



ALABAMA EDUCATION NEWS

NEWS AND ISSUES IN ALABAMA PUBLIC EDUCATION, K-12

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BP Oil Disaster Takes its Toll on Alabama Education Funding

The well is closed off, and much of the visible oil has been cleaned or removed. But, after spewing close to five billion gallons of oil into the Gulf of Mexico, the residual effects of the spill continue to have a negative effect on Alabama's 745,046 school-aged students and the revenue that funds their education.

\$148,000,000

The amount of the first bill submitted to BP to cover losses of state tax receipts

ALABAMA'S PUBLIC SCHOOLS depend on the tax receipts from state sales and income taxes and the Gulf Coast is a major supplier of that revenue. The Gulf Coast is the third largest supplier of seafood to the United States and loss of revenue affects schools, families, and entire communities. The catastrophic effects of the British Petroleum (BP) oil spill in the Gulf of Mexico have caused unequivocal financial difficulties stretching far beyond Alabama's coastal borders.

Alabama has a unique education funding structure, receiving most of its revenues from sales and income taxes. Therefore, schools are adversely affected by circumstances that slow down employment and/or sales. The Gulf Region has experienced a disastrous drop in tourism since the BP oil spill captured the attention of the entire nation.

"The Education Trust Fund (ETF) is a fund composed of ten different taxes collected at the state level and dedicated to funding public education in Alabama from Pre-K to Medical School. The primary taxes are personal and corporate income taxes, a 4% statewide sales tax, and a utility tax," said STATE SUPERINTENDENT OF EDUCATION JOSEPH B. MORTON. "Each of these has its own unique impact on the Trust Fund. When one or more of these taxes are reduced, the Trust Fund suffers and has less accumulated tax receipts to fund education in Alabama."

Economic experts such as DR. KEIVAN DERAVID of Auburn University Montgomery have been working on a model that incorporates lost revenues to the ETF per month, so the state can send a monthly bill to BP. This comprehensive model focuses on the loss of revenue to the state's Education Trust Fund.

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Alabama students continue to do well despite more rigorous federal standards.

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Students are feeling the impact of the downswing in our economy.

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BP Oil Disaster Takes its Toll on Alabama Education Funding

Dr. Deravi has researched the lost revenues by reviewing countless businesses' records and conducting interviews with business owners, among other inquiries. Declining property values, the lack of occupied rental units, and other indicators of an unhealthy Gulf Coast economy were investigated to use within the calculation of lost revenue.

The first bill to BP for the period dated from May through September is in the amount of \$148 million and has been delivered by Governor Riley. Monthly bills, based on the same period



from previous years, will be sent to BP until the Gulf Coast economy has returned to normal. The bills will run about 45-60 days behind the time period covering the bill in order for actual tax receipts to be checked at the state and local levels.

BP's promise to pay all legitimate claims and the return of lost state revenue is crucial to the school districts. Fiscal Year 2010 ends on September 30 and local school districts are dependent on summer revenue to pay for expenditures. "With the oil spill well now capped," Morton indicated, "next summer has the potential to see tax revenues bounce back and we pray they do. However, the strongest prayers are for restitution of 2010 taxes that were lost so our students will not continue to suffer educationally."

"Glocal" Contest Promotes Cultural Appreciation and Understanding

ALABAMA MIDDLE AND HIGH SCHOOLS are encouraged to participate in an annual Art & Essay Contest organized by co-sponsors, the Istanbul Center of Georgia and Peace Valley Foundation of Alabama.

The Istanbul Center is a 501©3 non-profit, non-governmental, and non-partisan organization established in 2002 to promote better understanding and closer relations between individuals and communities in Atlanta and the Southeast U.S. The Istanbul Center engages the public in dialogue through its three main departments: Education, Culture, and Humanitarian Works. This is a unique opportunity for young people to think about global and local ["glocal" (global + local)] issues and learn about other cultures.



This Contest is part of Center's educational programming and is open to all middle and high school students in the Southeast U.S. It asks students to reflect on a yearly theme - this year's contest theme being "Empathy: Walking in Another's Shoes." The 2009-2010 Contest under the theme of "Who's My Neighbor?" received 2,002 submissions from 140 schools in 51 counties in Georgia, an increase of nearly 100% from the previous year's 1,033 submissions. This year, the contest expands to the entire Southeast Region, including Alabama, Florida, Georgia, South Carolina, and Tennessee.

