

Kentucky Teacher

February 2010

News for the Nation's Most Innovative Educators

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Program provides more than Jobs for Kentucky's Graduates

Page 12

What's Inside

4 Bullitt Lick Middle enjoys getting 'Fit'

5 Financial literacy, rigorous mathematics add up

6 Hager Elementary constantly seeking success

7 Teachers vital component of Kentucky's Race to the Top

8 Hayes reinforces knowledge, applies to students' lives

9 'Share a Story' night has many happy endings

10 Grants show history teachers how to bring past to life

11 Districts getting creative with professional development

Kentucky Teacher

News for the Nation's Most Innovative Educators

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Kentucky Teacher is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to *Kentucky Teacher*, 612 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail kyteacher@education.ky.gov.

www.education.ky.gov

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Printed with state funds by LexPress, Lexington, Ky., on recycled paper
ISSN 1526-3584

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Front cover: Comprehensive Job Specialist Marcie Hanson helps senior Clinton Vaughn, left, sophomore BJ Jarrel, center, and sophomore Ronnie Lowe during a Jobs for Kentucky Graduates class at Sheldon Clark High School (Martin County). Photo by Amy Wallot

More than 225 teachers earn NBCT status

Teaching quality in Kentucky classrooms continues to advance across the state with the announcement of 226 new National Board Certified Teachers (NBCTs) in 2009. Kentucky ranked 12th nationwide in the number of teachers achieving board certification during the 2008-09 school year and ranks 12th in the total number of NBCTs over time (1,829).

The state's top five school districts in total number of NBCTs are: Jefferson County (125), Oldham County (124), Fayette County (114), Kenton County (60) and Bullitt County (55)

Kentucky NBCTs joined the ranks of nearly 8,900 accomplished teachers nationwide who achieved certification in 2009. This achievement brings the total number of teachers certified by the National Board for Professional Teaching Standards (NBPTS) to more than 82,000.

In many schools, districts and states across the nation, NBCTs assume leadership roles such as serving as mentors, facilitating professional development and leading education reform efforts in their districts and states. Several states are capitalizing on the expertise of these outstanding teacher leaders in their "Race to the Top" proposals. They are using accomplished teachers to increase effectiveness and improve school conditions to better meet the academic learning needs of students in targeted high-need schools.

"Our focus is expanding from individuals achieving National Board Certification to a systemic movement that changes the culture of classrooms, schools and districts by leveraging National Board Certified Teachers to build human capital, especially in high-need schools," said Joseph A. Aguerrebere, president and chief executive officer of NBPTS. "This announcement symbolizes what we're all about – improving the capacity of professionals in working with all students."

National Board Certification is recognized as a model of pay-for-performance and is supported by teachers and administrators nationwide. Many states, including Kentucky, and local school districts provide salary incentives and cover the cost for teachers who pursue and achieve this advanced teaching credential.

MORE INFO...

www.nbpts.org



Photo by Amy Wallot

Bouncy classroom chairs

Students listen during Tonya Proffitt's 5th-grade social studies class at Corbin Intermediate School (Corbin Independent). Proffitt's students use exercise balls as desk chairs in her classroom. Proffitt said she slowly implemented the exercise balls in her class, starting with a few at a time. She added, "I have found that the students are more alert and have become better listeners. The balls help to keep their brains stimulated in a way that doesn't occur in a regular chair. It has been a great experience."

Kentucky Teacher wants to hear from you!

Dear reader,

The staff of *Kentucky Teacher* is exploring the idea of offering our publication as an online-only item. In an effort to make this move in a manner that best serves our primary audience – teachers – we invite you to participate in an online survey.

The survey's purpose is to gather feedback about the content we publish in *Kentucky Teacher*, how we can enhance that content through an online-only publication and how we can serve educators well. Your input can help us offer a professional development publication that meets your needs and your students' needs.

We invite you to take this survey and appreciate the time that you put into it. The survey itself is composed of 17 questions that will ask you to share your opinions on the content we currently have in *Kentucky Teacher* and suggestions of new items we can offer educators. You also will be asked some general and demographic information.

Responses are anonymous. We would appreciate a response by Friday, Feb. 26.

To get to our survey, simply type the URL below into your browser. If you have any questions or comments about the survey, you can contact *Kentucky Teacher* by e-mail at kentuckyteacher@education.ky.gov or by phone at (502) 564-2000.

Again, thank you for your time and willingness to participate.

Sincerely,

Stephanie Siria, editor

www.education.ky.gov/JumpTo/?jump=KTsurvey

Correction

In the December 2009/January 2010 issue, we misidentified photos of Jan Horn and Melissa Evans on page 6 as part of the story on the Kentucky Teacher Achievement Award winners. We regret the error.

Students' global literacy requires leadership to succeed

Every child in Kentucky needs 21st-century knowledge and skills to succeed as effective students, workers and leaders. They need to study global cultures, global challenges and global connections at all grade levels and across all subjects. Schools must strive to develop global literacy in the areas of communication, citizenship, careers, culture and community.

The world in which our students live has become far more accessible than the one of their parents' generation through access to mobile instant communication technologies. This brings great opportunities, but only if students can function within ever-changing global economies and can market ideas within complex systems. Global commerce involves the exchange of products, knowledge and information. Now, more than ever, students need skills in all subjects, as well as skills to think critically and solve problems.

According to *The 2008 State New Economy*



Holliday

Index report, published by the Information Technology and Innovation Foundation and the Kauffman Foundation, Kentucky carries the following national rankings:

- 33rd with employment in information technology (IT) occupations in non-IT industries as a share of total jobs
- 41st with managers, professionals and technicians as a share of the total workforce
- 43rd with "knowledge jobs" that tend to be managerial, professional and technical positions held by individuals with at least two years of college
- 46th in a measure of the educational attainment (advanced degrees, bachelor's degrees, associate's degrees or some college coursework) of the workforce

Why is this important? Because there is increasing evidence that Kentucky needs to aggressively work to provide a wide array of educational options that meet a changing palette of careers available to students when they become workers in society.

The principal strategy has focused on improving outcomes of a traditional school. While this approach is valid in some respects,

it can't be the only approach. There are many opportunities for Kentucky to embrace a culture of centered, customized learning. Success may not be limited to As or Ds in one class or another, but perhaps on mastery of skills that translate beyond a letter grade or the result of an assessment.

It is my hope that the state's partnership with the Council of Chief State School Officers and the National Governors' Association to develop a set of academic standards will also begin to align classroom environments with real-world environments by infusing 21st-century skills as part of the standards. The global economy that surrounds us requires a high level of skill beyond knowledge found in textbooks and depends on finding new forms of school and schooling.

To succeed in modern workplaces and communities, students need to demonstrate knowledge of core subjects such as reading, mathematics and science. However, they also must learn additional skills, including critical thinking, decision making, problem solving and communication, and the ability to adapt to a changing world.

It also requires thinking beyond simply adding more technology to a classroom. Classrooms can have computers for every student in the school, but if the students don't have the skills to effectively use that technology, it can become a glorified paperweight.

In advocating for better 21st-century skills for Kentucky's students, I don't want to give the impression that these replace an existing curriculum. On the contrary, it is about enhancing that curriculum and giving it context. Students graduating high school in 2010 and beyond will find themselves having multiple careers during their lifetimes, a position unlike their parents. Skills such as adaptation, collaboration and problem solving will be key to their personal success and the collective success of the states and countries whose economies depend on skilled workers and innovation.

This shift in thinking doesn't stop with teachers. Principals,

superintendents, state leaders and education stakeholders must all begin thinking of a student's education that includes 21st-century skills and focuses on creating a student who has global literacy as a component to his or her education.

Success for students requires a whole array of interests – including school boards, parent-teacher associations, school-based decision making councils – to work in new ways. At the end of the day, this is a challenge for leadership. Education leaders who challenge their teachers, students and parents and who follow through with bold new policies focused on innovation, learning and constant adaptation will be the ones who succeed and prosper.

Race to the Top

Kentucky's application for the Race to the Top initiative has been completed, and we await the outcome when Phase 1 grants are announced in April. I am excited about the possibilities for student achievement that are possible with Race to the Top funding. I believe Kentucky has put together a cohesive and comprehensive plan and am hopeful about our chances of success. I encourage you to look at a series of questions on page 7 to understand more about this initiative and KDE's role in competing for funding. Thanks to the support of local school districts, school boards, teacher representatives and education partners across the state, I believe Kentucky will lead the nation in the next wave of educational improvement. I applaud the members of the Kentucky General Assembly and Gov. Steve Beshear for their very public show of dedication to our state's public school students, teachers, administrators and parents, and all of the residents of Kentucky.

(To comment on this topic, contact Commissioner Holliday at terry.holliday@education.ky.gov.)



Photo by Amy Wallot

Working out patterns

Kindergarten teacher Patricia Steele works with students in acting out patterns during mathematics class at Wurtland Elementary School (Greenup County). Steele said it's important to try different types of lesson plans to keep her students' interest and attention. Other activities she uses include hands-on science experiments and having students create their own greenhouse to learn how plants grow.

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Bullitt Lick Middle enjoys getting 'Fit'

By Susan Riddell

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Last year 7th-grade student Matt Kippes would only stand on the Nintendo Wii Fit board for a few seconds. Now, his attention span has improved, and he's dodging soccer balls and heading them away in a wild frenzy.

As Kippes racks up the points, Bullitt Lick Middle School (Bullitt County) physical education (PE) teacher Amanda Yarbrough watches in amazement at the progress he's made in such a short time using the video game console.

