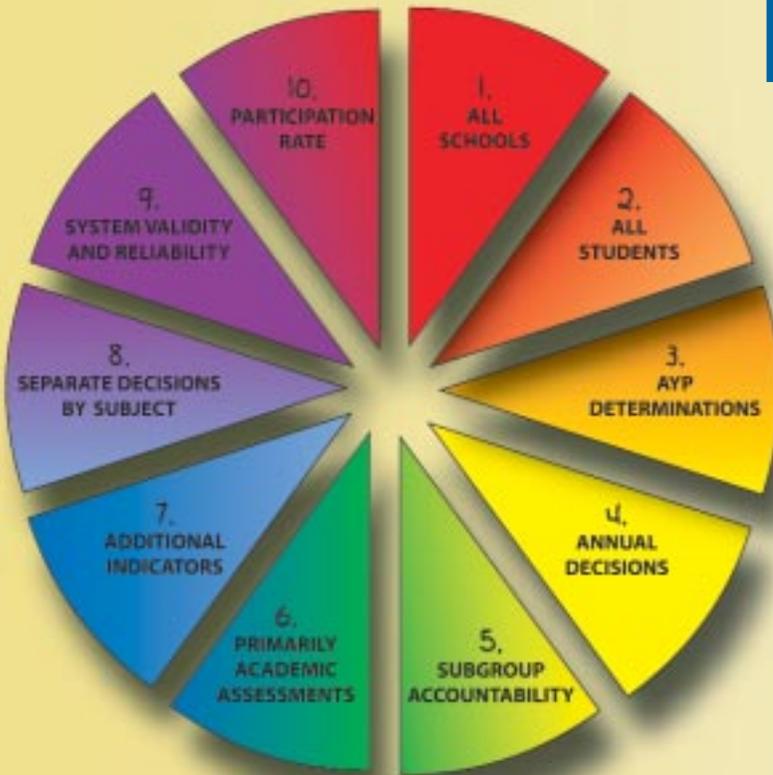


WHAT'S INSIDE ...

- State Accountability Plan
- Good News in Alabama Schools
- Highly Qualified Teachers – New Flexibility
- New Special Education Graduation Criteria
- Career/Tech Publicity Campaign

BECOMING MORE ACCOUNTABLE

LEAVING No CHILD BEHIND



The word *accountable* is defined as capable of being explained or held answerable. The Proposed State of Alabama Accountability Plan is just that, an answer or explanation to the state's public school students, their teachers and parents, community members, and the nation.

The proposed plan is a seamless approach in compliance with the *No Child Left Behind Act of 2001* (NCLB) and the *Code of Alabama* (1975), Chapter 16-6B-1-3.

The principles of the plan outline the steps being taken to further implement accountability in Alabama's schools giving all students a quality education, insisting teachers are highly qualified to teach, and providing parents with a choice for their child's education.

10 Principles FOR A STATE ACCOUNTABILITY PROGRAM

ALL SCHOOLS

All Alabama public schools and school systems will be held to the same criteria. The accountability plan will incorporate the academic achievement levels adopted by the Alabama Board of Education July 9, 2002.

Achievement Levels are:

LEVEL IV – EXCEEDS ACADEMIC CONTENT STANDARDS

LEVEL III – MEETS ACADEMIC CONTENT STANDARDS

LEVEL II – PARTIALLY MEETS ACADEMIC CONTENT STANDARDS

LEVEL I – DOES NOT MEET ACADEMIC CONTENT STANDARDS

Information will be provided in a timely manner, including an appeals process and report cards (two phases). Descriptions of state support, rewards (intrinsic and monetary), and sanctions based on academic status will also be included. (Note: Schools and school systems not receiving Title I funds will not be held to Section 1116 requirements of *No Child Left Behind*, e.g., school choice and supplemental services.)



BOARD BRIEFS

MARCH AGENDA ITEMS INCLUDED:

- ✍ Passed Resolution Recognizing Ben Shurett, *Fort Payne Times Journal*, for Supporting Public Education
- ✍ Passed Resolution Removing the Bessemer City School System from Financial Intervention
- ✍ Passed Resolution Supporting the State Department of Education Applying for the Wallace Foundation State Action Education Leadership Project II Grant
- ✍ Passed Resolution Appointing Patti Johnson, St. Clair County School System, Substitute Member to the Science State Course of Study Committee
- ✍ Approved Teacher Education Programs, Alabama State University, Montgomery, and Alabama A & M University, Huntsville
- ✍ Adopted Emergency Rules Pertaining to Regulations Governing Public Schools and Student Assessment – Assessment Required for *Alabama High School Graduation Exam* as Permanent Administrative Code Rules
- ✍ Announced Intent to Adopt New Administrative Code Rule Pertaining to Authorization to Intercept State Funds for Debt Payments
- ✍ Approved Appointments to the Alabama School of Fine Arts Board of Trustees
- ✍ Selected State Board of Education District Two Member Betty Peters to Represent the Board as Teacher of the Year Judge

NATIONAL BOARD CERTIFICATION MAKES POSITIVE IMPACT IN THE CLASSROOM!

A recent, scientifically based study confirms what many educators have believed all along – students taught by National Board Certified Teachers (NBCTs) learn more. Findings from the study of more than 600,000 North Carolina student records reflect NBCTs enhance student achievement.

The *Can Teacher Quality Be Effectively Assessed?* study, by Dan Goldhaber of the University of Washington and The Urban Institute and Emily Anthony of The Urban Institute, measured NBCT effectiveness by evaluating annual test scores of North Carolina students in third through fifth grade for three academic years between 1996 and 1999.