Winning participants are honored at a prestigious awards ceremony, and the top winners are given a 10-day cultural trip to Turkey over the summer months. The contest is supported and sponsored by the Alabama Department of Education and the United Nations Alliance of Civilizations.

Some of the benefits of the contest for students and teachers:

- Adheres to state and national standards
- Mimics the state writing test for the Essay section of the Contest in its very structure and goal
- Builds civic leadership in students
- Encourages deep thinking about social problems
- Promotes/uses critical and abstract thinking about complex social issues
- Facilitates dialogue throughout all student groups, ethnicities, and races that acts as a force for moderation in the future
- Is a local grassroots endeavor sponsored by the United Nations Alliance of Civilizations Secretariat in New York

The Alabama Statewide Contest will accept the submissions until October 1, 2010, for the artworks and the essay compositions. [CLICK HERE](#) for complete details.

2010 Art and Essay Contest
Partners and Sponsors:



Over Seventy-Five Percent of Alabama Schools Make AYP Despite Steeper NCLB Standards

Non-Title I schools decrease number in school improvement

Every year, requirements to meet Adequate Yearly Progress (AYP) goals increase and become more difficult to obtain. Yet, despite the elusive AYP goals, more than seventy-five percent (75.13%) of Alabama public schools made their AYP goals as identified by the federal No Child Left Behind Act of 2001 (NCLB). Out of 1,375 Alabama public schools, 1,033 schools met 100 percent of their AYP goals.

“As the deadline of 2014 gets closer, the requirement of perfection gets closer. Having the ‘requirement’ of *No Child Left Behind* that every student in America be proficient in reading and mathematics is very different than the ‘goal’ aspiring that every student hit that mark,” stated STATE SUPERINTENDENT OF EDUCATION JOSEPH B. MORTON. “Every year the bar gets higher and higher and every year Alabama students show improvement. The challenge is to have our improvement trajectory be the same increase as the annual goal requirement trajectory.”

“While every state in America is required to have 100 percent compliance with the law, no state will be able to meet that requirement because there is no leeway in the requirement of 100 percent of the students in our nation meeting the challenge,” Morton stated as he called for the reauthorization of the *No Child Left Behind Act* currently in Congress to include a growth model compliance that recognizes states such as Alabama that have shown academic improvements.

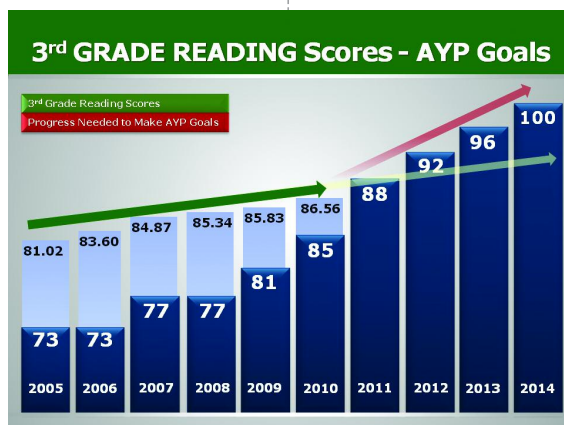
This year, 51 school systems and 342 schools did not achieve 100 percent of their individual goals. Of those 51 school

systems, 50 did not meet the goal for the special education student group only in the elementary and middle grade span. In the 11-grade span, other subgroups not meeting the AYP goal include special education, limited-English proficient students, Black, Hispanic, White, and students receiving free or reduced meals. Alabama’s AYP graduation rate goal is 90 percent or meets the improvement target.

Alabama schools missed the graduation rate goal of 90 percent with approximately 87 percent graduating for the class of 2009, but still made more than 1 percent improvement from the

previous year, which allowed Alabama to meet the improvement target.

The good news is that reading and mathematics scores have continued to increase across time in Grades 3-8. For example, Alabama’s 3rd-grade reading scores for all students continue to surpass AYP goals. For 2010, the percentage of proficient Alabama students in Grade 3 is 86.56 percent, surpassing the NCLB requirement for 2010 of 85 percent proficient. From 2005 to 2010, Alabama students’ proficiency (based on ARMT) in reading and mathematics increased.