"The first time he got on the Wii board, he was on there for around five seconds," Yarbrough said. "Now, he walks up, takes his shoes off, steps on the board, actually pushes the A button on the remote, and he plays the game for at least 20 seconds or more."

The increase from five to 15 seconds is a great accomplishment for Kippes, who is learning to improve his focus and concentration.

Yarbrough brought in a Wii Fit last year and has received donations from the community for more. She now has five Wiis and five Wii Fits.

Using the Wiis as learning tools has clearly helped her reach students like Kippes.

"I think what hooked Matt is that the Wiis are sensory orientated for him," Yarbrough said. "He'll stay on the board 20-plus seconds, and that's a long time. He has become accustomed to the boards and the feeling of the pads. The remote vibrates and makes noises sometimes. He responds to the stimulation, both auditory and physical. It also keeps his attention visually with the screen."

Yarbrough said the games

enhance the physical education learning experiences for all students including those with physical or developmental disabilities.

"Everyone who comes in my gym uses the Wii," Yarbrough said. "It really does level the playing field for everyone, and the kids love it."

Katie Montgomery, a 6th-grader, owned a Wii prior to using them at school. She said she never saw the Wii as a learning device.

"I just thought it was for entertainment," Montgomery said. "When I found out we were going to be using them (in school), I was really excited. I knew it was going to be something different and something fun, which is why I like Miss Yarbrough. She comes up with different ways for us to learn."

Montgomery said using the Wiis in schools has helped her learn different techniques for sports.

"I don't play sports a lot, and you have to have teamwork on it," she said. "You really learn a lot from it. Miss Yarbrough has used them to show us how to play fair, and we get good exercise out of it."

Christina Murphy, a 7th-grader, uses a wheelchair in her daily routine, but steps out of it in PE class

to compete in Wii bowling. Murphy swings her arm and releases the bowling ball with her remote. Each time she knocks down pins, she cheers, as do her classmates who mimic her arm motion behind her when it's not their turn.

"She's really, really good at it," Montgomery said

of Murphy. "It is fun watching everyone compete with the Wii. We cheer for each other and get excited when someone does well."

Yarbrough said she was trying



Photos by Amy Wallot

Teacher Amanda Yarbrough helps 7th-grade student Matt Kippes use the Nintendo Wii during Yarbrough's physical education class at Bullitt Lick Middle School (Bullitt County). The game is projected onto a large screen in the gym while other students move along as though they also were participating in the game.

to think of a creative way to incorporate technology into her PE class and keep the kids moving at the same time. So she purchased the first Wii with her own money, and the idea grew from there.

"Instead of taking them to the library or the computer lab to look up information for a report on an athlete, this is what we're doing instead," she said. "It fits into my core content. I can establish life experiences.

"It's like a virtual field trip for some of these kids," Yarbrough added. "There are a lot of kids who have never been to a batting cage or a bowling alley, and this sort of puts them in those places. They feel like they are actually there. It also helps me promote locomotor and non-locomotor skills. It encourages cardiovascular maintenance and endurance."

Students chart their scores each week. "They can see their progress or lack thereof," Yarbrough said. "They can see areas where they need to improve. I like that instant feedback."

Yarbrough hopes to see other schools incorporating the Wiis



Sixth-grader Minnie Stump and 8th-grader Kyle Latta box each other using the Wii boxing game during Yarbrough's PE class at Bullitt Lick Middle. Behind them, 6th-grade student Katie Sims follows along with the movements.

and Wii Fits into their curriculum in the near future. There's a good chance that will be the case. She has been asked to share her lessons and ideas with teachers and administrators numerous times in places as far away as Texas and Pennsylvania.

"I just really like it because everybody can get involved," Yar-

brough said. "Kids are having fun, and they are learning. They are accepted for what they can do, not what they can't do. Everybody wins."

MORE INFO...

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"It's like a virtual field trip for some of these kids."

— Amanda Yarbrough, PE teacher

Financial literacy, rigorous mathematics add up

Pilot program offers new credit for students

By Matthew Tungate

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Business teacher Stephanie Mills has had no problem getting the students in her Business Math classes at Greenwood High School (Warren County) to see the importance of what they are learning since she started incorporating more about their personal finances into the class.

"Some of the concepts are as simple as balancing a checkbook, and we think, 'How do they not know that?'" she said. "But some students don't discuss money at home."

One section on credit cards teaches students how to calculate interest and minimum balance. Another teaches students about budgeting, including seeing how they could distribute their money if they get a pay raise.

"I rarely get the question, 'How are we going to use this?' The obvious connection is there. It connects to real life in every chapter," Mills said. "With financial literacy, we connect more to the real world and we show them those connections, so it's not just them doing calculations and then forgetting the calculations after they graduate."

Mills is part of a 10-school pilot program exploring integrating more rigorous mathematics concepts in a financial literacy course. The course would then be offered as an option for the fourth mathematics credit students need to graduate, according to Nancy Graham, Career and Technical Education business and marketing program consultant at the Kentucky Department of Education.

Graham said Career and Technical Education programs have offered courses on financial literacy and incorporated the concepts into other classes. However, as schools scramble to find a meaningful fourth mathematics class, consultants in the Department of Educa-

tion saw an opportunity to expand the content taught in those classes. Using a national grant from the Council on Economic Education, a team of Career and Technical Education and mathematics teachers evaluated the business classes and added advanced mathematics, Graham said.

The course includes basic concepts from budgeting and checkbook balancing to advanced concepts like compounding interest, stock investments and savings. If the pilot is successful this school year, Graham hopes to have the curriculum ready for other schools to use in July.

"I guess we sometimes get caught up in such high-level math courses that sometimes we forget what are practical skills that all kids need, and these are definitely practical skills that all kids need," she said.

Business education teacher Brenda Line and Mathematics Department Chair Pat Puckett both acknowledge being a little skeptical when they were asked to be part of the pilot at Hart County High School. Line said she teaches financial literacy in many of her classes, but they don't include high-level mathematics. Puckett said she wasn't sure the course would offer anything different from Algebra I, Algebra II and Geometry.

Both have been pleasantly surprised at the way their team-teaching approach has worked.

"Pat has been great adding high-level math to lessons we have been teaching," Line said. "For example, we had a unit on banking that included simple and compound interest. I have taught these concepts to many classes for years, but never using algebraic equations and graphing calculators to solve for simple and compound interest. Our students were able to make connections from their algebra content learned to the business world and their own everyday personal finances. It was neat for me to see the mathematical explosion of compound interest shown in graphs."

Line said another example was their unit on supply and demand.



Photo by Amy Wallot

Pat Puckett, left, and Brenda Line help seniors Kelly Pennindton, left, Meghan Farrell, center, Kelly Edwards, right, and Rufus Skaggs graph supply-and-demand curves in their Financial Literacy class at Hart County High School. Hart County High is one of 10 pilot schools in Kentucky offering a financial literacy course as an optional fourth mathematics credit during the 2009-10 school year. Puckett believes this course helps her students see how mathematics applies to the real world.

After she taught some basics about the concepts, Puckett incorporated several methods to graph supply-and-demand curves, as well as finding how equilibrium (where supply meets demand) occurs using graphs.

"Students could show how and why surplus and shortage occur," she said. "It doesn't get any more real-world than this."

Puckett said she has taught similar concepts in both the financial literacy class and more advanced mathematics classes such as Pre-Calculus and Advanced Topics in Mathematics.

"I think this class gives our students an opportunity to see how the mathematics that they have learned throughout their high school career actually applies to the real world," she said. "After having taught the class, I am amazed at the amount of upper-level mathematics content that many of the business concepts that we teach require."

Mills also worked with a mathematics teacher in her school to increase the mathematics rigor in her course. She started the semester by having the students pick a job and using national figures to get an estimated paycheck. From that base she taught the students to estimate taxes and craft a budget to estimate how much they could save and invest, and other financial needs.

"We're not stating our opinions about what they should do and how they should spend their money, but giving them the options of what they can do and information they need to know in order to be financially stable," she said.

The teachers said they have gotten a lot of positive response from their students.

"Our students have come back many times and told us that they are glad we have taught certain concepts because they have needed

to know them," Puckett said.

All agreed that there is a need for the class.

"We have got to reach this generation so that we can see some positive changes in the future," Line said. "We also really needed another option for our students in the math department. Many of these students that are college-bound still are not wanting to take Calculus or Pre-Cal as their fourth math credit. This class will be a very good class for those students as well as those who do not even plan to go to college."

Mills, who is in her third year teaching, even went one step farther.

"It's become my favorite class since I started teaching because it's so important and students need to understand this information," she said.

MORE INFO...

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Hager Elementary constantly seeking success

By Susan Riddell

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At Hager Elementary School (Ashland Independent), failure is not an option.

"No matter what it takes, teachers are up to the challenge of helping make our students successful," said Principal Linda Calhoun, who is in her eighth year at the school.

That dedication from faculty, as well as parental involvement and a wide array of challenging learning strategies, has helped the school of 310 students earn its distinction as a 2009 Blue Ribbon School.

The Blue Ribbon School honor recognizes schools that help students achieve at high levels and that make significant progress in closing achievement gaps. The program rewards schools that score in the top 10 percent statewide in reading and mathematics on state assessments. Blue Ribbon Schools also must make Adequate Yearly Progress under the requirements of the federal No Child Left Behind Act.

Hager Elementary is one of five public schools in Kentucky to receive the honor for 2009.

"Hager teachers work closely together to ensure student success," said Nancy Ross, who has taught primary students at the school for 22 years. "Our teaching assistants provide additional help and make a big impact on student performance. Hager teachers get to know their students and value each one as a special individual. We have high expectations for every child."