“This is extremely good news for our students because quality classroom instruction is at the heart of improving student achievement,” said **ASSISTANT STATE SUPERINTENDENT OF EDUCATION DR. EDDIE JOHNSON**, who oversees the state’s NBCT program. “Alabama consistently ranks among the top 10 states in the nation with the most Nationally Board Certified Teachers.” Johnson is referring to the state’s 632 NBCTs. There is a total of 32,130 NBCTs in the United States.

National Board Certification is a voluntary process, developed by the National Board for Professional Teaching Standards (NBPTS), and is achieved through a rigorous performance-based assessment taking nearly a year to complete. The assessment process measures a teacher’s subject-matter knowledge, provides evidence that teachers are fluent in effectively teaching their subjects to students, and demonstrates a teacher’s ability to manage and measure student learning.

The NBPTS program was launched in 1987. Alabama has participated since 1996.

Alabama’s current financial commitment to the program provides

money to pay application fees for the first 100 applicants and a \$5,000 annual salary increase for teachers achieving National Board Certification. The state’s financial commitment is reviewed annually by the state Legislature. Alabama uses NBPTS for reciprocity and certificate renewal.

The study was funded by the U.S. Department of Education. Since the mid-1990s, more than \$350 million has been spent on NBPTS certification without clear research indicating whether the more effective teachers were gaining certification.

Johnson further commented, “Hopefully, much of the ongoing controversy surrounding the costs and effectiveness of National Board Certification will be diminished following the release of this study.”

Click here to view the [Can Teacher Quality Be Effectively Assessed?](#) study. 🍏

“ THIS IS EXTREMELY GOOD NEWS FOR OUR STUDENTS BECAUSE QUALITY CLASSROOM INSTRUCTION IS AT THE HEART OF IMPROVING STUDENT ACHIEVEMENT. ”

– DR. EDDIE JOHNSON
Assistant State Superintendent of Education

FINDINGS OF THE STUDY

- ✓ Teachers achieving National Board Certification do a measurably better job in the classroom.
- ✓ Students of NBCTs improved an average of seven percent more on their year-end math and reading tests than students whose teachers attempted but failed to gain certification.
- ✓ The performance differential was most pronounced for younger and lower-income students whose gains were as high as 15 percent.



tiquette and proper table manners are often scoffed at by young people and adults alike. However, one group of students from Lineville High School is learning the finer points of dining as part of its co-op class. Eleventh-grade teacher **ANN THOMPSON** verses students in the art of culinary fine dining and proper etiquette befitting young ladies and gentlemen who are planning to co-op with area businesses next year.

The class members were recently treated to a business lunch at the Classic on Noble Restaurant in Anniston where they put their new manners to the test. Afterwards, Thompson gave her students a five-star rating. The lunch was financed from funds earned by the students who also operate the school store. 🍏

STATE BOARD OF EDUCATION DISTRICT 2 MEMBER: BETTY PETERS
CLAY COUNTY SCHOOLS SUPERINTENDENT: GENE MILLER
PRINCIPAL: JAMES YOUNG



ETIQUETTE



Students from Lineville High School dine at Classic on Noble. The class is learning business lunch etiquette and proper table manners as part of its school work.
*Photo by Trent Penny/
 The Anniston Star*



a-la-la, la-la...A joyful noise made by the Selma High School Choir can be heard quite often in Selma and the surrounding area. However, taking the show on the road has proven to be quite a kick, especially when it turns out to be a performance on a national daytime talk show.

Choir director **ALVIN TUCK** and his melodic students traveled to Chicago to tape a segment of the Oprah Winfrey Show, March 2. While on tour, the choir also performed in Detroit and Lansing, Michigan, and Cincinnati, Ohio. However, the Selma High School Choir is no stranger to fame. The choir won a New York competition last December and has also performed at prestigious venues such as Harvard University. 🍏

STATE BOARD OF EDUCATION DISTRICT 5 MEMBER: ELLA BELL
SELMA CITY SCHOOLS SUPERINTENDENT: JAMES CARTER
PRINCIPAL: JOE JAMES PETERSON, JR.

FA-LA-LA



“Give me a Quarter Pounder™ with cheese and a large drink,” said the voice on the speaker. “Would you like fries with that?” asked the teacher.

Yes, some teachers may have to moonlight, but the teachers at Danville-Neel Elementary School earned their extra pay to benefit their school. School faculty members and support workers volunteered to work a three-hour shift at the local McDonald's® in Hartselle, February 24. Forty-one hundred dollars (20 percent of the restaurant's profits plus donations) were raised for the school during the evening as the staff filled various duties including french-fry dropper, drive-thru operator, milk shake maker, and clean-up crew. 🍏

STATE BOARD OF EDUCATION DISTRICT 6 MEMBER: DAVID BYERS, JR.
MORGAN COUNTY SCHOOLS SUPERINTENDENT: DON MURPHY
PRINCIPAL: JEREMY JONES

“GIVE ME A QUARTER POUNDER™”



elping other students learn is the purpose of Holtville Middle School's SWAT team – SWAT stands for Students With the Ability to Tutor. The school's library media specialist, **AMY MORGAN**, created the program consisting of 13 seventh- and eighth-graders who were taught to assist struggling students with their reading skills. The SWAT team was then partnered with fifth-graders for two 30-minute tutoring sessions per week. Preliminary results from the program indicate the fifth-graders' average reading levels have increased from a second grade to a third grade level. 🍏

STATE BOARD OF EDUCATION DISTRICT 3 MEMBER: STEPHANIE BELL
ELMORE COUNTY SCHOOLS SUPERINTENDENT: BRUCE FULMER
PRINCIPAL: VERNA WEBB

SWAT TEAM



Caleb Veazey, 14, left, mentors Cody Sims, 12, as part of the Holtville Middle School Students With the Ability to Tutor (SWAT) program.