SCHOOLS REQUIRED TO ACHIEVE 100 PERCENT OF AYP GOALS

Under the NCLB law, schools must meet 100 percent of their respective annual goals in all student groups to be identified as having achieved AYP. As a result, missing just one goal will prevent a school from making AYP. NCLB requires schools to meet annual goals in the academic achievement of the overall student population and by student groups, including economic background, race/ethnicity, limited-English proficiency, and special education.

In all, there are 37 different configurations of students possible. Should a school have all 37 student configurations, the school is required to have each make AYP. Should only one student subgroup not meet the AYP requirement, then the school does not make AYP.

SCHOOL IMPROVEMENT

It takes two years of not making AYP to be designated a “School Improvement” school. Likewise, it takes two years of positive growth and of making AYP for a school to progress out of “School Improvement” status.

This year, 127 schools are identified for School Improvement. That is an increase of 5 from 2009. Those schools missing AYP for at least two consecutive years will receive specific training and technical assistance through the State Support Team, which will help schools analyze their assessment data and develop a continuous improvement plan.

Every year the bar gets higher and higher and every year Alabama students show improvement.

– State Superintendent of Education Joseph B. Morton

Accountability results, assessment results, and a listing of all schools, including their respective AYP and School Improvement status can be found on the [Alabama Department of Education’s website](#) under “Accountability Reporting.” Use drop-down menus to locate various reports. ●

Educator Effectiveness and Innovation Schools Resolutions Pass

On May 27, 2010, the Alabama State Board of Education passed two resolutions to examine the topics of teacher/principal effectiveness and school innovation.

Educator Effectiveness is the topic addressed by the first resolution. A committee, comprised of individuals from all education associations, the business and industry community, and participating non-profits, will develop definitions of teacher/principal effectiveness, determine how to fairly measure effectiveness, and outline how to use

We are already receiving great and innovative ideas from schools and school systems

– Dr. Tommy Bice, Deputy Superintendent of Education

effectiveness measures to improve teacher and principal quality.

The committee's recommendations will be submitted to the State Superintendent and the State Board of Education next spring, in anticipation of a vote before fall 2011.

The second resolution, **Innovation Schools**, provides opportunities for schools and school systems to request flexibility from specific rules, regulations, and policies of the SDE in exchange for greater expectations for student learning and success.

DR. TOMMY BICE, Deputy Superintendent of Education, said, "Through this new flexibility, schools and school systems can begin to examine new areas of growth that were previously prevented due to the restrictions imposed by these rules, regulations, and policies. We are already receiving inquiries from school systems with great and innovative ideas that, if implemented, will create new and exciting learning opportunities for their students. At the current time, a committee of practitioners is preparing the contract and guidance documents local school systems will utilize in developing their innovation plan. The goal is to have a draft for review by the end of August."

To read these or any resolution passed by the Alabama State Board of Education, click the "Board of Ed." link on www.alsde.edu.

Debt in America: The Real Impact on Students

AMERICA'S ADULTS are not the only ones feeling the impact of the downswing in our economy. Students too are experiencing new challenges and a host of real-life financial issues.

At no other time in recent history has it been so important for students to participate in financial literacy classes. Understanding financial concepts like money management, investment strategies, and how to balance a checkbook are helping many students to fully understand the realities their families are facing. Alabama is one of the few states that is already offering financial literacy classes to high school students. These courses are offered through Alabama's Career and Technical Education (CTE) program.

"There are many simple things that each of us can do to get in control of our finances if we have the knowledge and desire to be smart consumers," says **MAXINE SWEET**, Vice President of Education at Experian – one of the country's leading credit reporting agencies. "Education includes checking your credit history and understanding what an important financial asset a credit report can be in ensuring a successful future."



FINANCIAL MYTHS THAT ALL STUDENTS SHOULD BE AWARE OF:

- ✓ I don't have to worry about credit at my age.
- ✓ Bad credit can't keep me from getting a job.
- ✓ It is OK to bounce a few checks.
- ✓ Paying late occasionally can't hurt my credit.
- ✓ Young people don't have credit scores.