Kathryn Walters, who has taught 4th grade at Hager Elementary the past 20 years, agreed.

"Our attitude is that students are not given the option to fail," she said. "We view students as individuals and look at the total child."

Hager Elementary reached proficiency on the Kentucky Core Content Test well ahead of the 2014 deadline. Calhoun said a big factor in reaching proficiency was an emphasis placed on on-demand writing.

"Our staff closely analyzed the process of attacking an on-demand prompt and felt our students needed additional strategies to understand the prompt before they even started to write," Calhoun said.

The school soon implemented a strategy called FAT-P (form, audience, topic and purpose). "Our students use this to work their way through the on-demand prompt," Calhoun said. "If they can identify the FAT-P from the prompt, they should have a good



Photos by Amy Wallot

Nancy Ross works with primary student Hadyn Kinder at Hager Elementary School (Ashland Independent). According to Ross, the school's success is built on teachers getting to know the students as individuals, which results in a big effect on their performance.

understanding of what they are being asked to write about and be focused going into the actual writing."

Both Ross and Walters said all students participate in On-Demand Friday each week to concentrate on their writing skills.

"We believe all students can and should write," Ross said. "By implementing writing strategies at an early level, students are able to take steps that are age-appropriate."

The emphasis on writing doesn't stop there.

"We also implemented another strategy called High-5," Walters said. "The students practice their writing with five paragraphs – an introduction, main idea with three paragraphs and a conclusion. This was successful in helping students develop their writing. It works well because it is implemented from the time the students enter school. We use these strategies throughout all grades at Hager."

Administrators and teachers at Hager Elementary made a concerted effort to keep parents active and informed with a wealth of

parent-oriented activities.

The school hosts the traditional seasonal festivals as well as activities such as Muffins for Mom, Doughnuts with Dad, grandparent lunches and open library after school. Parents also participate in a Take the Test Night where they learn how the state accountability testing is set up, and they can even take practice exams. Waffles and Writing gives the parents an overview of the various types of writing taught at the school.

"Hager implements programs and strategies that reach children at all levels," Ross said. "Our school has a climate that promotes student achievement with our students, parents, teachers, support staff and principal all working together to ensure an educational atmosphere of the highest quality."

The school doesn't let a lack of funding stand in its way of this success.

"We have not spent thousands of dollars on any program," Calhoun said. "We have very limited funding and have experienced the same budget challenges as everyone across the state. We started looking at



Kathy Walters waits for 4th-grade student Brae Bentley to answer a question about water systems at Hager Elementary, a 2009 Blue Ribbon School.

our needs and our own experts within the school and have worked as a team to address concerns. We decided to focus on developing high-quality assessments and using this information to drive instruction."

Despite its Blue Ribbon School status, Hager Elementary is continuing to search for new ways to help students learn, according to Calhoun.

"We became part of the Kentucky Instructional Leadership Team Network this year, and it has been wonderful," Calhoun said. "The partnership work is centered on developing professional learning communities, implementing student intervention systems and providing high-quality instruction in every classroom every day. We are only in the preliminary stages of this program, but have been very pleased with the vast amount of information and guidance it has provided us so far."

"Currently, we have an instructional coach in our building, and she has been a great support service to our teachers," Calhoun added. "She is not only providing model lessons but assisting teachers in the development of lessons, delivery of instruction and the assessment component by incorporating the work of Mike Rutherford (who created a company that focuses on professional development for educators). I am certain this will have a powerful impact on our students."

MORE INFO...

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Teachers vital component of Kentucky's Race to the Top

The American Recovery and Reinvestment Act of 2009 provides \$4.35 billion for the Race to the Top Fund, a competitive U.S. Department of Education grant program designed to encourage and reward states that are creating conditions for education innovation and reform. Officials at the U.S. Department of Education estimate Kentucky is eligible to receive \$60-\$175 million of the amount awarded to states.

Kentucky's application for Phase 1 funding was submitted in January. What follow are questions about the Race to the Top initiative and teachers' role in the state's application for funds. David Cook of the department's Office of Leadership & School Improvement and project leader for Kentucky's participation in Race to the Top provided responses to the questions.

What is the Race to the Top program?

Race to the Top (RTTT) is a competitive federal grant program where the goal is education improvement. It will reward states for past accomplishments and create incentives for future improvements. RTTT will challenge states to create comprehensive strategies for addressing four central areas of reform to drive school improvement:

- adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace
- recruiting, developing, retaining and rewarding effective teachers and principals
- building data systems that measure student success and inform teachers and principals how they can improve their practices
- turning around our lowest-performing schools

How do the requirements to receive funds align with goals under Senate Bill 1 (SB 1)?

The alignment between the two is significant. RTTT addresses many of the same requirements laid out in SB 1 and provides funding that may not be available in the

regular P-12 education budget allocated by the legislature.

Why is it important to teachers that we compete in the program?

Kentucky's RTTT proposal will provide teachers with the professional learning opportunities they need to be prepared to teach Kentucky's new standards as mandated by SB 1. (Kentucky is participating in a national effort to adopt Common Core Standards in mathematics, English/language arts and possibly science. Students will be assessed on all new standards in 2012.)

In addition, it will provide an online instructional improvement system that will give teachers access to assessment, instructional, curriculum and professional learning resources. It will be the vehicle that designs a new teacher and principal-effectiveness system that measures each teacher's effectiveness on multiple measures, including how much growth their students show in a year, not on whether students meet a certain score on a summative assessment.

What are the tools Kentucky is developing to prepare teachers to implement new standards?

In summer 2010, teachers will be participating in professional learning opportunities to "unpack" the new Common Core standards. If Kentucky is successful in receiving funding through RTTT, that will be the funding source for these opportunities.

In addition, the new online instructional improvement system will provide ongoing professional learning opportunities around the Common Core Standards.

How will grant sizes be determined on a state, local level?

The federal government has not determined how many grants will be awarded. For states that are successful, the amount of the grant would be based on proposed activities, state size, level of district participation and submitted budget (approximately \$225 million for

Kentucky). However, most states are applying. If Kentucky receives the grant, 50 percent will be allocated to school districts (based on Title I funding) that sign on to implement the strategies of the state's plan.

How do the requirements to receive RTTT funds align with the Common Core Standards initiative?

The first reform area of "adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace" is directly aligned to the Common Core Standards initiative. Kentucky is expected to be the first to adopt the new standards this month. The department believes that this is one of the strongest areas of our proposal.

Will Kentucky's participation in RTTT mean student achievement is the sole measure of teacher evaluations?

No. In fact, teacher evaluations will be based on multiple measures. Student growth will be one of those measures and is defined as the growth of one grade level for a student in a year.

What role do school leaders and/or administrators play in RTTT?

School leaders and administrators will be charged with supporting teachers in all facets of the RTTT proposal. They will become well-versed in the Common Core Standards, the new teacher effectiveness initiative, the online instructional improvement system and participating in the new principal effectiveness initiative.

What impact does RTTT funding have in the immediate future?

The deployment of the new instructional improvement system will open up incredible opportunities for teachers to improve their practice, build assessment banks and interact with teachers all over Kentucky, the nation and the world. RTTT also will provide an incredible infusion of resources to



Race to the Top: An Overview

What

- \$4.35 billion fund for education improvement
- Kentucky Department of Education estimates the state is eligible for \$60 million-\$175 million.
- 50 percent of funds go to participating school districts.

Why

- rewards states for past accomplishments
- creates incentives for future improvements
- helps schools attain goals of substantial gains in student achievement, improve high school graduation rates and college enrollment, and narrow achievement gaps

When

- The deadline for Phase 1 applications was Jan. 19. Phase 1 grants will be announced in April, and feedback will be provided to applicants who did not receive grant funding.
- The Phase 2 application deadline is June 1. Phase 2 grants will be announced in September.

How

State applications must include:

- comprehensive, integrated approach to education reform
- plans addressing four key reform areas: standards and assessments; data systems; effective teachers and principals; and lowest-performing schools
- state success factors, including past performance and local district participation

help us implement other mandates of SB 1 and other reform initiatives designed to improve working conditions for teachers and administrators and improve student learning.

How does Kentucky's RTTT application address low-performing schools?

Kentucky's RTTT proposal includes the development of a specific course of professional learning that will be completed by turnaround specialists who are sent to low-performing schools. Eventually, this training will become an endorsement that will be awarded by the Education Professional Standards Board. There will be one endorsement for teachers (Education Recovery Specialists) and one for administrators (Education Recovery Leaders). These endorsements would be in addition to the master's program for a teacher or the regular principal preparation program.

Can Kentucky apply more than once for RTTT?

If the state's application isn't awarded funding in Phase 1, which will be announced in April, we can re-apply for Phase 2. The deadline for Phase 2 applications is June 1, and grant awards will be announced in September. Kentucky cannot apply for Phase 2 funding if we receive a grant in Phase 1. The grant, if awarded, is for four years.

Where can teachers obtain information about the RTTT program and Kentucky's application?

Visit www.education.ky.gov and click on the "Unbridled Learning" logo on the left side of the page. This page will provide the most current information on Kentucky's application for RTTT funding.

MORE INFO...

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Hayes reinforces knowledge, applies to students' lives

By Susan Riddell

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Tina Hayes and her students at Farley Elementary School (McCracken County) have something in common.

Her students are winning awards, and so is she.

Hayes, who teaches 5th grade at Farley Elementary, recently won the John Morton Excellence in the Teaching of Economics Award by the Global Association of Teachers of Economics (GATE), a program of the Council for Economic Education (CEE).

The award honors those who excel in teaching economics and financial literacy through their innovative teaching methods with a focus on understanding of economics, financial literacy and entrepreneurship.