*Photo by David Alan Planchet/
 The Montgomery Advertiser*

E-mail your school's or school system's GOOD NEWS story to rwhite@alsde.edu.

RULES CHANGE FOR SPECIAL ED STUDENTS

On March 11, the Alabama Board of Education unanimously approved a new rule for students with disabilities allowing them to earn an Alabama High School Diploma if they pass all but one subject-area test on the *Alabama High School Graduation Exam* (AHSGE), meet all other high school graduation requirements, and obtain alternate documentation. For a student with a disability to qualify for this diploma option, the high school principal, school guidance counselor, and special education teacher must verify the required alternate documentation. Students with disabilities must also have met the following requirements:

1. Completed all required course credits for the Alabama High School Diploma
2. Documented the disability(s) in the subject-area test of the AHSGE not passed
3. Participated in remediation activities
4. Met attendance requirements
5. Held a cumulative "C" grade average

The state Board heard testimony from parents, grandparents, and special education professionals. "This is a very needed rule and one that I totally support. Not only will it benefit my child but many others in the state," said one parent whose child is diagnosed with a learning disability in reading and math, but has an IQ of 108. "My child could have dropped out of high school at 16 but has worked hard to stay

“ IT’S A
RED-LETTER DAY
FOR SPECIAL NEEDS
STUDENTS IN
THIS STATE. ”

— DR. MARY JANE CAYLOR,
State Board of Education Member,
District 8.
A veteran educator of 41 years,
Dr. Caylor is a former special
education teacher and coordinator
as well as a former
local superintendent.



in school because he wants, and is determined to get, a high school diploma and the success he’s been looking for.” Testifying to that same determination, a grandfather told of his granddaughter who has attempted to pass the math portion of the AHSGE nine times.

GAYLE JONES, Talladega County Special Education Coordinator, stated to the board, “You have the authority today to truly make a difference

in the lives of students with disabilities while still maintaining the high standards you’ve established.” Jones has been an educator for 27 years and is president of the Council of Administrators for Special Education (CASE).

The specific rule change to the *Alabama Administrative Code* states, “Any student with a disability(s), as defined by the *Individuals with Disabilities Education Act Amendments of 1997* (IDEA), shall take the AHSGE with or without state-approved accommodations (according to the Individualized Education Program [IEP] Team) through the 12th grade.” The flexibility granted under this new rule is retroactive to first-time ninth-graders in the 1997-98 school year (Class of 2001) and applies only to students with disabilities.

(Continued at top of next page)

“ WE ARE EXCITED
ABOUT THE INCREASED
OPPORTUNITIES THAT
WILL BE AVAILABLE TO
OUR TITLE I STUDENTS
THROUGHOUT
THE STATE. ”

— MAGGIE RIVERS
Federal Programs Coordinator
Alabama Department of Education

ALABAMA WILL RECEIVE \$8 MILLION MORE IN TITLE I FUNDS

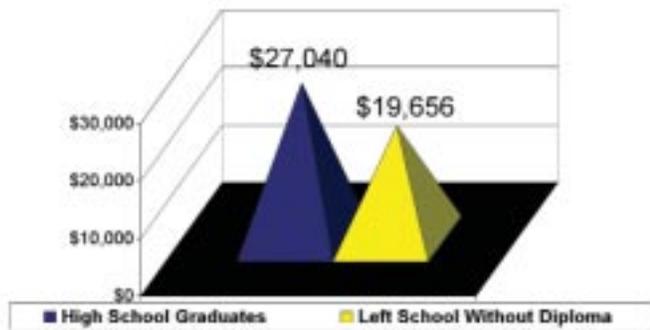
Increased Title I funding will continue to benefit low-income students by offering them more academic support and learning opportunities. Congress appropriated \$12.3 billion in Title I funding for the 2004-05 school year – a 5.59 percent increase from 2003-04. Consistent with the *No Child Left Behind Act of 2001* (NCLB), Title I allocations are based on the best available data regarding numbers and locations of low-income students. In this case, the figures are based on Census Year 2000 data.

In October, \$8 million additional dollars will be allocated to Alabama Title I schools. Title I funds target high-poverty school systems facing the greatest academic challenges in helping students meet state academic standards. 🍏

For the most part, the rule affects high-performing students with specific learning disabilities or sensory impairments. This new rule provides flexibility for those students who have exhibited hard work and success in school and who may continue in a successful college and/or work career, but whose disability(s) prevents them from passing one section of the AHSGE.

To qualify under the state Board's new rule, a student must be evaluated and determined eligible to receive special education services under one of the following 13 disability categories:

- 1. Autism
- 2. Deaf-Blindness
- 3. Developmental Delay
- 4. Emotional Disturbance
- 5. Hearing Impairment
- 6. Mental Retardation
- 7. Multiple Disabilities
- 8. Orthopedic Impairment
- 9. Other Health Impairment
- 10. Specific Learning Disabilities
- 11. Speech and Language Impairment
- 12. Traumatic Brain Injury
- 13. Visual Impairment

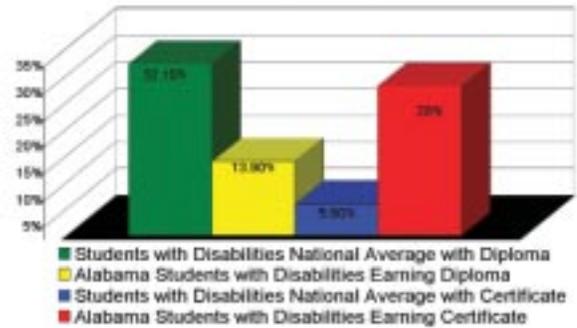


2001 Average Earnings as Reported by U.S. Department of Labor

In 2001, the U.S. Department of Labor reported the earning power of high school graduates as almost \$8,000 more than those who left school without a diploma.

