the first.’”

[Click here to read more about Dr. Rogers](#)

For the First Time Ever

ALABAMA'S TEACHER OF THE YEAR CAPTURES NATIONAL TITLE!

A desire to raise her children in an environment with a diverse population led 2003 Alabama Teacher of the Year, **ELIZABETH “BETSY” ROGERS**, to Leeds, Alabama in 1985. Teaching first and second grades at Leeds Elementary School for the last 18 years has provided Rogers with invaluable experience heightening her awareness about the needs of and perceptions about schools in less-affluent neighborhoods.

For her belief that all children deserve a quality school in their neighborhood that not only serves as a place of learning, but also as a haven of safety, **PRESIDENT GEORGE W. BUSH** named Rogers 2003 National Teacher of the Year during a White House ceremony on April 30.

STATE SUPERINTENDENT OF EDUCATION ED RICHARDSON was also on hand at the White House to offer his congratulations to Rogers, the first Alabama teacher ever to be named National Teacher of the Year. “We are very honored and proud to have Betsy in our family of talented Alabama teachers,” Richardson exclaimed. “She is truly an inspiration to all educators with her dedication and commitment to her students and colleagues.”

“Who would have ever imagined I would be chosen to represent the wonderful profession of teaching to the nation?” Rogers said. “I am honored to be selected from such a stellar group of educators who pour out their lives every day for the good of their students.”

Rogers, who is a Samford University graduate, followed in her family tradition and became a teacher 23 years ago. She holds National Board of Professional Teaching Standards Certification, and is very active in her church teaching Sunday School. She believes low-performing schools need the best leaders the system can provide with strong, proven principals and an adequate number of Master teachers with a heart for at-risk children desiring to make a difference. “It is our responsibility to provide all students the highest quality education to secure for them a bright future as productive citizens,” says Rogers.

The National Teacher of the Year Program is sponsored by the Council of Chief State School Officers (CCSSO) and Scholastic Inc., the global children’s publishing and media company. The program focuses public attention on teaching excellence and is the oldest and most prestigious awards

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program for teachers. Rogers, the 53rd National Teacher of the Year, will spend the next year as a full-time national and international spokesperson for education.

ANN TILLMAN is the principal of Leeds Elementary School, which is in the Jefferson County School System led by SUPERINTENDENT BOBBY NEIGHBORS. 🍏



"I thank every one of our Teachers of the Year for your determination and your love. Each of you is an example of excellence in the classroom. Each of you is a model for a young teacher to follow. And your students are fortunate to have talented and good-hearted people in their lives. And our nation is fortunate to have you in the classroom."

REMARKS FROM PRESIDENT BUSH DURING WHITE HOUSE
2003 TEACHER OF THE YEAR CEREMONY.

BOARD BRIEFS

APRIL AGENDA ITEMS INCLUDED:

- Adopted Resolution Commending Ray Glasscock as the "Barbara Fannin Memorial Employee of the Quarter" for April-June
- Adopted Resolutions Recognizing Tuscaloosa City and Madison City School Systems as Recipients of 2003 Magna Awards Presented by the American School Board Journal Magazine
- Adopted Resolution in Recognition of Alabama's National Foundation for Advancement in the Arts 2003 Arts Recognition and Talent Search Winners
- Adopted Resolution in Recognition of National Teacher Appreciation Week, May 4-10, 2003
- Adopted Resolution Proclaiming April 28-May 2, 2003, as Public School Week
- Approved Parental Involvement Resolution

PROFESSIONAL DEVELOPMENT

Alabama History Summer Seminars 2003, sponsored by the Landmarks Foundation, will be held June 9-13, and June 16-20. For more information, call Florence Giles at 334-240-4517 or 1-888-240-1850.

The Council for Leaders in Alabama Schools (CLAS) Annual Summer Convention will be held June 22-25 in Birmingham. For registration information, call 1-800-239-3616 or [click here](#).

Fourth Annual Southeast Regional Character Education Conference, "Character Shines – Together We Can Lead the Way," will be held June 30-July 2 in Chattanooga, TN. For more information, contact the National Center for Youth Issues Inc. at 1-800-477-8277 or [click here](#).

The National Board for Professional Teaching Standards® (NBPTS) is seeking teachers to become scorers of portfolio or assessment center exercises this summer in the Mobile area. Please call 1-800-22TEACH or [click here](#).