Evidence of Hayes' success with her students can be found in their hardware as well.

"They have been awarded laptops and cash prizes for winning at the national level in the InvestWrite essay contest, competing with thousands of students across the nation," Hayes said. "They have been awarded Best of Show as well as other top honors in the Regional Entrepreneurship Fair at Murray State University.

"Former students often visit and brag about how well they are doing in their high school economics classes," Hayes added. "They even share with my current students that their understanding of economics is critical to becoming successful in life. My students are awe inspiring, and they never cease to amaze me."

Farley Elementary Principal Jimmy Johnson said Hayes' students know that she expects spectacular things from them while in and out of school.

"She encourages students to tackle difficult tasks that they may otherwise pass up for something easy," Johnson said. "She knows that they can do both tasks but doesn't let them fall into the 'this is too hard' or 'I can't do it' responses. Tina knows her students, and they feel secure within her classroom. She is able to use activities with students that are motivating, challenging and real-world."

Hayes is in her 16th year at Farley Elementary. She began teaching 5th-graders five years ago and currently teaches economics and government throughout the day, as well



Photo by Amy Wallot

Tina Hayes teaches 5th-grade students about scarcity during economics class at Farley Elementary School (McCracken County). Hayes recently won the John Morton Excellence in the Teaching of Economics Award, which honors educators who excel in teaching economics and financial literacy, financial literacy and entrepreneurship.

as leading one paperless mathematics class.

Teaching economics is Hayes' passion, one that doesn't see success overnight considering the daunting task of introducing subject material that is generally new to 5th-graders.

"This class is different," Hayes said. "Students don't really have a foundation of financial literacy. There isn't a book. We don't read chapters. Students are like small balls of clay ready to be modeled. We immediately learn to put together a resume and write one to keep on file. We learn a successful interview, even the simple task of shaking hands. We learn the content by immersing ourselves into it.

"We create and participate in economic situations," Hayes added. "We learn the vocabulary by experiencing it. We practice and review by acting it out. We reinforce the knowledge by applying it to our own life. Considering this type of immersion, the learning occurs quite naturally."

"Parents are learning the economics along with their students," Johnson added. "Tina provides much of the information during class through technology and group anal-

ysis work. Since this is not a traditional course with traditional materials, students are required to use teacher-developed materials and Web sites to meet the curriculum. Many of today's headlines are about being fiscally sound in spending and investments. Students need to develop deep understanding of opportunity costs for making rushed or impulsive decisions without considering alternatives. Economic decisions they learn to make today will have a significant impact on their financial well-being in the future. They are able to make their school decisions concerning finances with great gains or horrible losses. With each decision, the individual and the class are able to learn from the outcomes."

Hayes said her students begin preparation for final exams the first day of class.

"My final is a real-world entrepreneur project," she said. "Students take the economics they've been taught all year and apply it to create their own businesses."

Students participate in an entrepreneurship fair with business plans, and some may even apply for financing, Hayes said.

"They negotiate rental terms, conduct

market surveys and create logos and commercial advertising," Hayes said. "Students identify and itemize their productive resources to find their cost of production. They graph supply-and-demand curves to find equilibrium pricing."

Students enter projects in a competition at Murray State University and must agree to terms with Johnson to set up shop in the elementary school's annual market place.

"The market is open, and the entire student body is given an opportunity to shop," Hayes said. "However, the 5th-graders are still not finished with their 'final exam.' Students must now count their money and complete profit statements and balance sheets. They also must pay their negotiated rent and repay any outstanding loans."

Hayes has seen great success in her students' creations, including during her 10-year stint teaching economics to 3rd-graders, who traditionally owned and operated a full-service restaurant. Their responsibilities, according to Hayes, included creating a menu, ordering food, creating radio and television advertising, booking reservations, maintaining a seating chart, cooking and serving food, cleaning tables, collecting money, and running a gift shop.

While introducing simple concepts of finance and economics may seem difficult – Hayes said she starts with the basic economic problem of scarcity – it's a rewarding opportunity for her.

"I am all about project-based learning," she said. "I stress the importance of global awareness and the role each student will play in our global economy. I take advantage of the fact that my students are digital citizens; therefore, they use an abundance of technology to create, collaborate and communicate.

"If it interests them, they bring it in, and we see how we can use it as a learning tool," she added. "I learn as much from them as they learn from me. They teach me to dance, to text and to decipher text messages. I let them see me as a learner, and I let them see themselves as teachers. My students will be quick to tell you that they own their own learning. I simply offer the learning opportunity."

MORE INFO...

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'Share a Story' night has many happy endings

By Matthew Tungate

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Schools across Kentucky that are not participating in Unite to Read are missing out on a host of positive benefits, according to districts that hold an annual "Share a Story" night.

Unite to Read is a statewide literacy project that began in the 2004-05 school year and was designed by members of Kentucky's Career and Technical Student Organizations (CTSOs). Unite to Read is designed to promote literacy and lifelong reading among schoolchildren in the state, according to Reeca Carver, program consultant at the Kentucky Department of Education and lead person for Unite to Read in the state.

Every participating school conducts a "Share a Story" program, usually a night during October or November. CTOS join together to plan, organize and participate in an event that centers around a theme catering to elementary school students, Carver said.

However, budget cuts have reduced the number of schools participating from 180 schools when the program began to about 60 schools this year, Carver said.

"If a school hasn't tried to put on an activity like this, it needs to so that it can see the benefits," she said.

Cynthia Smith, Grayson County Technology Center director, has participated in the program since its inception. She likes that each year has a central theme. This year's statewide theme focused on Kentucky's equine industry in anticipation of the Alltech FEI World Equestrian games this fall. Schools could choose between two books about horses.

"Any time we can get kids to understand the importance and enjoyment of reading at the elementary level, that transference can lead to many opportunities, whether it be during continued education, at home, at one's job or for pleasure," she said.

Grayson County held its "Share a Story" night during the school day in September at one of the elementary schools. The district chose *Little Freddie at the Kentucky Derby* as its featured book, she said. Every school purchased books so that each 3rd-grader would receive their own copy. Each CTSO and community partner developed activity booths, including a bookmark station, rose garland-making, stick horses, jockey's silks, derby hats, face painting and a miniature horse dressed up like "Little Freddie," with which

every student had their pictures taken. The outreach director from the Kentucky Derby Museum also visited each elementary school and discussed the economics and traditions of the Kentucky Derby.

Crittenden County held its "Share a Story" night in November, and Dawn Hollamon, in her 27th year as Crittenden County High School family and consumer science teacher, said students went all out with activities as well. The theme was "The Book Derby – Read to the Finish." Students got to pet a horse and donkey, ride a stick horse through an obstacle course, create a horse made of wooden clothes pins, play several horse-related video games and be photographed as the jockey riding the winning horse in the derby. Children also heard a local high school student tell about her experiences in the rodeo.

"We had lots of fun and encouraged the students to continue to improve their reading skills," she said.

Pam Hamons, in her sixth year as Campbell County High School career and technical education department chairperson and 14th overall in teaching, agreed that districts should do all they can to promote literacy.

"Once children can read, their possibilities are endless," she said. "Hopefully, this will inspire children to read for pleasure."

Campbell County High School's CTOS hosted "Hay Read," a night in October for students in preschool through 5th grade. Hamons said the district chose *Five True Horse Stories* because it was the cheaper of the two books, which allowed each child that attended to receive a free copy.

"We had 94 parents and 158 children attend our program," Hamons said.

Jennifer Wheeler, Marion County High School career and technical team leader, said her "Share a Story" night has grown from 50 participants six years ago to almost 500 this year. Every child in preschool through 6th grade in the county was invited to attend the event. Many students in grades 7-12 worked the event for community service hours, she said.

"We went with a general horse theme, and every child who came to the event was given a copy of one of the two theme books based on their grade level, plus another book of their choice," Wheeler said.

She said every school in the district was represented by at least one themed room. Four high school rooms were operated by students and supervised by teachers, and all were sponsored by CTOS. The middle



Photo by Amy Wallot

West Marion Elementary School (Marion County) 2nd-grade student Andrew Newton, left, 3rd-grade student Sierra Bickett and Lebanon Elementary School (Marion County) 1st-grade student Dalyn Mattingly race West Marion Elementary Principal Benji Mattingly during the district's "Share a Story" night at Marion County High School. Students stopped and read horse facts as they made their way along the racetrack.

school and elementary rooms were put together and primarily operated by teachers.

Sarah Sullivan, family and consumer science teacher at Phillip A. Sharp Middle School (Pendleton County), said her district won't hold its "Share a Story" night until this spring, and she can't wait because her son is a 3rd grader and will get to participate.

"It will be another step in helping him instill reading as a value," she said. "He looks up to older students very much, and if he can see that it is not just mom and his teachers who see the value in reading, he is much more likely to appreciate it. I absolutely know without a doubt he will listen to every word these high school students tell him as they show him the fun activities that go along with reading."

Pendleton County will hold its event during the school day this year. It has held its event both during the school day and at night, and she said there is a tradeoff for each.

"Other years we have found funds to bus the 3rd-grade students from our two elementary schools to the high school during the day to make sure all 3rd-grade students have the opportunity to participate," Sullivan said. "During the day event, we are reaching more 3rd-grade students. At night, you are also getting parent involvement, which is one of FCCLA's (Family, Career and Community Leaders of America's) goals."

Hamons and several of the others also noted how the CTSO students benefit by working with each other, planning the

events and helping younger students.

"One benefit that I did not realize when we were planning our first program was how much our CTSO students would enjoy being part of it," she said. "They love working with children and seeing the positive impact they can have on the life of another person."