“Alabama’s high school graduation requirements are among the most stringent in the nation. This rule does not lower those standards, but legitimately addresses the needs of some very hard-working and deserving students with disabilities,” said **DR. JOSEPH B. MORTON**, Interim State Superintendent of Education. “The new rule authorizes procedures to ensure a student has mastered the academic requirements necessary to earn a diploma,” added Morton.

ALABAMA DEPARTMENT OF EDUCATION SPECIAL EDUCATION DIRECTOR DR. MABREY WHETSTONE said, “This action by the state Board will greatly benefit many students in Alabama – the ‘cream of the crop’ who have had the determination, desire, and work ethic to stick it out.” 🍏



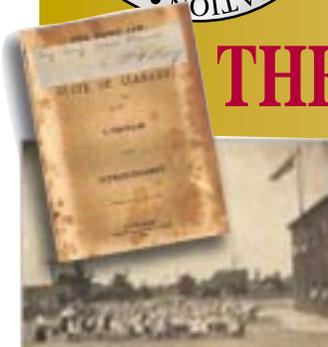
Education Week (January 8, 2004)

According to the January 8, 2004, issue of *Education Week*, Alabama students with disabilities have the lowest graduation rate – 13.9 percent – in the nation. The national average is 32.1 percent. At 28 percent, Alabama has the second highest rate of giving graduation certificates. The national average is 5.9 percent.



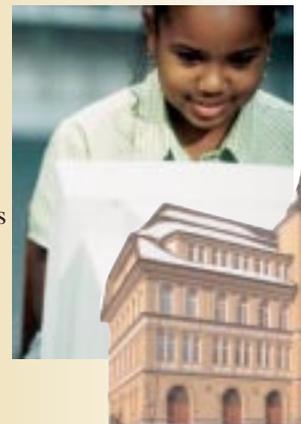
ALABAMA DEPARTMENT OF EDUCATION MARKS 150 YEARS

THEN – 1854



The state Legislature established a public school system under the leadership of the first Superintendent of Education, **WILLIAM F. PERRY**

NOW – 2004



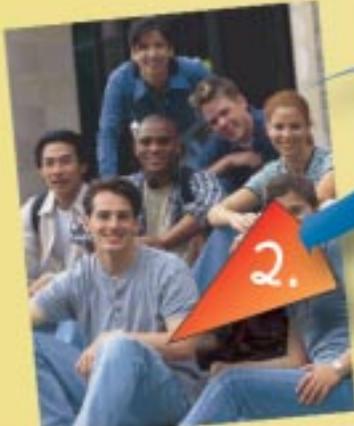
The Alabama Department of Education is governed by a nine-member state Board of Education under the leadership of the 39th Superintendent of Education, **INTERIM STATE SUPERINTENDENT OF EDUCATION DR. JOSEPH B. MORTON**

- 1856 – State Population = 717,073
- 1856 – Number of Public Schools = 1,152
- 1856 – Number of Students = 89,160
- 1856 – Number of Teachers = 1,195

- 2004 – State Population = 4,464,356 (2001 U.S. Census)
- 2004 – Number of Public Schools = 1,529
- 2004 – Number of Students = 730,000
- 2004 – Number of Teachers = 47,317

ALL STUDENTS

All students are those who have been enrolled in the school or local school system for a “full academic year” – enrolled as of October 1 and remain enrolled as of the first day of the state testing window. Those not enrolled in school or the local school system for a “full academic year” will be included at the state level for accountability.



ADEQUATE YEARLY PROGRESS (AYP)

All student subgroups, public schools, and local school systems will be expected to reach proficiency by 2013-2014. Whether student subgroups, schools, and local school systems make AYP will be determined as follows:

- a. **Students in the aggregate and each subgroup must meet or exceed the state’s annual measurable objectives.**
- b. **Students in the aggregate and each subgroup must have at least a 95 percent participation rate.**
- c. **Students in the aggregate must meet the state’s requirements for other academic indicators. (See Additional Indicators.)**

The accountability program will incorporate the following procedures in order to increase reliability of decisions:

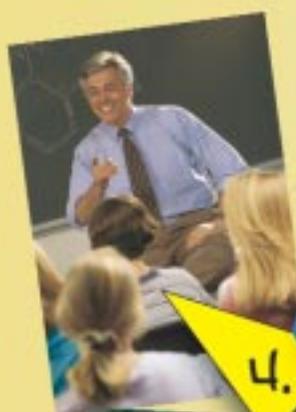
- a. **Uniform averaging (use either current year or average of most recent three years, including the current year)**
- b. **Safe harbor (decrease by 10 percent from preceding year those not meeting Level III and Level IV)**

For implementation beginning in the 2003-2004 school year, statewide annual measurable objectives will be established identifying the minimum percentage of students who must meet or exceed Level III. Intermediate goals requiring equal increases in 2005-06, 2007-08, 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14 also will be established.



ANNUAL DECISIONS

The accountability program determines annually the progress of schools and local school systems.



SUBGROUP ACCOUNTABILITY

All the required student subgroups (economically disadvantaged, major racial/ethnic groups, students with disabilities, and students with limited English proficiency) will be included. Schools and school systems will be held accountable for the progress of student subgroups. A minimum number of 40 students will be required in order for a subgroup to be included in accountability for a school or school system. (No scores will be reported for groups with less than 10 to protect the privacy of individual students.)