TIPS FOR GRADUATING HIGH SCHOOL SENIORS:

- ✓ Set short, medium, and long-term financial goals.
- ✓ Stocks are still one of the best investments for long-term growth, real estate is also good.
- ✓ Diversification of your investments is important.

With the right tools and commitment, Alabama students will continue to make a real difference in their financial futures. To learn more about Alabama's efforts to promote financial literacy, contact Tina DeBruyne, Alabama CTE Specialist, at 334-242-9109, or visit the national Jump\$tart Coalition's website at www.jumpstart.org.

Your ACLD at Work

The Alabama Council for Leadership Development (ACLD) is charged with approving professional study of a quality to earn Professional Learning Unit (PLU) status. The ACLD includes local superintendents, central office instructional leaders, principals, assistant principals, and teachers. PLUs are needed to maintain instructional leader certification. Approved professional learning must: fully address the Alabama Standards for Instructional Leadership; align to the Alabama Standards

The ACLD's work has proven to be a point of paramount significance in meeting the charge of approving quality professional development through a rigorous review process for instructional leaders throughout the state.

– ACLD Member Jai Jordan, Instructional Assistant Principal, Tarrant Middle/High School

[HERE](#). For assistance, contact [Ms. Chris Wilson](#) () at 334-353-8648 or [Mrs. Telena Madison](#) 334-353-5230. ●

for Professional Development; and be delivered over time.

To learn more about the ACLD, visit the Alabama Department of Education, [Leadership and Evaluation website](#), and click the “Leadership Development” tab. Access current ACLD-approved professional studies to earn PLUs for maintaining Alabama instructional leader certification



ALABAMA COUNCIL FOR LEADERSHIP DEVELOPMENT 2010-2013

(l to r) Joanna May, Athens Middle School; Celia Rudolph, Muscle Shoals City; Danny Owes, Brewbaker Junior High School; Michael Wilson (Chairperson), Glen Iris Elementary; Jason Wright (Co-Chairperson), Auburn Junior High School; Jeff Wooten, Muscle Shoals City; Earl Gardner, University of North Alabama; Alfredia Griffin, Crenshaw County; Evelyn Nettles, Green Acres Middle School; Vicky Spear, Cullman County; Dilhani Usuwatte, Berry Middle School; Jai Jordan, Tarrant Middle/High School; Lisa Williams, Anna F. Booth Elementary School; Barry Carroll, Limestone County; Andre' Harrison, Elmore County. NOT PICTURED: Sidney Brown, Alabama State University; Linda Searby, University of Alabama at Birmingham; Quesha Starks, Booker T. Washington Magnet High School

Highly Qualified Status Revised for Some Alabama Reading Teachers

AS A RESULT of a shift in the interpretation of federal guidelines concerning Highly Qualified (HQ) status, many teachers across the state have had their “Highly Qualified” status changed – predominately in Reading above third grade and those teaching Reading above the highest grade on their teacher’s certificate. The State Department of Education is revising the HQ status of approximately 35,000 teachers statewide; however, fewer than 400 Alabama teachers will be affected since these are the only ones teaching reading above the highest grade on their teacher’s certificate.

This is an opportunity, not a requirement. This situation opens up a chance for teachers interested in teaching reading to add this very valuable endorsement to their certification, in addition to obtaining Highly Qualified status.

– Jayne Meyer, Director of Teacher Education and Certification

“Although it is unfortunate that these changes are necessary, the corrective procedure being followed does allow for affected teachers who taught reading above the highest grade on their certificate to obtain an additional endorsement on their certification after HQ status is reestablished,” said JAYNE MEYER, Director of Teacher Education and Certification.

In an effort to accommodate the teachers currently assigned to teaching reading in the state, the SDE is creating a preliminary certificate through exception for teaching reading in Grades P-12. This will allow a local superintendent to request the preliminary certification for any teacher who taught reading during 2009-2010 above the highest grade on the teacher’s certificate. While holding this one-year certificate, the teacher must complete a free, eLearning course. Teachers holding a second, one-year preliminary certificate must complete another on-line learning course.