Smith and others noted that "Share a Story" night also helps CTOS develop community partnerships.

"When community participants see the energy, camaraderie and learning on display, it is easier to think of other ways to invite the business partners into the school," she said. "Sometimes the ice has to be broken and that initial barrier removed so businesses and schools see how their relationship is important to the total community's success."

Wheeler said the event is a great way to showcase students' abilities and the good things that schools are doing. She said "Share a Story" night has become "as expected as Halloween" in Marion County.

"This is a true community event and celebration of reading/art," Wheeler said. "The event promotes families spending time together, shows parents multiple ways of reading and enjoying literature, showcases to the community all that our high school students who work so hard on the event can do, and teaches children that literature truly can come to life."

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Grants show history teachers how to bring past to life

By Matthew Tungate

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Elementary school curricula doesn't allow a lot of time to go in-depth about the Civil War, so Zelicia Hughes doesn't cover a lot of battles or generals with her 5th-grade social studies students at Estill Springs Elementary School (Estill County). Yet last school year, she participated in more than 60 hours of intensive professional development on the subject.

"But a good teacher knows you must learn all you can about each different part of social studies to make it come alive for your students," she said.

As part of the "Democratic Visions: American History From Civil War to Civil Rights" project, Hughes said she met many people, including instructors, actors and caretakers, at many historic sites throughout Kentucky. One that caught her attention was the Battle of Richmond – specifically the role of the Mt. Zion Church during the battle. She's incorporating a lesson using her newly gained information this spring. One example is cutting a picture into thirds, and then each group gives a description about what is going on in their portion of the picture. The groups then put the pieces together to see if their perspectives change.

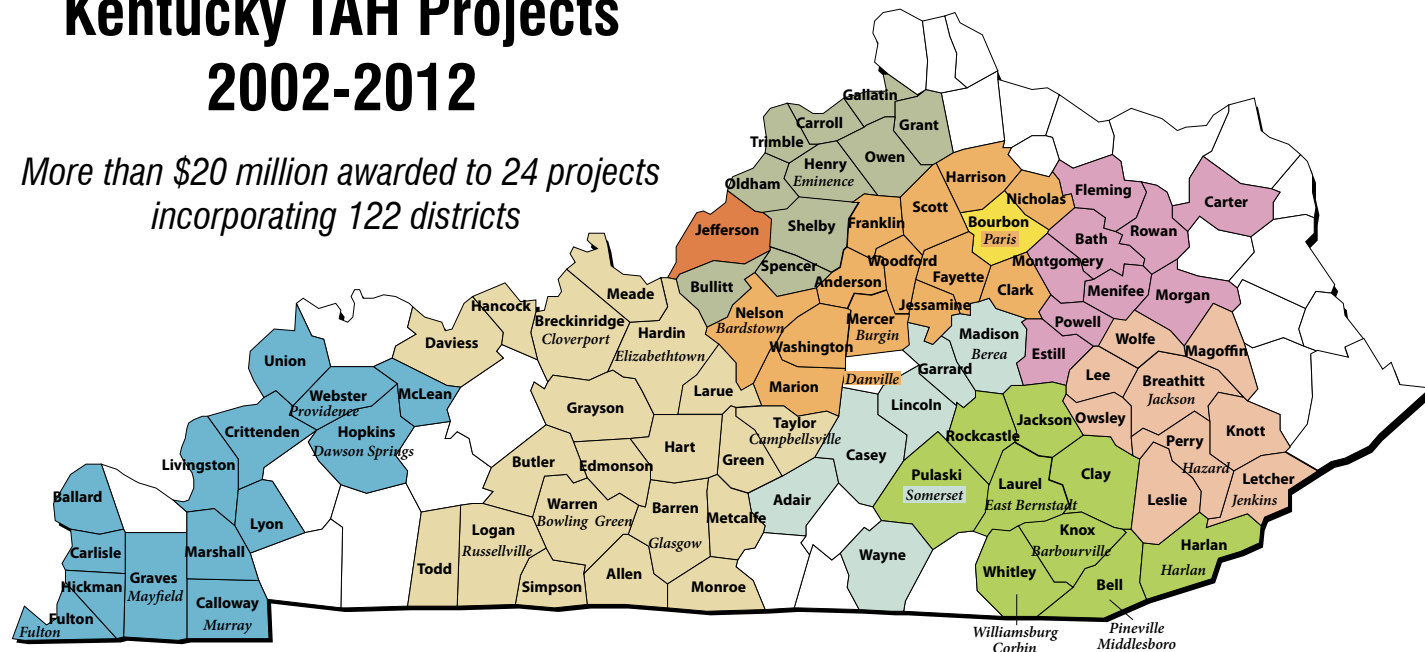
"It was moving," she said. "I have to say my students made me proud with their observations and depth of understanding. It's good to share perspectives, to see the possible other side of things."

Gaining content knowledge about American history and better ways to teach it is the goal of "Democratic Visions" and other Teaching American History grants. Teaching American History is a federal program designed to improve student achievement by enhancing teachers' knowledge of traditional American history through intensive, ongoing professional development through research-based teaching strategies. Grants fund projects for up to three years, and recipients must partner with one or more organizations that have extensive knowledge of American history, including libraries, museums, nonprofit history or humanities organizations and higher education institutions.

"Democratic Visions" is a partnership between the Kentucky Historical Society and the Powell County school district, according to Rebecca Hanly, "Democratic Visions" project director with the Kentucky Historical Society (KHS). While Powell County is the lead district, the project also includes about 30 teachers from Bath, Carter, Estill, Fleming, Menifee, Montgomery, Morgan, Rowan and Rockcastle counties.

Kentucky TAH Projects 2002-2012

More than \$20 million awarded to 24 projects
incorporating 122 districts



Lead Organizations Receiving Grants and Years Awarded

■ Western Kentucky Educational Cooperative - 2002, 2003, 2005, 2007	■ Harlan Independent School District - 2002, 2003
■ Green River Regional Educational Cooperative - 2003, 2006, 2008	■ Letcher County School District - 2004
■ Jefferson County Public School District - 2004, 2006, 2008	■ Powell County School District - 2008
■ Ohio Valley Educational Cooperative - 2002, 2004, 2006 (two awards), 2009	■ Central Kentucky Special Education Cooperative - 2008, 2009
■ Bourbon County School District - 2002, 2006	■ Wilderness Trail Cooperative - 2009

Districts are eligible to apply for either \$500,000 or \$1 million, depending on the number of students they serve, Hanly said.

"Democratic Visions" is one of the 24 Teaching American History grants Kentucky has received since 2002, including three awarded in the most recent cycle in 2009. "Democratic Visions" began in July 2008 and lasts until July 2011, Hanly said.

In 2008-09, the theme focused on the Civil War. This school year, teachers are studying the shift of the U.S. from the nation it was in 1865 to the modern industrial nation it became through all the changes taking place in late 19th century, she said. Each year also has a piece that focuses on Kentucky history.

Participants attended two-day, 14-hour seminars (one in the fall, one in the spring) and a one-week summer institute of 30-plus hours. University professors deliver the content, specialists from the KHS provide primary source activities, and then master teachers model best teaching practices and strategies, Hanly said. Additional requirements include contributing to an online book discussion each January and completing a culminating project each summer.

Rhonda Muse, who teaches 7th- and 8th-grade social studies at Powell County Middle

School, said that even after 27 years of teaching, it was wonderful to have knowledgeable scholars inform her of specific details concerning Abraham Lincoln and the political agenda of that time.

"It is amazing to me that Kentucky did not support Lincoln in the 1860 or 1864 election," she said. "I was so interested that my husband and I visited Springfield, Ill., and the Lincoln museum after the first year of 'Democratic Visions.' We even went into the library to ask to see what counties actually carried Lincoln in the election."

John Manley, who teaches U.S. History and European History at Montgomery County High School, said he was impressed by a summer trip to several places he was not familiar with, including Farmington, the Speed family home in Louisville, and Camp Nelson in Jessamine County.

"We also got to see familiar places such as My Old Kentucky Home with a different historical perspective – that of the slaves and not the masters," he said. "My knowledge of Kentucky's history, both prior to and during the Civil War, was greatly enriched by these experiences."

Manley said participants were also introduced to new ways of using primary sources

in their classrooms to enhance their teaching and improve student learning. During his unit on Reconstruction, for instance, he taught students about how the Southern "lost cause" was commemorated after the war, and he was able to use photos of both the Louisville Confederate Memorial and the local Confederate Memorial to illustrate the point. Most of his students were unaware of the local memorial, and a few went that afternoon to the cemetery to see it for themselves.

"I had known about this memorial most of my life, but it surprised me that most of my students did not. I was thrilled to see them take an active role in their learning," he said. "I have found that these sources help students understand that the past was 'personal' and makes history come alive since they can make a connection through primary sources," he said.

Muse said she has always found it difficult to teach students to use primary sources, but since beginning "Democratic Visions," she has found herself looking at more different types than just documents to teach a lesson. For instance, she asked her students to look at the metaphors in Thomas Paine's *Common Sense*.

(See **Grants** on page 16)

Districts getting creative with professional development

By Susan Riddell

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Bryan Sweasy was listening to a principal praising a teacher when it hit him.

"He said, 'Man, she is just great. The best teacher I've ever had. Every teacher in the district ought to see her teach.' And in an instant the whole idea sort of fell in place in my head," said Sweasy, chief information officer for Erlanger-Elsmere school district.

That idea eventually turned into the Erlanger-Elsmere Teaching and Learning Conference (EETLC), a one-day professional development (PD) event for district teachers designed to mimic the feel of an educational conference minus the costs of traveling to an out-of-district PD event.