AWARD AND GRANT OPPORTUNITIES

National Technology Achievement Award, sponsored by the Technology Student Association and the National Association of Secondary School Principals, honors students for combined achievements in technological literacy, scholarship, service, and leadership. Call 703-860-9000 or [click here](#).

ALABAMA NO CHILD LEFT BEHIND (NCLB)

NEW TEACHERS

STATUS

New Teacher = Teacher hired **AFTER** the first day of the 2002-2003 school year and *Working in a Program Supported with Title I, Part A Funds* – These teachers of Core Academic Subjects in a *Schoolwide or Targeted Assistance Program* must meet the requirements beginning with the 2002-2003 school year.

Other “New” Teachers of Core Academic Subjects Hired **AFTER** the First Day of School 2002-2003 – These teachers must meet the requirements as soon as possible but **No Later** than the 2005-2006 school year.

First day of school = First day students report per district calendar.

Core Academic Subjects = English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography. For Alabama, this means **ALL** teachers except those teaching health education, physical education, driver and traffic education, ROTC, and career/technical education (except embedded credit courses in science and mathematics.)

ELEMENTARY LEVEL

Holds at least a valid Class B Professional Educator Certificate, Special Alternative Certificate, or Preliminary Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades and is assigned to the grade(s) covered by that certificate; **AND**

OPTIONS:

- Has passed an appropriate state subject matter test. (As soon as possible, Alabama intends to administer voluntary subject-area tests for teachers who have not otherwise been able to document that they are highly qualified. Until contractual arrangements can be obtained and for purposes of complying with NCLB, Alabama will accept subject matter test scores from the *Alabama Initial Teacher Certification Test* administered during the 1980's, as well as subject matter tests used to meet certification requirements in another state. A basic skills test may not be used to satisfy this option.); **OR**
- Has earned at least 12 semester hours of credit in each of four disciplines: English language arts including reading and writing, mathematics, science, and social studies; **OR**
- Holds a Class A or Class AA Professional Educator Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades; **OR**
- Has five years of full-time teaching in the discipline and holds a valid National Board for Professional Teaching Standards Certificate in the specific discipline or in a broad category appropriate to the specific discipline.

MIDDLE/SECONDARY LEVEL

Holds at least a valid Class B Professional Educator Certificate, Alternative Baccalaureate-Level Certificate, special alternative Certificate, or Preliminary Certificate for every core academic subject the teacher teaches; **AND**

OPTIONS:

- Has passed an appropriate state subject matter test in each of the academic subjects she/he teaches. (As soon as possible, Alabama intends to administer voluntary subject-area tests for teachers who have not otherwise been able to document that they are highly qualified. Until contractual arrangements can be obtained and for purposes of complying with NCLB, Alabama will accept subject matter test scores from the *Alabama Initial Teacher Certification Test* administered during the 1980's, as well as subject matter tests used to meet certification requirements in another state. A basic skills test may not be used to satisfy this option.); **OR**
- Has completed, in each of the subjects she/he teaches, an undergraduate academic major as verified on a college/university transcript (must be in mathematics, for example, rather than in mathematics education); **OR**
- Has earned a graduate degree in each of the subjects she/he teaches (again, not a degree in education); **OR**
- Has completed coursework equivalent to an undergraduate academic major (32 semester hours in the academic area with at least 19 upper division hours) in every subject she/he teaches; **OR**
- Holds a Class A or Class AA Professional Educator Certificate endorsed in every subject she/he teaches; **OR**
- Has five years of full-time teaching in the discipline and holds a valid National Board for Professional Teaching Standards Certificate in the specific discipline or in a broad category appropriate to the specific discipline; **OR**
- Holds English language arts (ELA) certification, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in an area included in ELA and is teaching courses in another area of ELA for which the teacher has earned credit; **OR**
- Holds certification in General Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in an area of science and is teaching courses in another area of science for which the teacher has earned credit; **OR**
- Is teaching one or more social science courses, holds certification in General Social Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in an area of social science and is teaching courses in another area of social science for which the teacher has earned credit.

THE NCLB DEFINITION OF “HIGHLY QUALIFIED” TEACHER

- **Elementary School teacher:**
 - Holds a bachelor's degree.
 - Has demonstrated mastery by passing a rigorous test in reading, writing, math, and other areas of the curriculum.
- **Middle or High School Teacher:**
 - Holds a bachelor's degree.
 - Has demonstrated competency in subject area taught by passing a rigorous state test or through completion of an academic major, graduate degree, or comparable coursework.