The two eLearning courses will consist of six sessions of two hours each. Teachers who have taught reading during both the aforementioned years and completed both on-line courses may apply for a teaching certificate with an endorsement for reading in prekindergarten through 12th Grade (P-12). Superintendents must request the first and second preliminary certification by October 1, 2010, and October 1, 2011, respectively. Eligible teachers are those who teach reading at least part time, but are full time employees.

After November 15, 2010, teachers will be able to access information [HERE](#). ●



FROM BOYS TO MEN: EDUCATING ALABAMA'S MALES

BY PHIL WILSON — ALABAMA'S 2010-2011 TEACHER OF THE YEAR

THE 1990'S SINGING GROUP BOYZ II MEN brought us smooth harmonies and thought-provoking lyrics that continue to entertain today. The group's most successful song was entitled "End of the Road." This song signifies a period of growth toward maturity much like the journey boys take as they become men. Unfortunately, during this journey, many boys fail to progress at a rate that ensures their academic success.

According to Dr. Michael Thompson, coauthor of *Raising Cain*, most young boys are very active and because of their high activity levels they do not perform as well as girls in school. Due to their hyperactivity, many boys fall behind academically in the early years of their educational careers. This early failure to progress leads to several obstacles to success including, but not limited to, an increase in the high school dropout rate and eventually overcrowded correctional facilities.

The National Center for Educational Statistics states that:

- Boys are 30 percent more likely than girls to fail or drop out of school
- When it comes to grades and homework, girls outperform boys in elementary, secondary, high school, college, and even graduate school
- Boys are four to five times more likely than girls to be diagnosed with Attention Deficit Hyperactivity Disorder (ADHD)
- Women outnumber men in higher education with 56 percent of bachelor's degrees and 55 percent of graduate degrees going to women

According to the U.S. Department of Education, boys make up two-thirds of the students in special education and are five times more likely to be classified as hyperactive.

Though there is no "one size fits all" plan when it comes to educating males because each male and situation are different, there are research-proven techniques that teachers can employ to help raise the bar of excellence for males and bridge the gap between boys and girls.

INTERVENE EARLY

In the early years of their lives, parents are children's first teachers. Regardless of their parental make-up children can be more successful when parents engage them by talking to and listening to them. Jim Trelease, author of *The Read Aloud Handbook*, suggests that children who are immersed in conversation at home are more advanced in vocabulary upon entering kindergarten and are more on track for success in school. Immersing boys in language at an early age by conversing

with them, reading to them, and controlling their media time are great ways to jumpstart their education. Enrolling boys in Pre-K and HeadStart programs is another means of immersing them with more vocabulary and starting them on the right road to success.

ACTIVE LEARNING

Entering school, most boys are less mature than girls and tend to be more active. Because of their hyperactivity boys tend to get in trouble more. Incorporating short sessions of movement and hands-on activities where children are physically manipulating objects will help keep boys more interested in the task at hand, improve their social and language skills, and allow them freedom to move without disrupting other students or the lesson.

GET TO KNOW 'EM

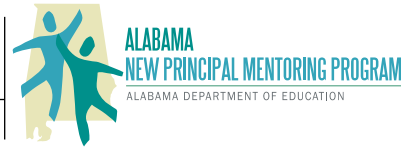
Saying that you know your students goes much deeper than recalling their favorite food or on what day and month their birthday falls. Discovering their passions and why they are intrigued by those passions through conversation is a great way to personally involve them in the lesson. As adults we choose to read books and subject matter that appeal to our interests. Choosing books and articles, creating writing prompts, and guiding discussions toward things that interest boys will make them feel more a part of the class and will optimize their enthusiasm for the subject at hand.

INCLUDE THE ARTS

As an elementary teacher, I am always blown away by the power of a puppet in a child's hand. In my experience a child will talk through a puppet more so than speaking directly to a teacher. Allowing boys to write and act out their own plays with friends and puppets promotes socialization and language, and allows the teacher the opportunity to assess what the student has learned without alarming the student. Incorporating multimedia components (music, visuals, etc.) into plays or other assignments encourages imagination and creativity, which are strengths many young boys possess. Through inclusion of the arts, you may discover that boys have an appropriate humorous side that is not always silly, and that they really can enjoy school.