In the Elizabethtown Independent school district, teachers are taking its Lead Teacher program to another level while districts across the state – like Bourbon County and Fulton Independent – have ideas of their own.

Professional developments events such as these are just a few examples of what districts are coming up with in an effort to curtail costs of sending teachers to PD that can be pricy and a hindrance to district budgets.

"The EETLC was not designed with the idea of saving money in a lean fiscal year," Sweasy said. "It just works out that way."

Sweasy said the PD was created so teachers could learn from other teachers within the district who had great ideas but didn't have a means to share these ideas. He also developed the EETLC to provide technology offerings to teachers at all schools by having them gather for a day rather than providing six individual training sessions at each school in the district.

EETLC started out with 28 workshops its first year and featured 41 in 2007. The 2009-10 school year was more of the same. Among the workshops were "Wild about Reading," which dealt with setting up book clubs, logistics, funding, questioning strategies and book selections; and "The English Language Learner Experience," which emphasized the needs of special populations, best practices and touched on all core content subjects.

"The idea was mine, but the initiative is a districtwide effort," Sweasy said. "It's been a tremendous success."

In the Elizabethtown Independent school district, Kim Weber has been involved with the Lead Teacher program for several years.

"When our district decided to improve its professional development program,



Photo by Amy Wallot

National education consultant Anthony Muhammad speaks to teachers from the Elizabethtown Independent school district during a professional development (PD) event. Muhammad discussed improving professional learning communities and school culture with the audience. Elizabethtown Independent is among the districts in Kentucky who are looking at different ways to provide PD for educators during a school year in which district budgets are leaner.

the Lead Teacher program was born," said Weber, who teaches science at T.K. Stone Middle School "This is a staff-development initiative that focuses on small groups of teachers working together as learners. This program trains selected teachers from each content area to be facilitators in professional development. These lead teachers meet every two months for either group training or sharing what they've learned in their team or department at school.

"As a lead teacher, I am responsible for learning and understanding the best practices that we decide to pursue as our district's professional development," Weber added. "Lead teachers are required to be at these training days, then sometimes help with an additional training day to get all other teachers on board. Once we are trained, we share what we have learned with our team of teachers, including any samples of class work that help to illustrate these methods and facilitate any future workdays with our groups."

The program has paid off for the district in many ways besides saving money. The district staff, which has been limited in attending national conventions due to costs for travel and hotel expenses, is enjoying the benefits of stronger relationships within its teaching community.

"Learning in small groups with colleagues is a much more collaborative approach to professional development," Weber said. "It allows us time to fully process the concepts that we are learning and discuss it with our peers along with any problems that we run into or solutions that we find. This method is good for our district because it allows teachers to explore ideas for better teaching with much more depth than traditional methods allow."

Fulton Independent school district also looked to staff members to help curtail expenses in providing professional development.

"The administration used area resources and personnel to provide very informative PD days in the areas needed for our school system," said DeAnna Miller, assistant principal at Fulton High School.

Barbara Locker, project coordinator of Paraeducators of Kentucky, was instrumental in preparing Fulton Independent's paraeducator staff for the school year, Miller said.

Locker provided two days of training on-site for the classified staff. The district received positive feedback from all staff attending the trainings.

"We looked to our in-house experts to provide training on the Thoughtful Education

(TE) and Infinite Campus (IC) programs," Miller said. "Three Thoughtful Education cadre leaders prepared two excellent professional development days for our certified faculty members. Much of this professional development continued throughout the school year as Thoughtful Education learning cadres met on 12 different afternoons in specific groups (elementary, middle and high school) to learn new TE strategies. Infinite Campus trainings were conducted by IC building leaders. Teachers continued to call on these teacher leaders throughout the year to troubleshoot problems."

The Bourbon County school district has been offering similar PD for its teachers.

"Our district recognizes the value of high-quality professional development," said Jeanne Crowe, instructional coordinator for the district. "To meet the needs of all staff and costs incurred above the funds received from federal programs, we are seeking and utilizing various resources.

"Grants also have provided us opportunities to enrich our staff," Crowe added. "We received a large Safe Schools/Healthy Students grant that includes professional development opportunities for multiple staff including resource officers and nurses."

For its English as a Second Language program, teams were sent to both the Elementary English Language Learner Academy (ELLA) and the Secondary ELLA Academy. These are sponsored by KDE and Title III. The teams then shared what they learned with fellow teachers upon their return.

"We have been building capacity through the teacher expertise within our schools and district this year," Crowe said. "Professional development needs have been identified, and expert internal staff has provided opportunities after school to work together and learn. This has not only provided staff development but also has enhanced school culture as teachers worked together and shared knowledge to increase student learning."

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Program provides more than Jobs for Kentucky's Graduates

By Matthew Tungate

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Samantha Spence had an extremely economically challenged background growing up in Martin County. Not one person in her family had ever graduated from high school or held an entry-level job. She was placed in a dropout prevention program as a freshman, and after four years participating in the program, won a national public speaking competition.

Spence graduated high school, earned scholarships and enrolled at Big Sandy Community and Technical College. While there she was elected president of the student government. She was chosen to speak at her college graduation. In that speech, Spence credited the dropout prevention program, Jobs for Kentucky's Graduates (JKG), as what inspired her to succeed.

But her story does not end there. Spence went on to Pikeville College, where she graduated with honors and a degree in biology. She has applied to the Pikeville College School of Osteopathic Medicine. During all of this, she maintained a full-time job at the Highlands Regional Medical Center Hospital pharmacy.

Marcie Hanson, the comprehensive job specialist responsible for JKG at Sheldon Clark High School (Martin County), loves to tell Spence's story. "JKG teaches its participants how to take the skills they are learning in traditional classrooms and put them to work in the real world," she said. "In my class, every student learns to write a campaign speech, to create a plan for the future, to think through all of the elements of an important decision, take pride in their community and to be a leader – not just in their class, but throughout their lives."

Jobs for Kentucky's Graduates (JKG) is part of a national dropout-prevention school-based program for disadvantaged and at-risk youth, providing students with resources and support to attain a high school diploma and postsecondary education or training leading to a career, according to state JKG Director Dave Clusky. In Kentucky, JKG began in 1993-94, has programs in 24 high schools across the state and serves nearly 1,800 at-risk students annually. Using a competency-based curriculum, career specialists (all certified teachers) provide daily classroom career instruction and coaching, assistance in job placement and follow-up services for 12 months after graduation or receipt of a GED, Clusky said.

JKG is effective for preventing dropouts

because it provides remediation and tutoring in basic skills, adult mentoring, work experience and job shadowing opportunities, according to Melanie Barrett, Christian County High School's JKG career specialist. Students are monitored very closely on attendance, discipline and grades, she said. The career specialist is in contact with participants' teachers, parents and individuals who keep up on specific and current situations in the participants' lives.

"Students have completed high school diplomas, held employment and become more mature in their thinking," she said. "There are students who would have probably been in jail if it were not for JKG. The differences are so phenomenal it is difficult to express."

Steve McCauley, career specialist at Paris High School (Paris Independent), said he thinks JKG is effective because at-risk students are identified and career specialists are given resources and time to develop relationships with those students.

"It is these relationships that I see being a major reason why JKG is successful at decreasing dropouts," he said.

Hanson thinks the most important aspect of JKG is that it gives students a place in school where they belong, which, in turn, makes them want to come to school every day so that they can be a part of something that is special to them.

Another aspect of the program that keeps students coming to school is the Carpet Maze, she said. A four-member team must work together to cross an electronic maze making the fewest number of errors without using any form of oral communication. The exercise promotes leadership, teamwork and logical thinking skills, Hanson said.

"It is so successful in promoting participation and leadership that students will actually say that they get up and come to school in the morning just so that they can participate in the Carpet Maze Learning System," she said.

McCauley said teamwork is just one of the skills students learn from JKG. "These include anything from resume writing to job



Photo by Amy Wallot

Senior Andrea Bowen gets help navigating the Carpet Maze Learning System from, clockwise from left, junior Larissa Jude, junior Brett Preton, senior Nick Bowen and senior Kevin Maymond, during Marcie Hanson's Jobs for Kentucky Graduates class at Sheldon Clark High school (Martin County). During the activity, students must find a set path through the squares without speaking to each other. Other students in the class were working on brain teasers.

interview skills to leadership development to money management and everything in between," he said.

JKG competitions, such as the public speaking competition Spence won, also motivate students, teachers said.

Hanson said students compete in 17 different areas at the state level – all of which are tied to the program's core curriculum.

"The large number of events, both on-site and pre-judged, targets different learning styles and gives more students an opportunity to compete," she said. "Students who excel in hands-on activities may be more comfortable creating posters or bulletin boards, while others may be more suited for public speaking or employment interview."

Barrett said the competitions also provide leadership development for students. "Being a part of an extracurricular activity can make or break a student," she said.

The teachers said JKG has several aspects that could translate to more traditional subjects. Barrett said JKG focuses on building relationships between students and career specialists.

"Once you build a relationship with students and the reputation follows, then you

are able to gain trust from the student. Once you gain the trust and respect of the student, then the student is more productive in the program and school," she said. "The teacher should know whose parents are overseas, in jail, unemployed or whatever. If a student's parent was deceased two months before school started, then a teacher should be aware. The more you know about the student, the more connections you can make with the student."

Hanson also touted that service learning is part of JKG's core curriculum. Seniors at Sheldon Clark High are required to have a minimum of 50 documented hours of community service prior to high school graduation, and the top 10 community service hour earners are recognized at graduation.