PRIMARILY ACADEMIC ASSESSMENTS

The accountability program, once all components are in place, will be based primarily on academic assessments.

- **Passing all required subject areas of the *Alabama High School Graduation Exam (AHSGE)***
- **Reading** **Grades 3-8 and 11**
- **Mathematics** **Grades 3-8 and 11**
- **Writing** **Grades 5, 7, and 10**
- **Science** **Grades 5, 7, and 11**

Note: For reports based on 2003-2004 assessments, the accountability plan will only include reading and mathematics in Grades 4, 6, 8, and 11.



ADDITIONAL INDICATORS

The high school graduation rate (90 percent goal) will be calculated by defining a graduate as being a student who completes state-approved graduation requirements for a diploma, excluding GED and non standards-based certificates. The projected four-year dropout rate will be used in lieu of graduation rate until data becomes available allowing disaggregation of the graduation rate.

The attendance rate for elementary and middle schools (95 percent goal) will be calculated by the number of days present divided by the number of days enrolled times 100.

Schools and school systems will be considered to have made AYP on the additional indicator(s) if they make improvement toward the goal or meet the goal.



NEW

SEPARATE DECISIONS BY SUBJECT

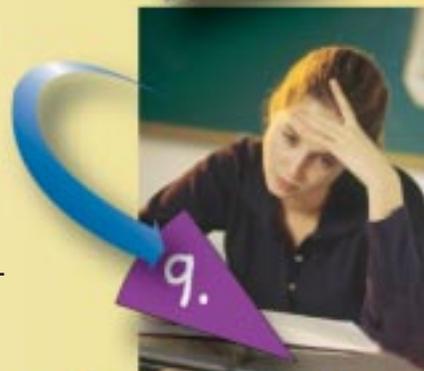
The accountability system holds subgroups, schools, and school systems separately accountable for reading, math, writing, science, and passing all required subject-area tests of the AHSGE. For 2003-2004 reports, only reading and mathematics will be used for accountability.



SYSTEM VALIDITY AND RELIABILITY

Reliable and valid decisions will be produced and a plan for addressing changes in the assessment and student population will be put in place.

Newly developed criterion-referenced assessments will be phased in as they are developed. If standards are changed, a new baseline and growth trajectory will be established using new cut scores. New schools will be held to the required annual measurable objective in effect for the first full year in existence.



PARTICIPATION RATE

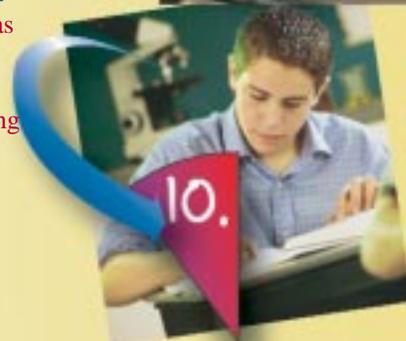
CALCULATION OF THE STATE ASSESSMENTS PARTICIPATION RATE (EXCEPT THE AHSGE):

The number of students with test results divided by the number of students enrolled as of the first day of the testing window – the 120-day enrollment for 2003-2004.

CALCULATION OF THE AHSGE PARTICIPATION RATE:

The number of Grade 11 students enrolled according to the first day of the state testing window who either have previously passed the AHSGE or who attempted the state assessment in the spring of Grade 11 divided by the number of Grade 11 students enrolled as of the first day of the testing window – the 120-day enrollment for 2003-2004.

A 95 percent participation rate will be required if the group size is 40 or more. Schools that do not meet the minimum requirement of 40 in the aggregate will be required to test at least two less than their enrollment.



“

IT'S TIME TO MAKE THE NCLB LAW SUCCESSFUL. WE NEED TO CREATE AN AMERICAN PUBLIC EDUCATIONAL SYSTEM THAT MATCHES THE VISION OF THIS LAW, WHERE WE STRIVE FOR EXCELLENCE WITHOUT EXCLUSION, WHERE OUR CHILDREN ACHIEVE GREATNESS RATHER THAN GREATLY UNDERACHIEVING, AND WHERE 10 OR 20 YEARS FROM NOW A NEW GENERATION OF ADULTS REALIZES THAT WE GAVE THEM A BETTER LIFE BECAUSE WE HAD COURAGE AND CONVICTION.

”

– U.S. Secretary of Education Rod Paige's comments from the Feb. 27, 2004, edition of the Washington Post

(Continued on Page 8)

**ALABAMA STUDENT ASSESSMENT PROGRAM
2003-2004**

GRADE	ASSESSMENT
K-2 *	DIBELS (Reading) <i>Alabama Alternate Assessment</i>
3	Stanford 10 (Reading, Language, & Math) OLSAT 8 <i>Alabama Alternate Assessment</i>
4	Stanford 10 (Reading, Language, & Math) <i>Alabama Reading and Mathematics Test **</i> OLSAT 8 <i>Alabama Alternate Assessment</i>
5	Stanford 10 (Reading, Language, Math, & Science) OLSAT 8 <i>Alabama Direct Assessment of Writing: Grade Five</i> <i>Alabama Alternate Assessment</i>
6	Stanford 10 (Reading, Language, Math, & Social Science) <i>Alabama Reading and Mathematics Test **</i> OLSAT 8 <i>Alabama Alternate Assessment</i>
7	Stanford 10 (Reading, Language, Math, & Science) OLSAT 8 <i>Alabama Direct Assessment of Writing: Grade Seven</i> <i>Alabama Alternate Assessment</i>
8	Stanford 10 (Reading, Language, & Math) <i>Alabama Reading and Mathematics Test **</i> OLSAT 8 <i>Alabama Alternate Assessment</i>
10	Pre-Graduation Examination (Grade 11 content) <i>Alabama Direct Assessment of Writing: Grade Ten</i> <i>Alabama Alternate Assessment</i>
11	Alabama High School Graduation Exam <i>Alabama Alternate Assessment</i> <i>Alabama Occupational Diploma Portfolio ***</i>

* Grade 3 at option of LEA

** Stanford 10 also must be administered in order to get scores for this test

*** To be assessed using Alabama Alternate Assessment

(Continued from Page 7)

The criteria for academic status incorporates the *No Child Left Behind* requirements as well as extends those requirements to include other state-mandated, criterion-referenced assessments.