HIGHLY QUALIFIED TEACHER REQUIREMENTS

NOT-NEW TEACHERS

STATUS

"Not- New" Teacher = A teacher hired BEFORE or ON the First Day of School in 2002-2003 and Working in a Program Supported with Title I, Part A Funds – These teachers of Core Academic Subjects in a Schoolwide or Targeted Assistance Program must meet the requirements Beginning with the 2002-2003 school year.

Other "Not-New" Teachers of Core Academic Subjects Hired BEFORE or ON the First Day of School 2002-2003 – These teachers must meet the requirements as soon as possible but No Later than the 2005-2006 school year.

First day of school = First day students report per district calendar.

Core Academic Subjects = English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography. For Alabama, this means ALL teachers except those teaching health education, physical education, driver and traffic education, ROTC, and career/technical education (except embedded credit courses in science and mathematics.)

ELEMENTARY LEVEL

Holds at least a valid Class B Professional Educator Certificate, Special Alternative Certificate, or Preliminary Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades and is assigned to the grade(s) covered by that certificate; **AND**

OPTIONS:

- a. Has passed an appropriate state subject matter test. (As soon as possible, Alabama intends to administer voluntary subject-area tests for teachers who have not otherwise been able to document that they are highly qualified. Until contractual arrangements can be obtained and for purposes of complying with NCLB, Alabama will accept subject matter test scores from the *Alabama Initial Teacher Certification Test* administered during the 1980's, as well as subject matter tests used to meet certification requirements in another state. A basic skills test may not be used to satisfy this option.); **OR**
- b. Has earned at least 12 semester hours of credit in each of four disciplines: English language arts including reading and writing, mathematics, science, and social studies; **OR**
- c. Holds a Class A or Class AA Professional Educator Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades; **OR**
- d. Holds Class A or Class AA certification in an area closely related to elementary education and has 10 or more years of full-time teaching experience at the elementary level; **OR**
- e. Has five years of full-time teaching in the discipline and holds a valid National Board for Professional Teaching Standards Certificate in the specific discipline or in a broad category appropriate to the specific discipline.

MIDDLE/SECONDARY LEVEL

Holds at least a valid Class B Professional Educator Certificate, Alternative Baccalaureate-Level Certificate, Special Alternative Certificate, or Preliminary Certificate for every core academic subject the teacher teaches; **AND**

OPTIONS:

- a. Has passed an appropriate state subject matter test in each of the academic subjects she/he teaches. (As soon as possible, Alabama intends to administer voluntary subject-area tests for teachers who have not otherwise been able to document that they are highly qualified. Until contractual arrangements can be obtained and for purposes of complying with NCLB, Alabama will accept subject matter test scores from the *Alabama Initial Teacher Certification Test* administered during the 1980's, as well as subject matter tests used to meet certification requirements in another state. A basic skills test may not be used to satisfy this option.); **OR**
- b. Has completed, in each of the subjects she/he teaches, an undergraduate academic major as verified on a college/university transcript (must be in mathematics, for example, rather than in mathematics education); **OR**
- c. Has earned a graduate degree in each of the subjects she/he teaches (again, not a degree in education); **OR**
- d. Has completed coursework equivalent to an undergraduate academic major (32 semester hours in the academic area with at least 19 upper division hours) in every subject she/he teacher teaches; **OR**
- e. Holds a Class A or Class AA Professional Educator Certificate endorsed in every subject she/he teaches; **OR**
- f. Holds Class A or Class AA certification in an area closely related to the subject(s) she/he teaches and has 10 or more years of full-time teaching experience in the subject(s) the teacher teaches; **OR**
- g. Has five years of full-time teaching in the discipline and holds a valid National Board for Professional Teaching Standards Certificate in the specific discipline or in a broad category appropriate to the specific discipline; **OR**
- h. Holds English language arts (ELA) certification, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in an area included in ELA and is teaching courses in another area of ELA for which the teacher has earned credit; **OR**
- i. Holds certification in General Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in an area of science and is teaching courses in another area of science for which the teacher has earned credit; **OR**
- j. Holds certification in General Social Science, has an academic major or the equivalent (32 semester hours in the academic area with at least 19 upper division hours) in an area of social science and is teaching courses in another area of social science for which the teacher has earned credit.