"The last three years, the students recognized for having the highest number of hours were students involved in Sheldon Clark High's Jobs for Kentucky's Graduates," she said.

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LEADERSHIP LETTER

Compiled by Susan Riddell, susan.riddell@education.ky.gov

Hanner named superintendent of the year

Tim Hanner, superintendent of the Kenton County school district, is the 2010 Kentucky Superintendent of the Year (SOY). The announcement was made at a special recognition ceremony held during the Kentucky Association of School Superintendents' (KASA) winter conference.

Hanner was chosen for the award by a statewide blue ribbon panel composed of school administrators and other education leaders. The panel noted Hanner's passion, enthusiasm and high expectations for the global era. According to panel members, Hanner's list of attributes was lengthy, but new skills for the 21st century, the ability to engage the entire community in relevant partnerships, sustainable energy initiatives, student-led teams solving real world problems, and a clear vision for mapping out a student's future were prominent.

Hanner is the 23rd superintendent to receive the honor since the program's inception in 1988. The Kentucky SOY program pays tribute to the talent and vision of the men and women who lead Kentucky's public schools. The program, sponsored by KASA and Scientific Learning, is part of the national SOY program, which is sponsored by the American Association of School Administrators (AASA), Aramark Education and ING.

As the 2010 Kentucky SOY, Hanner received a bronze eagle statue and a \$2,000 scholarship for a Kenton County high school student. In addition, he will compete for the national title, be recognized during AASA's National Conference on Education this month and participate in a discussion forum on an educational issue, which is published in Leadership for Change, a white paper for educators worldwide.

KASA is the largest school administrators group in Kentucky, representing more than 3,000 education leaders from across the state. Formed in 1969, the group connects education leaders to policy makers, legislators and other interest groups, and provides numerous benefits and services to Kentucky's P-12 school administrators.

Study finds many younger teachers OK with incentive pay

From Public Agenda

A new study paints a national picture of Generation Y teachers with an openness to incentive pay. Seventy-one percent of Gen Y teachers are open to rewarding teach-



Photo by Amy Wallot

Reading is doggone fun

Third-grade students Alissa Kommer, left, Wyatt LaPradd, holding book, Corey Ringstaff, center, and Zack Ringstaff take turns reading with Mac the AR (Accelerated Reader) Dog at Ballard Elementary School (Ballard County). Librarian Rhonda Pace brings her dog, Mac, to visit students every couple of months. According to Pace, having Mac visit brings in reluctant readers to the library.

ers based on incentive pay, whereas only 10 percent of Gen Y teachers think that student performance on standardized tests is an "excellent" measure of teacher success.

The nationwide study, *Supporting Teacher Talent: The View from Generation Y*, from Public Agenda, a nonprofit research organization, and Learning Point Associates, a nonprofit education research and consulting organization, offers a comprehensive look at the question of whether different generations bring different aspirations, concerns and perspectives to teaching.

"Traditionally, teachers have strongly opposed differentiating pay based on student performance, but we found evidence that those attitudes may be changing among Gen Y teachers," said Jane Coggshall, co-principal investigator for the study. "However, young teachers, like teachers of all ages, are concerned about using standardized test scores as the principal criterion."

According to Sabrina Laine, chief program officer for educator quality at Learning Point Associates, "The study findings send a strong message to school leaders who need to recognize that to retain our best teachers, it is imperative to support teacher effective-

ness through improved teaching and learning conditions because teachers, more than anything, want to make a difference for their students."

Among the top findings in the study are:

- Most Gen Y teachers support incentive pay for teachers who consistently work harder and put in more time and effort than other teachers.
- Gen Y teachers are deeply concerned about using standardized test scores to measure their performance.
- Teachers' concerns that unions sometimes protect seriously underperforming teachers have risen in recent years.

Service aids federal ADA law compliance

In 2009, Congress made major amendments to the Americans with Disabilities Act (ADA). Failure to properly address these legal requirements can result in huge legal expenses for school districts and can jeopardize a district's federal funding.

Congress has directed that new federal regulations be written to comply with the amended ADA statute. These will dictate not only changes in complying with Section 504 requirements for serving students, but also

major changes in addressing staff disabilities and access to school district programs and activities for members of the public with disabling conditions.

To assist districts in meeting these new legal challenges, the Kentucky School Boards Association is offering an ADA newsletter service. Two members of a subscribing district's staff will receive a monthly electronic ADA newsletter. The newsletter will keep districts up to date on developments in ADA regulations and judicial/U.S. Office of Civil Rights decisions, as well as provide practical guidance on in-district implementation issues.

To order the newsletter, contact Teresa Combs, Teresa.Combs@ksba.org, or Jolene Shearer, Jolene.Shearer@ksba.org, or call (800) 372-2962.

www.ada.gov

Three inducted into Teacher Hall of Fame

Three outstanding educators have been selected for the third class of the Gov. Louie B. Nunn Kentucky Teacher Hall of Fame. The three chosen by a statewide selection committee are Linda D. Childress of Cub Run, Walter Dick of Cumberland and Frances Steenbergen of Glasgow. They were inducted during a ceremony Jan. 26 at the State Capitol in Frankfort.

From 1972-2008, Childress taught at Munfordville Elementary School (Hart County), Bonnieville Elementary School (Hart County), Cub Run Elementary School (Hart County) and Hart County High School.

Dick taught algebra and mathematics for 52 years in the Harlan County school district. He taught for six years at Benham High School before moving to Cumberland High School in 1961.

Steenbergen spent 29 years as a teacher and served five years as president of the Kentucky Education Association. She taught at the former Austin Tracy Middle/High School (Barren County) from 1973-87 and at Barren County High School from 1987-2002.

The Kentucky Teacher Hall of Fame was created in 2000 through a gift by Nunn, who hoped to recognize the vital role that primary and secondary teachers in Kentucky play in the education of young people and the positive impact education has on the state's economy. Western Kentucky University was selected as the home of the Kentucky Teacher Hall of Fame because of its 100-year history in teacher education.

www.wku.edu

Conferences & Workshops**Salato Wildlife offerings**

Project WILD & Growing Up WILD workshops will be March 19 at the Salato Wildlife Education Center in Frankfort. Participants will become certified for using the KERA-compatible Project WILD and Growing Up WILD curriculum, interdisciplinary sets of hands-on activities emphasizing wildlife and the environment. These events are for teachers, parents who home school, scouting, youth and other group leaders and informal educators. Registration deadline is March 5. Pre-registration is required. For more information, contact Emily Hogue, emily.hogue@ky.gov, or at (502) 564-7863.

School play direction, production

StageLab, a member of the Theatre Alliance of Louisville, will host a workshop May 18 designed to help educators with school play production and directing. Teachers will receive organizational tools for choosing the script, casting the show, rehearsing and post-production wrap-up; strategies for working with students, colleagues and parents; ensemble-building games and activities; inexpensive technical theatre solutions; and marketing and administrative tools. All classes, workshops and professional development sessions are held at StageLab Studio, 156 Mellwood Arts and Entertainment Center, 1860 Mellwood Ave., Louisville. For more information, call (502) 741-8392.

Free PD for elementary teachers

Elementary (K-5) teachers can apply for the Kentucky Reading Project (KRP), a yearlong, graduate-level course in reading instruction that includes a two-week summer institute, four follow-up visits and a coaching visit by a KRP director. Each public state university serves as a site for KRP, and only 25 teachers are selected for each site. An additional KRP will be held in southeastern Kentucky so that teachers who do not live near a public university will have an opportunity to attend KRP.

Teachers selected for KRP receive a \$200 stipend, in-state tuition for three hours of graduate credit and approximately \$200 in books and materials. Contact Cary Pappas, cary.pappas@uky.edu, for more information.

www.kentuckyliteracy.org/krp

Contests & Other Events**KAPT award program**

Kentucky's Affordable Prepaid Tuition (KAPT) \$1,000 scholarships will be awarded to four public school students who will attend a certified college, university or technical school. Each student must have a parent or guardian actively employed in the public school pupil transportation field, with a gross taxable family income of no more than \$55,000 for the past tax year. Each student must have at least a 3.0 grade point average. Applications should be submitted to the local supervisor/director of pupil transportation and be postmarked or hand delivered no later than March 1.

www.thekapt.com

American History Teacher of the Year

The Kentucky Historical Society is seeking American history teachers who teach grades 7-12 as nominees for the 2010 Preserve America History Teacher of the Year. Nominees must have at least three years of experience, demonstrate a deep career commitment to American history and show evidence of creativity in the classroom through the use of documents, artifacts, historic sites and thoughtful student assessment. Administrators, department heads, principals, parents and students are invited to nominate a teacher online. Nomination deadline is March 15. Kentucky's winner will receive a \$1,000 cash prize and will also compete for the national award.

www.gilderlehrman.org/education/htoy_overview.php

'Tea Time for Teachers'

The Art Museum at the University of Kentucky is hosting "Tea Time for Teachers" sponsored by LexArts, March 17. Teachers will receive curriculum materials and professional development credits. Registration deadline is Feb. 26. For more information, contact Sonja Brooks, sonja.brooks@uky.edu, at (859) 257-1926.

www.uky.edu/artmuseum

Mathematics and Science teaching honors

The Presidential Awards for Excellence in Mathematics and Science Teaching are the nation's highest honors for teachers of mathematics and science. The awards recognize outstanding teachers for their contributions in the classroom and to their profession.