As the Alabama Teacher of the Year my goal is to refocus our attention on the educational needs of our young boys. I believe that through early intervention, the arts, and creative restructuring of our classrooms, we can improve how boys learn and begin to reverse the trends that plague them.

Alabama New Principal Mentoring (ANPM)



The Alabama New Principal Mentoring (ANPM) program pilot will be launched with the start of the 2010-2011 school year. The two-year program was created to promote the success of school leaders who are serving as school principals for the first time. New principals have been assigned trained mentors to support, guide, and assist them with making a smooth transition into the role of principal. The ANPM program also provides mentors and principals materials and resources that will facilitate their professional growth based upon the *Alabama Continuum for Instructional Leader Development*. The SDE is excited about the ANPM pilot program and looks forward to working with districts, mentors, and new principals to ensure that this program provides the resources needed to foster success among novice principals in our state.

Celebrate Constitution Day!

The Scholastic® Justice by the People Program Offers a Unique and Exciting Way for Students to Learn About the U.S. Government

Are you looking for a more interactive way to teach your students about the U.S. government and Constitution? The Alabama Civil Justice Foundation is partnering with the American Board of Trial Advocates and Scholastic® to provide the *Justice by the People* program, a phenomenal resource for teachers to expand the curriculum for Grades 5 - 7 beyond a simple civics, history, and language arts lesson for Constitution Day on **September 17th**. This unique learning experience includes free teaching materials, fun lessons and quizzes, and games.

It correlates with the *Alabama Course of Study* Content Standards for Social Studies and Language Arts for grades 5 - 7.



Additionally, the Constitution Day project partners Alabama teachers with local attorneys to create activities that help strengthen the *Justice by the People* curriculum.

To download the free *Justice by the People* curriculum, [CLICK HERE](#). For more information, contact ACJF at 334-263-3003.

Awards, Opportunities, and Professional Development

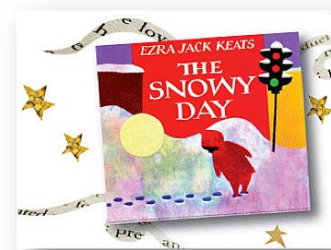
[CLICK HERE](#) for a complete listing of Awards and Professional Development Opportunities.

READ FOR THE RECORD ON OCTOBER 7!

JUMPSTART'S READ FOR THE RECORD® is a world-record-breaking campaign that brings children and adults together to read the same book, on the same day, in schools and communities all over the world. The Jumpstart campaign promotes success in school and life through literacy.

In 2009, Jumpstart's Read for the Record Campaign broke its own record for the world's largest shared reading experience. More than two million children (including 250,000 in Alabama) read Eric Carle's classic *The Very Hungry Caterpillar*. Hundreds of thousands of books were donated to children and schools, and more than \$1.4 million was raised to support Jumpstart's work with children and literacy.

A 1963 Caldecott Medal winner, *The Snowy Day* is the simple tale of a boy named Peter waking up to discover that snow has fallen during the night. Peter celebrates the snow-draped city with a day of humble adventures - experimenting with footprints, knocking snow from a tree, creating snow angels, and trying to save a snowball for the next day.



The 2010 goal is 2.5 million readers on October 7. Join the Alabama Department of Education, Teachers of the Year, Alabama Reading Initiative, Alabama Cattlemen's Association, Big Mo and Montgomery Biscuits to promote literacy, and parent, family and community involvement in Alabama public schools. For more information on Jumpstart's Read for the Record, [CLICK HERE](#). or contact *Judy Stone*, Alabama Reading First Initiative, 334-353-1570.

Westlawn Elementary School in Mobile, Alabama Wins Contest

EARLIER THIS YEAR, *Woman's Day*, with the help of the National Association of Elementary School Principals, invited teachers, parents, principals, and kids to enter the *Woman's Day* School Supplies Giveaway contest. They received

hundreds of letters from people all across the country explaining why their school deserved to win. But the letter that stood out the most came from JODIE MCPHERSON, a teacher at Westlawn Elementary School in Mobile, Alabama, who longed to help the kids in her school get the supplies they desperately needed.