Alabama Board of Education's Key Issues That Still Need Addressing

CONCERNS	STUDENTS WITH DISABILITIES	STUDENTS WITH LIMITED-ENGLISH PROFICIENCY (LEP)	TEACHERS	CAREER TECHNICAL EDUCATION
ALABAMA QUESTIONS	Will some students with severe/significant cognitive disabilities be unable to meet proficient assessment levels and Alabama's assessment standards within the NCLB timeframe, negatively impacting total school performance reports?	How will LEP students with limited speaking or writing language skills successfully meet proficient assessment levels and Alabama's assessment standards?	Will the HQ federal definition force massive retirements of experienced and successful teachers at a time when teacher shortages are anticipated nationwide?	Will students be denied the opportunity to learn science and mathematics through the application of those disciplines during the acquisition of job-related skills taught by master practitioners?
NCLB REQUIREMENTS	NCLB indicates a student must be able to earn an Alabama high school diploma within the standard number of years, a requirement inconsistent with the Individuals with Disabilities Education Act. NCLB also indicates it is more important for teachers of special education students at the middle/secondary level to have subject-matter expertise than specialized teaching abilities.	NCLB requires participation in the state testing program regardless of the students' level of English language proficiency or the length of time such students have attended school in the United States.	The federal definition of HQ teachers indicates elementary teachers and middle/secondary teachers of core academic subjects must be highly qualified by the end of the 2005-2006 school year, but requires letters to be distributed in 2003 indicating a teacher has not yet met the new federal definition of HQ, even though that teacher has demonstrated their students are successful in school.	NCLB restricts the teaching of courses with embedded credit in science and mathematics to teachers with baccalaureates and academic majors or the equivalent in those disciplines.

The Alabama Board of Education, with the support of the State Superintendent of Education, adopted a resolution May 8, 2003 identifying these questions and concerns. The resolution was sent to Alabama's Congressional Delegation and the U.S. Department of Education.

CLASSROOM IMPROVEMENT

The Classroom Improvement section in the Alabama Department of Education is charged with supporting the daily practice of Alabama educators through the development, implementation, and assessment of K-12 curriculum. “We strive to provide focused technical assistance and professional development to our state’s teachers to help them meet the needs of their students. Our staff can offer a broad range of expertise in subject content and at all grade levels – early

childhood, elementary, middle, and high school,” said **DR. ANITA BUCKLEY COMMANDER**, Director of Classroom Improvement.

Classroom Improvement is organized into three sections – Assessment, Curriculum, and Field Services. Assessment staff are responsible for the design, development, and implementation of the state accountability system including the *Stanford Achievement Test* and the *Alabama High School Graduation Exam*. Curriculum staff work with committees of local educators, business representatives, and parents to identify developmentally and grade-appropriate state curriculum standards, and to develop and implement State Courses of Study and other curriculum documents such as *Pathways for Learning*. In addition to the core curriculum of English, math, science, and social studies, State Courses of Study include arts education, health and physical education, driver’s education, career/technical education, and foreign language. Field Services staff provide technical assistance and professional development for schools statewide.

Resources for local school systems include environmental education, online courses, high school

CLASSROOM IMPROVEMENT ALSO OVERSEES:

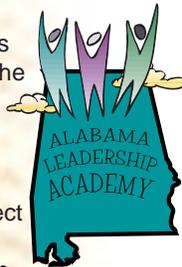
- The **ALABAMA ARTS INITIATIVE** started with a \$210,000 legislative grant and has three major goals or phases: 1) Provide funding to identified pilot sites to integrate arts into the curriculum; 2) Develop a State Arts Plan; and 3) Develop research on the effect of the arts on student achievement.



- The **ALABAMA MATH, SCIENCE, AND TECHNOLOGY INITIATIVE (AMSTI)** mission is to improve math and science education so that all students develop the knowledge and skills necessary for success in either postsecondary studies or the workforce. AMSTI provides supplies, equipment, and materials to deliver high-quality, activity-based math and science instruction; quality hands-on professional development to math and science teachers; and sustained on-site classroom support to math and science teachers.



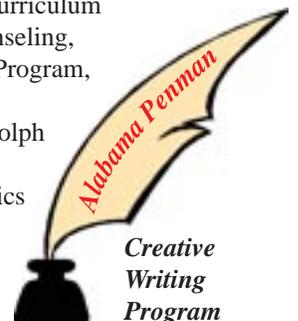
- The **ALABAMA LEADERSHIP ACADEMY** seeks to improve student learning by supporting the growth and development of school principals as “Leaders of Learning.”