The results of the 2003-2004 assessments will be used to establish the baseline. For this year, those scoring at or above the baseline will be considered to have made AYP. Those scoring below the baseline will be considered to have not made AYP based on the following assessments:

- **Alabama Reading and Mathematics Test (ARMT) (Grades 4, 6, and 8)**
- **Alabama High School Graduation Exam (Grade 11)**
- **Alabama Alternate Assessment (AAA) (Grades 4, 6, 8, and 11)**

The results of these assessments will be reported separately for reading and mathematics for all students and disaggregated for the following subgroups:

- **Economically disadvantaged**
- **Major racial/ethnic groups**
- **Students with disabilities**
- **Students with limited English proficiency**

Other academic indicators will include reaching or making the improvement toward the following goals:

- **95 percent attendance rate for Grades 3-8**
- **Four-year projected dropout rate (in lieu of graduation rate) for Grade 12 (10 percent goal)**

The baseline, to be established this spring, will be the higher of the following:

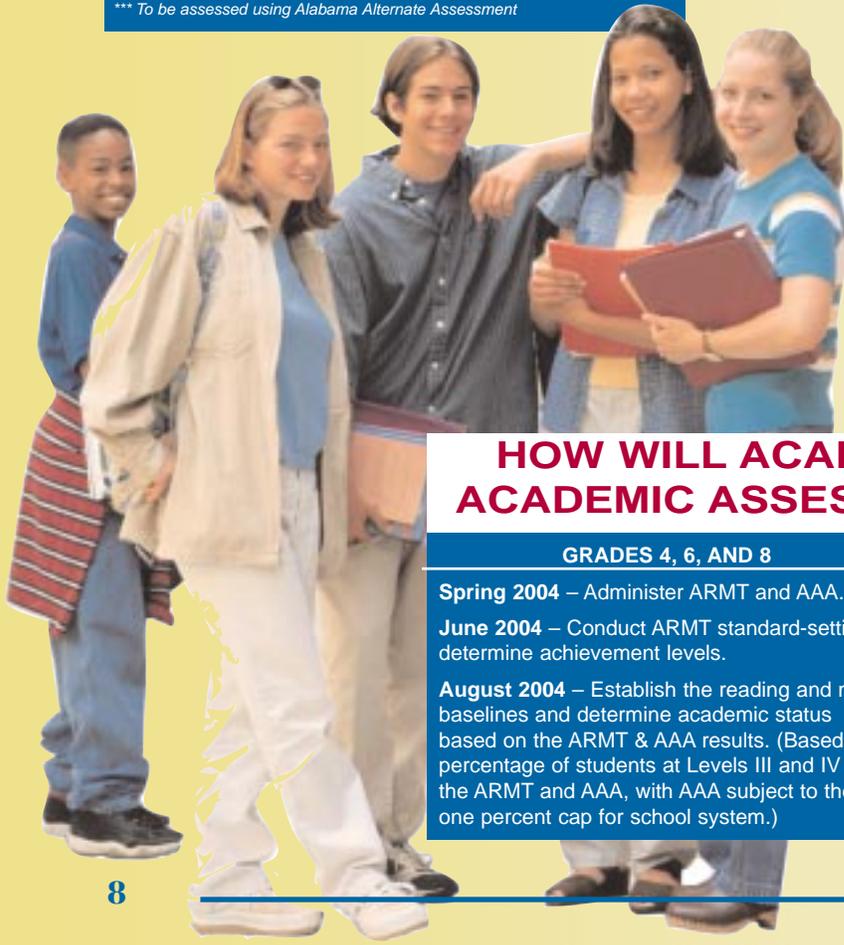
- **Performance of the lowest performing subgroup statewide OR performance of the 20th percentile school in the state**

WHO WILL BE INCLUDED IN THE DETERMINATION OF ACADEMIC STATUS?

All students enrolled on the 120-day enrollment report will be included in calculations for the participation and attendance rates and calculations for the AHSGE reading and math test scores. All students enrolled in the school or school system for a “full academic year” will be included in the calculations for the reading and math ARMT test scores. All schools, including K-2 schools, will receive a status from these results in August. 🍏

HOW WILL ACADEMIC STATUS BASED ON ACADEMIC ASSESSMENTS BE DETERMINED?

GRADES 4, 6, AND 8	GRADE 11
Spring 2004 – Administer ARMT and AAA.	Spring 2004 – Administer AHSGE and AAA.
June 2004 – Conduct ARMT standard-setting to determine achievement levels.	June 2004 – Determine the Grade 11 individual cumulative passing status for reading and math separately.
August 2004 – Establish the reading and math baselines and determine academic status based on the ARMT & AAA results. (Based on percentage of students at Levels III and IV of the ARMT and AAA, with AAA subject to the one percent cap for school system.)	August 2004 – Establish the reading and math baselines and determine the academic status based on the AHSGE and AAA results. (Based on the percentage of students passing the AHSGE and percentage of students at Levels III and IV of the AAA, with the AAA subject to the one percent cap for a school system.)