"We're a Title I school and many of our students come from low-

income families," says McPherson. In fact, 93 percent of the 468 students are eligible for free or reduced-price lunch. And budget cuts have made it tough for the school to get classroom supplies or computers. "I figured that entering this contest was an opportunity to try to make things better for our students." When principal LYNDA FINLEY found out that her school had won, she was ecstatic. "My biggest focus is making sure our students make progress," says Finley, who's been Westlawn's principal for 18 years. "Winning this contest will certainly put them in the right direction."

For the complete story, [CLICK HERE](#).



All The World's A Stage

From Troy to Singapore, the world truly is ROY HUDSON's stage. Alabama's 2009 Teacher of the Year is the new Director of Theatre Education and Musical Theatre at Troy University.

He'll direct the opening musical, *The Drowsy Chaperone*, which opens October 14.

Hudson will travel to Singapore in September for the Teachers' Network Teacher's Conference where he'll lead a workshop on developing technical academies in high schools and take part in a forum panel on how to reach Generation Z students.

Hudson plans to expand the STARS (Students Take A Role at the Samford) Program, which he began at Jefferson County's Shades Valley High School in Irondale. STARS will now be a partnership with the Virginia Samford Theatre, Shades Valley Theatre, and Troy University. STARS will produce Stephen Schwartz's *Children of Eden* in February.

As a 2009 State Teacher of the Year, Hudson's story was published in *Chicken Soup for the Soul: Teacher Tales*, which includes stories from 101 teachers across the country.

In July, students from across the country and teams of top educators, including Hudson, attended the Mobile Learning Institute at The Smithsonian. The joint venture with the Pearson Foundation and Nokia is a three-year project to work with and develop mobile and digital technologies for 21st century learners. Hudson is also working with the department and ACCESS on a new course, Introduction to the Arts.

Aliceville High School Selected as Alabama School of the Year for Outstanding Energy Projects

FROM KIDS TEACHING KIDS about energy sources to students facilitating energy education workshops, Aliceville High School teachers and students have been busy educating their peers, teachers, and community leaders about energy. [The National Energy Education Development \(NEED\) Project](#) selected Aliceville High School as School of the Year in the high school division for their outstanding energy education program: ASAP (As Soon As Possible), students at Aliceville High School need to know about energy and energy conservation. The energy projects are planned and implemented by students for students to educate their peers and communities about energy - the science, the sources, the uses, and the issues.

The mission of the NEED Project is to promote an energy conscious and educated society. The nonprofit organization has programs in all 50 states to develop innovative materials and implement programs that teach about energy and develop leadership and critical-thinking skills. For more information, contact [Mary E. Spruill](#) at 703-257-1117.



L-R: Adonis Bozeman, Co-Leader; Lucille Hatcher, Coordinator; and Dondraius Mayhew, Co-Leader.

Alabama Healthy Schools

Four more school systems have joined the Healthy Schools Program of the [Alabama Alliance for a Healthier Generation](#): Homewood City Schools, Bessemer City Schools, Midfield City Schools, and Huntsville City Schools. The Alliance supports and encourages healthier school communities. Nine Alabama schools achieved 2010 National Recognition Awards for their healthy school environments and were recognized this summer in New York City.

Birmingham City Schools hosts a citywide Healthy Kids Day and a Family Fitness Night for every family in the school system. These events focus on healthy eating and regular physical activity and teach parents family activities to do at home.

SUSAN WOOD from Hoover City Schools, DONNA BOYD from Bumpus Middle School, Hoover City, and CATHERINE TAYLOR from Parker High School, Birmingham City Schools, were nominated by their peers for the Healthy Schools Program National Champions panel. They are making a difference in their schools and districts by working to promote good health.