- The **ALABAMA MIDDLE SCHOOL INITIATIVE** is a partnership project with the Southern Regional Education Board, focusing on raising academic achievement of middle grade students and increasing the number of students performing at proficient level on the National Assessment of Educational Progress. The Initiative’s professional development for teachers focuses on reading, writing, and math.

graduation requirements, Alabama Science in Motion, arts education, State Courses of Study, curriculum alignment, character education, counseling, Alabama Penman Creative Writing Program, textbook adoption, Robert C. Byrd Scholarship Program, William Randolph Hearst Scholarship, and Presidential Awards for Excellence in Mathematics and Science Teaching.

For more information about Classroom Improvement programs, call 1-800-846-0948 or 334-242-8059, or visit Classroom Improvement under “Sections” on the Alabama Department of Education [Web site](#). 🍏

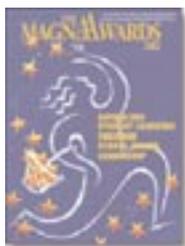


School System Highlight

MADISON CITY SCHOOLS

One of Alabama's newest school systems, Madison City Schools, is one of the state's award-winning school systems. The Madison City School System can claim two U.S. Department of Education Blue Ribbon Schools – Liberty Middle School and Bob Jones High School. The Character Education Partnership recently announced Heritage Elementary is a 2003 National Schools of Character Semifinalist – the first-ever from Alabama and one of only 19 semifinalists in the nation this year. Additionally, the National School Board Association has recognized Madison City's technology program.

The *American School Board Journal* recently honored the Madison City School System with a 2003 Magna Award – one of only three ever presented to an Alabama school system. The Magna Award recognizes school systems for innovation and creativity in meeting the challenges facing public education in today's communities. Madison City Schools received the 2003 Magna Award for its "Ounce of Prevention" program, which identifies students struggling in reading and math and provides them with after-school tutoring and



four-week summer seminars. With a goal of narrowing the achievement gap, this successful program emphasizes data-driven and standards-based instruction and has produced strong gains in test scores. These achievement gains spurred the school system to expand the 3-year-old tutoring program to include Grades 7-9. "Ounce of Prevention" was originally started for K-6 students; now students from all seven Madison City elementary and middle schools participate.

In March, the Bob Jones High School Patriot Players became the first high school drama team to win back-to-back Best Play awards at the Southeastern Theatre Conference. The Patriot Players also won Best Ensemble and Best Technical Production awards at the regional theatre conference in Alexandria, VA. In April, the Alabama State Council on the Arts awarded the 2003 Visual Arts Achievement School System Award to Madison City Schools for having the most winners in the Council's statewide student competition.

The Madison City School System also participates in the Alabama Math, Science, and Technology Initiative (AMSTI). All math and science teachers at both middle schools – Liberty Middle School and Discovery Middle School – received AMSTI training last summer at the University of Alabama-Huntsville (UAH).

"It's been a great experience and I've heard nothing but positive comments about AMSTI," said **SHARON WILLIS**, Discovery's assistant principal for curriculum

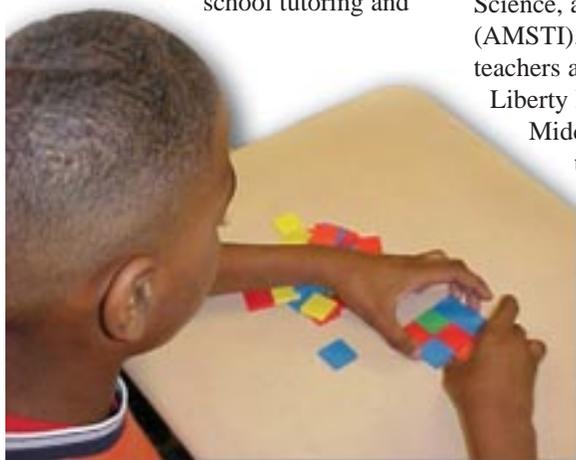


"Quality Education. The Core of the Future"

and instruction. "Even though this is just the first year, our teachers are seeing the benefits – they're excited about the materials and the hands-on professional development. I can already see how AMSTI has focused and pulled our instructional program together. We are reaping the benefits from AMSTI in reading and writing as well as math and science."