NEW FLEXIBILITY IN BECOMING HIGHLY QUALIFIED

Recently the U. S. Department of Education released three new policies giving teachers greater flexibility for meeting the highly qualified teacher (HQT) requirements of the *No Child Left Behind Act of 2001* (NCLB). State Department of Education staff members have been working diligently since that announcement to determine its applicability to teachers in Alabama.

As states continue to prepare to meet the 2005-06 deadline for ensuring their teachers meet the HQT requirement, many voiced numerous concerns. The Teacher Assistance Corps (TAC), a group of 45 educators and national experts selected by the USDE, traveled the nation to support state efforts in meeting HQT. After receiving valuable input from state educators, TAC came to the conclusion many states were not utilizing the full flexibility in NCLB. U.S. SECRETARY OF EDUCATION ROD PAIGE explained, “We are responding with changes that make sense, supporting state efforts to strengthen teacher quality and aiding the professionals in the classroom, while also ensuring that the highest standards for qualified teachers – so imperative to student success – remain intact.”

“This new flexibility will not only benefit teachers and administrators, but more importantly our students will receive the greatest impact,” said ALABAMA DEPARTMENT OF EDUCATION TEACHER EDUCATION AND CERTIFICATION DIRECTOR DR. JAYNE MEYER.



There is no change to special education at this time. The HQT requirements apply only to teachers providing direct instruction in core academic subjects. However, local Alabama school systems may use the options available for elementary teachers in the Alabama Model, including the High Objective, Uniform State Standard of Evaluation (HOUSSE) option or the content test, for any special education teacher who is not teaching core academic subjects for which academic credit is earned toward a high school diploma. Congress, in the context of the *Individuals with Disabilities Education Act* (IDEA) reauthorization, is considering modifying how the HQT provisions of NCLB apply to special education teachers.

[Click here](#) to view the new USDE Web site created to support America’s teachers. This site includes information on the TAC, state initiatives, and professional development resources.

[Click here](#) to view Alabama’s HQT guidelines. 🍏

“ THIS NEW FLEXIBILITY WILL NOT ONLY BENEFIT TEACHERS AND ADMINISTRATORS, BUT MORE IMPORTANTLY OUR STUDENTS WILL RECEIVE THE GREATEST IMPACT. ”

– DR. JAYNE MEYER
Director
Teacher Education and Certification
Alabama Department of Education

CATEGORY	USDE HQT POLICY	ALABAMA HQT POLICY
RURAL TEACHERS	Teachers in eligible, rural school districts who are highly qualified in at least one subject will have three years to become highly qualified in the additional subjects they teach. Teachers must also be provided professional development, intense supervision, or structured mentoring to become HQ in those additional subjects.	The NCLB Title VI definition of “rural” to determine the impact and applicability of the new flexibility for rural teachers in Alabama school systems is yet to be determined. The Alabama Department of Education is in discussions with the USDE. Further guidance related to this point will be provided as early as possible.
SCIENCE TEACHERS	Based on certification requirements, science teachers will be allowed to demonstrate they are highly qualified either in “broad field” science or individual fields of science (such as biology, chemistry, or physics). This flexibility may not be extrapolated to the area of social science.	Alabama is already implementing the “new” flexibility for science teachers based on our pre-NCLB certification category for General Science. Teachers who hold General Science certification and are assigned to teach a subject covered by that certification may demonstrate that they are highly qualified in the “broad field” of science.
CURRENT MULTI-SUBJECT TEACHERS	The HOUSSE option may be used for current, multi-subject teachers to demonstrate through one process they are highly qualified in each of their subjects and maintain the same high standards in subject-matter mastery.	Alabama is already implementing the intent of the new flexibility for current multi-subject teachers.

FAMOUS ALABAMIANS FEATURED IN CAREER/TECH POSTER CAMPAIGN

“

OUR NEW POSTERS HAVE REALLY GENERATED A LOT OF EXCITEMENT AS PERCEPTIONS OF CAREER/TECHNICAL EDUCATION CHANGE. THE SALARY INFORMATION POSTER, FEATURING BENJAMIN FRANKLIN, PROVIDES STUDENTS WITH A COMPARISON OF CAREER AND SALARY OPTIONS.

— **NANCY BEGGS**
Director
Career/Technical Education
Alabama Department of Education

”



Career/technical education directors from across Alabama met in Montgomery to discuss innovative ideas on February 18. During the meeting, directors received an educational media kit filled with CDs, DVDs, how-to guides, and bundles of posters featuring some of Alabama’s most recognizable entertainers and sports legends who received career/tech instruction in the state’s public schools.

Television and movie actress **COURTENEY COX ARQUETTE**, Heisman Trophy winner and all-star athlete **BO JACKSON**, and Grammy award-winning entertainer **LIONEL RICHIE** are featured in the career/tech poster campaign.

Courtney Cox Arquette co-stars in the hit television sitcom *Friends*. She has appeared in numerous television commercials and movies, including *Ace Ventura: Pet Detective* and *Scream*. Cox Arquette also appeared in

Bruce Springsteen’s *Dancing in the Dark* music video. She attended Mountain Brook High School in the Mountain Brook School System.

All-star athlete and entrepreneur Bo Jackson is a professional football and baseball legend. While playing football at Auburn University he was named Sugar Bowl Most Valuable Player and *Sporting News* Player of the Year. Jackson was a first-round draft pick in the National Football League and a fourth-round draft pick in Major League Baseball. He attended McAdory High School in the Jefferson County School System.