Bronze Level Schools

Bumpus Middle School, Hoover City
South Shades Crest Elementary School, Hoover City
Bluff Park Elementary School, Hoover City
Riverchase Elementary School, Hoover City
Parker High School, Birmingham City

Silver Level School

Uniontown Elementary School, Perry County
Robert C. Hatch High School, Perry County
Francis Marion High School, Perry County
Albert Turner Sr. Elementary School, Perry County

Letters About Literature Winners

[Letters About Literature](#) is a national reading-writing contest for Grades 4-12. Each student writes a personal letter to an author, living or dead, explaining how that author's work changed the student's way of thinking about the world or about himself or herself. Approximately 70,000 young readers nationwide participated this year. Alabama state winners include:

LEVEL I

- 1st Place: HANNAH MONROE, Spanish Fort Middle School, Baldwin County Schools
2nd Place: JONATHAN MCCLARIN, Montgomery Academy
3rd Place: LANIE GRACE DREIBELBIS, Spanish Fort Middle School, Baldwin County Schools

LEVEL II

- 1st Place: CLOEY ROBERTSON, Oxford Middle School, Oxford City Schools
2nd Place: LEILA HAIKALA, Highlands School

LEVEL III

- 1st Place: HANNAH DOWNS, Pelham High School, Shelby County Schools
2nd Place: DAVID RICKLESS (individual entry)
3rd Place: RACHEL MOELLER, Alabama School of Fine Arts, Birmingham
Honorable Mention: AUBREY GONZALEZ (individual entry)

Enter 2010-2011 competition [HERE](#). **DEADLINE: December 10**

Ketchup Creativity Contest Winner

THE VOTES HAVE POURED IN and the anticipation is over for the 12 winners in the annual Heinz Ketchup Creativity™ Contest. America determined the winners in an online vote and Heinz Ketchup lovers across the U.S. can now enjoy the 12 winning designs, which will appear on nearly 200 million ketchup packets combined, at schools and foodservice venues in the 2010 - 2011 school year!

Alabama 6th-grader MEGAN FOSHEE (Floyd Middle Magnet School) was one of the 12 winners and received a \$1,000 check. Her art teacher, MRS. JESSICA RAPE received \$1,000 for the school to purchase art supplies, and Floyd Middle Magnet School received \$1,000 toward the purchase of Heinz Ketchup.

This is the fourth year Heinz has held the Heinz Ketchup Creativity Contest and 12 winners are selected each year. This year, approximately 37,000 entries from all over the country were received. Over the four year period of time, over 100,000 entries have been received. For more information about the contest, [CLICK HERE](#).



6th-Grader Megan Foshee (Floyd Middle Magnet School) featured with her winning entry in the 2010 Heinz Creativity Contest.

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PERIODICALS
POSTAGE
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Agenda Actions and Resolutions Recap

- June**
- Resolution commending Laura Nance, recipient of the Robert L. Morton Award
 - Resolutions in honor of the Alabama Economics Teachers of the Year
 - Resolution in recognition of Asheville Middle School (St. Clair County) 2010 National Archery in the Schools Champions
 - Resolution endorsing the Financial Procedures for local schools

- July**
- Election of Vice President for the Alabama State Board of Education, Randy McKinney, District 1
 - Adopt Amendment to Alabama Administrative Code, Rule 290-3-2-.03
 - Resolution Recognizing Charles Creel as the Barbara Fannin Memorial Employee of the Quarter for July - September 2010
 - Resolution to Authorize Approval of Teacher Education Programs

- August**
- Resolution in Recognition of Mark Dixon, Policy Advisor to Governor Bob Riley
 - Superintendent's Report - 2009-2010 Statewide, School Systems, and Local Schools Accountability Reports

For a complete list of agenda items, to hear podcasts of, or to see photos from Alabama State Board of Education meetings, visit www.alsde.edu and click "Board of Ed."



DAVENPORT NAMED ALFA'S PRINCIPAL OF THE MONTH FOR JULY

"Through her networking with the community, Heritage

Elementary Principal LYDIA DAVENPORT has secured money to provide after-school tutoring for at-risk children," said Heritage Elementary teacher Sheila Holt. "The funds provide a stipend for the teachers, snacks for the children, materials, and bus transportation. Students have made tremendous academic gains through the program."

Davenport received her bachelor's and master's degrees in elementary education from Alabama A&M University.

State Board Member: Dr. Mary Jane Caylor, District 8
Madison City Superintendent: Dr. Dee Fowler

During 2010, Alfa Insurance and the Alabama Farmers Federation will honor one outstanding teacher from each of Alabama's eight state board districts, two principals, and two private school teachers. Application information is available under Alfa Teacher of the Month in the Ag Links section of AlfaFarmers.org.