"AMSTI is very hands-on, discovery learning," said **LIBERTY ASSISTANT PRINCIPAL DENNIS JAMES**. "Our students can see the uses of what they're learning, and teachers have enough materials for every student in class. UAH maintains and delivers the kits to the schools, which come stocked with a full set of graphing calculators – one for every student in the math class." James welcomes other educators to take advantage of their "open-school" policy and come see AMSTI in action at Liberty Middle School.

Established in 1998, this small, but growing, city system in North Alabama educates over 6,700 students. **DR. HENRY J. CLARK III** is the superintendent of the Madison City School System. Take a virtual visit to Madison City Schools at www.madisoncity.k12.al.us 



MAY

NATIONAL SAFE KIDS MONTH						
NATIONAL MENTAL HEALTH MONTH						
May	4-10	TEACHER APPRECIATION WEEK				
May	6	NATIONAL TEACHER DAY				
May	8	STATE BOARD OF EDUCATION MEETING				
May	22	STATE BOARD OF EDUCATION WORK SESSION				
May	26	MEMORIAL DAY (STATE HOLIDAY)				

JUNE

June	2	JEFFERSON DAVIS' BIRTHDAY (STATE HOLIDAY)				
June	11-13	AETC CONFERENCE				
June	12	STATE BOARD OF EDUCATION MEETING				
June	14	FLAG DAY				
June	26	STATE BOARD OF EDUCATION WORK SESSION				



ALABAMA Education News

VOL 26 • NO 9 **MAY 2003**

Alabama Board of Education Members

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- Dist. 3 - Stephanie W. Bell, Montgomery
- Dist. 4 - Ethel H. Hall, Vice Pres., Fairfield
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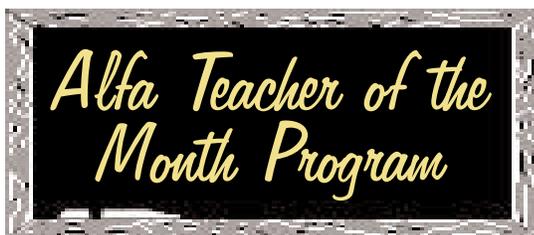
A MESSAGE FROM THE STATE SUPERINTENDENT OF EDUCATION

As the school year comes to a close, educators and business leaders across the state continue to promote the Realizing Every Alabama Child's Hopes (REACH) plan to raise additional long-term dollars for education. Regional strategic planning meetings promoting REACH were held for local school systems and key stakeholders in eight locations around the state from February through early May. However the work is far from over.

We are committed to getting as much support for REACH as possible so that all Alabama children are ensured an adequate education. We will continue to push forward with our plan by working with Governor Bob Riley and state legislators during the special legislative session to help fill the budget shortfall – not only in the Education Trust Fund (ETF) but in the General Fund as well.

It will not be an easy task, but I am confident Alabama citizens will “step up to the plate” with their support for education and other areas of reform needed to bring our state to the top of the class.

THE STATE LEGISLATURE WILL CONVENE FOR A SPECIAL SESSION LATER THIS MONTH TO ADDRESS BUDGET CUTS AND TAX REFORM.



MISTIE W. McADAMS

Mistie Whitson McAdams is May's State Board of Education District 4 Teacher of the Month. McAdams, who teaches kindergarten at Trace Crossings School in the Hoover City School System, believes every child can and will learn if given appropriate support, and compares a young child's education to a three-legged stool. Just as a wooden stool will topple without three good legs, each supporting leg – the teacher and school, parents, and the child – is vital and necessary for a child's success.

McAdams earned National Board Certification as an Early Childhood Generalist in 1996 and received the Presidential Award for Excellence in Mathematics and Science Teaching for Elementary Science in 2001.

McAdams and Trace Crossings School each receive \$1,000 from ALFA Insurance Co. and the Alabama Farmers Federation. 🍏

The Alabama Department of Education publishes *Alabama Education News* (USPS 387-290) monthly except for June, July, and December. Editorial offices are located in the Gordon Persons Building, Montgomery 36130-2101. *Alabama Education News* is composed by the Department of Education's Communication Section and printed by EBSCO Media of Birmingham. Periodicals are postage paid in Montgomery and at an additional mailing office.

This publication, authorized by Section 16-2-4 of the Code of Alabama, as recompiled in 1975, is a public service of the Alabama Department of Education designed to inform citizens and educators about programs and goals of public education in Alabama.

POSTMASTER: Send address changes to *Alabama Education News*, Alabama Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101.

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