Five-time Grammy award winner Lionel Richie has sold more than 100 million albums worldwide and recorded nine number one pop hits. He began his career with the music group the Commodores and went on to win an Academy Award in the Best Original Song category. Richie co-wrote the USA For Africa benefit

single “We Are The World,” raising millions of dollars for famine relief. He attended Tuskegee Institute High School, is a graduate of Tuskegee University, and was recently honored with a star on the Hollywood Walk of Fame in Hollywood, California.

The career/technical education *Celebrities of Distinction* poster campaign was designed to identify Alabamians who have had notable success in their professions, communities, and personal lives. These selected celebrities serve as role models for Alabama’s students and future career/tech graduates. The posters are located in high schools across the state where career/technical education courses are offered.

To learn more about the *Celebrities of Distinction* campaign or any of the great educational opportunities offered by Alabama’s career/tech programs, call 334-242-9111 or [click here](#). 🍏

CHIQUITA MARBURY TECHNOLOGY INNOVATION AWARD

The Alabama Department of Education has created the “Chiquita Marbury Technology Innovation Award” in honor of **CHIQUITA MARBURY**’s invaluable years of service as a technology innovator in Alabama. Ms. Marbury (1952-2002) was a passionate visionary in technology integration and led the charge to help educators in the state toward improved teaching, leading, and learning through technology. Ms. Marbury served as the director and original organizer of the successful statewide training initiative Technology in Motion.

We are looking for educators who reflect this same passion and who are

exemplary models of innovation in technology. If you know one or more people who meet these criteria, please [click here](#) to complete the form.

Nominations will not be accepted after April 30. Winners and those who nominated them will be notified by June 1. You may nominate an educator from the following four areas:

- Teacher
- School Administrator
- System Technology Coordinator
- Superintendent

The winner will receive a trophy at the Alabama Educational Technology Conference in Birmingham, June 16. 🍏



**Chiquita Marbury
Outstanding Technology
Innovation Award
2004**

In memory of
Chiquita Ann Marbury
Visionary, Leader, Teacher, Friend

PROFESSIONAL DEVELOPMENT AND RESOURCES

The National Energy Education Development (NEED) Project is providing sponsorships through an Alabama Department of Economic and Community Affairs (ADECA) grant to its 2004 National Energy Conferences for Educators. The July conferences are located in Maryland, Texas, and California. For more information, call 1-800-875-5029 or [click here](#). **Registration Deadline: April 15**

The Alabama Department of Education 2004 Mega Conference will be held July 13-16 at the Mobile Convention Center. [Click here](#) for conference information. **Pre-Registration Deadline: April 16**

The USA Today 2004 All-USA Teacher Team is a recognition program for K-12 educators. Team members serve as representatives of outstanding teachers across the nation. To visit the Web site, [click here](#). **Deadline: April 19**

The Leadership Academy for Math, Science, and Technology (LAMST), July 12-16, in Huntsville, will offer training to help schools improve math and science instruction in Grades K-5 in regions not served by the Alabama Math, Science, and Technology Initiative (AMSTI). School teams, each composed of a school principal, math teacher, and science teacher, can participate in the academy. For more information about LAMST, including an application form, [click here](#) or call Cindy Hester at 334-353-9151.

AWARD AND GRANT OPPORTUNITIES

Sidewalk’s Student Filmmaking Competition is open to students in Grades 7-12. [Click here](#) to apply online or call Catherine at 205-324-0888. **Deadline: April 30**

Education’s Unsung Heroes Awards Program recognizes K-12 educators for their innovative teaching methods, creative educational projects, and ability to make a positive influence on the children they teach. For more information, [click here](#). **Deadline: April 30**

The Preserve America History Teacher of the Year Award honors a history teacher in each of the fifty states, the District of Columbia, Department of Defense, and United States Territories. Contact Susan R. DuBose, Alabama Department of Education, at 334-242-8059 or [click here](#). **Deadline: May 10**

The Horace Mann Scholarships for Educators provide funds to help teachers continue their education. Applicants must have a minimum of two years’ teaching experience. [Click here](#) for program guidelines and an online application or call 1-800-999-1030. **Deadline: May 15**

APRIL



CHILD ABUSE PREVENTION MONTH

2-3	Alabama Technology Student Association State Conference
5-16	Alabama Reading and Math Test Administration
8	Alabama Board of Education Meeting
14-15	FBLA State Conference
17	Praxis II Administration
22	Alabama Board of Education Work Session
29-30	SkillsUSA-VICA State Leadership & Skills Conference

MAY



**NATIONAL MENTAL HEALTH MONTH
NATIONAL SAFE KIDS MONTH**

3-9	National Teacher Appreciation Week
4	National Teacher Day
13	Alabama Board of Education Meeting
27	Alabama Board of Education Work Session
31	State FFA Convention Begins



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ALABAMA EDUCATION NEWS

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TEACHER OF THE MONTH FOR APRIL

LINDA JARZYNIECKI is April's Teacher of the Month. Representing state Board of Education District 5, Jarzyniecki is a math teacher and math department chairman at Greenville High School in the Butler County School System. Jarzyniecki and her school each receive \$1,000 from ALFA Insurance Co. and the Alabama Farmers Federation.



LINDA JARZYNIECKI

Jarzyniecki's math classroom is a multicultural experience for her students. They learn about numbers in English, Chinese, and Russian, and also learn about the world. An Iranian student explains to the class about the two different sects of Muslims and the differences in Iran and Iraq. This student, who fled Iran's oppressive government with his family, tells his classmates that the United States is his model for freedom. Jarzyniecki's students learn about the relevance of numbers when they are applied to the majority or minority of a population and how numbers can control a government on the other side of the globe. 🍏

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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Copies available in Braille or other forms upon request.