Since 1983, more than 4,000 teachers have been recognized for their contributions to mathematics and science education. Award winners receive a citation, a \$10,000 award from the National Science Foundation and more. Awardees are honored during events that take place in Washington, D.C. These events include an award ceremony, celebratory receptions, professional development programs and discussions with policy-makers on how to improve mathematics and science education. The 2010 awards honor mathematics and science teachers working in grades K-6. The deadline for nominations is April 1.

www.paemst.org

Dinosaur exhibit invades Danville

"Dinosaurs: The Big Picture" will engage children's interest in the arts as they explore dinosaurs on loan from the Hankla Collection. Among the related planned activities:

- interactive art stations
- "Museum in the Dark" – See the exhibit by flashlight at night.
- DINO DIG – Find your own fossils.
- fluorescent minerals exhibit, on loan from the Settles Collection
- guided tours

The exhibit is open to the public through Feb. 25. For more information on the Community Arts Center, contact Amy Wise, amywise@communityartscenter.net, at (859) 236-7993.

www.communityartscenter.net/dino

Horse exhibit open for group tours

A collection of exotic Arabian equine art and artifacts will be on view to group tours when "A Gift from the Desert: The Art, History and Culture of the Arabian Horse" is presented May 29-Oct. 15 in the Kentucky Horse Park's International Museum of the Horse – a Smithsonian Affiliate. It will feature 410 artifacts and works of art from 26 museums and private lenders including the Kingdom of Saudi Arabia, the British Museum, Metropolitan Museum of Art, Oxford University, Ashmolean Museum, Egyptian Museum of Cairo, Carnegie Museum of Art, National Museum of Warsaw, Museum of Fine Arts in Boston, American Museum of Natural History and many others. "A Gift from the Desert" is one of Kentucky's two biggest events in 2010, alongside the Alltech FEI World Equestrian Games, and one of the most prestigious

(Continued on page 15)



Photo by Amy Wallot

BULLETIN BOARD (continued)

art events in North America. For group tour information, contact Ali Mihankhah, ali.mihankhah@ky.gov, at (859) 259-4225. For information on the exhibition or the museum, contact the International Museum of the Horse, (859) 259-4232.

www.KyHorsePark.com

Engineering, mathematics and science challenge

The University of Kentucky will host students who want to participate in a local competition with national recognition. TEAMS, Tests of Engineering Aptitude, Mathematics and Science, is a unique and challenging academic competition that helps prepare students for tomorrow's world today. Competition will be at the University of Kentucky on March 6. This year's theme is Water, Water, Everywhere! The University of Kentucky will be providing scholarships to all students on the division-winning team to attend its College of Engineering for undergraduate studies. Scholarship amount is \$1,000 per year renewable for four years of college, up to a total of \$4,000. Registration deadline is Feb 12. For more information contact Metty Joseph, mjoseph@engr.uky.edu, at (859) 257-0180.

www.engr.uky.edu/outreach/teams.html

Equine youth festival

The Kentucky Equine Youth Festival will be March 19 at the Kentucky Horse Park. Featured events will include demonstrations of each of the eight events of the 2010 Alltech FEI World Equestrian Games: combined driving, dressage, endurance, evening, jumping, paraequestrian, reining and vaulting; interactive activities and presentations; and educational booths from organizations representing all facets of the equine industry. For more information, contact Kristen Harvey, kjanicki@email.uky.edu, at (859) 257-7501. Interested schools should contact Pat Trotter, pat.trotter@education.ky.gov, at (502) 564-2116.

Resources**Lockdown procedures**

Kentucky House Bill 206, passed in the 2006 session of the state legislature and codified as KRS 158.164, mandates that every Kentucky school conduct a lockdown annually. There are several variations of addressing lockdown procedures when considering the school setting. Resources are available that may assist in developing a school lockdown protocol. School officials should con-

sult with local law enforcement officials to cooperatively develop this protocol.

A PowerPoint presentation on lockdown procedures that can be used with students or staff is available at www.kycss.org/emp/Lockdowns.pdf. Other lockdown resources are available at these URLs:

www.kycss.org/emp/emp/Emgenchecklist.html

www.kycss.org/emp/emp/UnivProc.html
www.kycss.org/emp/emp/AfterAction.html

Interactive storytelling

Six stories including West African, Native American, Appalachian and American Tall Tales are available in a 50-minute interactive program that allows students to experience the similarities and differences between each culture and their stories; demonstrate and/or explain the differences between myths, folktales, legends and tall tales; and discuss and demonstrate the history of the trickster character. Students will experience storytelling styles and have opportunities to act out the stories for their fellow classmates. To schedule your school or district, contact Sarah J. Evans, sarah.evans@eku.edu, at (859) 622-8488.

Wordle for students

Wordle is a computer program for generating "word clouds" from text that the user provides. The clouds give greater prominence to words that appear more frequently in the source text. This could be used as an evaluation or reflection tool by asking for a word from students who describe a topic or presentation. Enter the words into Wordle, and it will create a graphic.

www.wordle.net

Data on school closings

The Cabinet for Family and Health Services has posted a Web page that lists school closings related to the H1N1 (swine flu) virus. It is updated each morning and reflects data collected by midnight of the previous day. For questions, contact Gwenda Bond, gwenda.bond@ky.gov, at (502) 564-6786, ext. 3325.

<http://healthalerts.ky.gov/Pages/Flu-RelatedSchoolClosures.aspx>

Information on sexting

Sexting is sending sexually explicit text or photographs via mobile devices. Sometimes teens share the photographs voluntarily, but at other times teens may be coerced into taking or sending the photographs. Once the photos are sent, some kids use them to



Photo by Amy Wallot

Geometric elements

Julie Caldwell goes over circles and arches with her geometry class at Bardstown High School (Bardstown Independent). Bardstown Independent school district recently received a grant to implement a program designed to improve students' educations in STEM (science, technology, engineering and mathematics) subjects. In addition, teachers from Bardstown High and Bardstown Middle School will collaborate with faculty from the University of Kentucky to share expertise, experience and knowledge with the goal of crafting more effective educational tools for students.

bully, harass, intimidate or embarrass victims online or via mobile devices. Multiple resources on sexting are available on the Kentucky Center for School Safety Web site.

www.kysafeschools.org/sexting.html

Graphical search engine

Eyeplore is a new way to search the Internet. This graphical search engine would be especially useful for students as it gives other words that are associated with the searched topic. There is a tutorial on the Eyeplore Web site that explains how it works and its advantages.

<http://eyeplore.com/show>

Science Writer for students

The CAST Science Writer is a free online tool to guide middle and high school students in writing effective science reports. This tool breaks down the scientific writing process into manageable steps and offers supports that allow students to communicate their understanding of scientific concepts. To support teachers in integrating Science Writer into their teaching practice, CAST has created an online community, <http://castsciencewriter.ning.com>, for questions, to share suggestions and provide feedback.

<http://sciencewriter.cast.org>

www.cast.org/learningtools/index.html



Photo by Amy Wallot

Learning to count

Kindergarten teacher Cara Patton reads a counting book to her class at Green County Primary School. Green County Primary serves 393 students in grades P-2. The school's schedule includes a 45-minute Response to Intervention block that focuses on reading and mathematics content. All of the school's kindergarten classes are equipped with the latest technology, according to Principal Paul McQueary. "They (teachers) are constantly using the latest researched-based programs to engage our students in learning," McQueary said.

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Grants from page 10

"The students picked up on it immediately and understood the concept more readily," she said.

Hughes said she has improved her teaching by using primary sources more effectively, and she encourages other teachers to do the same. She also encourages her fellow social studies teachers not to be intimidated by the volume of information, and instead let history be fun.

"There are so many good trade books dealing with all aspects of history that you can use for reading circles. You can have your students act out plays depicting historical events. Create fairs showing off cultures of people. Reenact the stages a bill goes through to become a law. Help students create historical character walks," she said. "Always be on the hunt for primary sources. The use of pictures is so valuable.

"I feel that my creative streak came alive after being a part of the 'Democratic Visions' grant."

MORE INFO...

www.ed.gov/programs/teachinghistory/index.html

Rebecca Hanly, rebecca.hanly@ky.gov,
(502) 564-1792

Multiple PD opportunities available through KET

PD at KET

KET also offers a variety of workshops in its new KET Media Lab as well as an annual summer multimedia PD event. Held in July each year, this event offers educators a full day of workshops on such topics as video production, lighting techniques, set design, digital still photography, Web 2.0 tools, copyright and fair use, and using multimedia techniques to enhance learning and engage students. The small fee charged covers meals and materials.

KET PD on DVD/CD-ROM and online

KET offers a number of video-based professional development seminars and resources. These CD, DVD and online resources feature authentic classroom video of research-based practices supported by lesson plans, facilitator guides and other resources. They are designed to be flexible, for use by facilitators, coaches and pre-service faculty in school-based or small group PD sessions or for individual teachers looking for new ideas or pursuing their individual continuous improvement plans.

In either case, teachers have the rare opportunity to see their fellow Kentucky teachers at work in the classroom, dem-

onstrating best practices in all curriculum areas. In addition, interview-based programs address issues such as identifying and responding to child sexual abuse or improving school leadership. Guides help teachers analyze the videos and apply what they learn to their own classroom. Print materials and other supplementary resources provide lesson ideas, teacher tips, research and other helpful information. KET also has many other professional development videos available for purchase on DVD. Alternatively, schools may request an early morning block feed of individual titles.

KET and KDE are collaborating partners in e-Learning Kentucky, which provides a menu of online professional development courses and trainings for educators. To learn more, select e-Learning KY on the list of options at the Kentucky Virtual High School Web site at www.kyvs.org.

MORE INFO...

www.ket.org/education/professional

Darlene Carl, dcarl@ket.org, (800) 432-0951
Allison NeCamp, anecamp@ket.org, (859)
258-7217