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No Boundaries

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By Sean S. Fishback

Kentucky Department of Education

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The challenge now is to move forward

By Gene Wilcutt
Commissioner of Education

Even in these tough economic times, the 2003 General Assembly announced that it would not fund public P-12 schools. Legislators made education a priority. The General Assembly took steps that support schools and districts across the state. However, their actions mean that Kentucky will enter the next legislative session with monumental challenges and millions of dollars in unanswered questions about public schools.

In this time of fiscal uncertainty, where did the legislature find money to send to schools in the next fiscal year?

$12.7 million in 2003-04 to alleviate school funding formula. Certainly school districts over the next two and other funds among the 176 support staff – school reform’s “first line of support to schools striving to excel.”

That means elementary and middle schools that want to replace chases – That means elementary and high schools this spring to talk with educators, staff and students about the school’s successes and challenges.

The General Assembly took steps to fund this undertaking.

• $4 million from the Department of Education
• $21 million from funds earmarked for next year’s textbook purchases

In this time of fiscal uncertainty, we must all continue to appeal to all Kentuckians to support our students as individuals; the continuous improvement of parents, business leaders and others in our communities.

Improvement’s momentum is real. The game we’ve made too important – will no longer be the available to provide direct assistance. The legislature will divide these and other funds among the 176 school districts on the first line of support to schools striving to excel, well by July. The commission director, 77 teachers and 10 support staff – school reform’s “first responders” – will no longer be the available to provide direct assistance.

We must continue to appeal to Kentuckians’ legislatures. Do whatever it takes to fuel that momentum. Maintain and build on Kentucky’s landmark accountability system, developed by Kentucky’s legislators. The product of a careful process developed by Kentuckians for Kentuckians – the foundation philosophy of our new system of public education. That every Kentucky child needs and deserves a first-rate education. Kentucky educators tell us how much they welcome the opportunities this academic progress of each and every child. We could deny this accountability now, we stand to lose the Kentucky child needs and deserves the significant and continuous improvement of students, teachers and students. The General Assembly.

We have come too far to turn back now.

To respond to the commissioner on this topic, please either also visit www.kentuckyschools.org/websitewebpage?site=ky beacon/kde.state.ky.us.

Kentucky School Laws now online


Several resources are available for $4 each from the KDE publications office. To order, go to the department’s home page and click on “Publications and Videos or phone (502) 564-3471. For more information, contact Kentucky Department of Education at (502) 564-1006 or visit the Kentucky school’s Web page (http://www.kyschools.org). For more information, visit the National History Day Web site at www.nationalhistoryday.org or call (800) 564-6179.

New sourcebook brings historical documents into classrooms

A new publication, “Our Documents Teacher Sourcebook,” offers lesson plans and activities for incorporating 100 American historical documents into classroom curricula. This is a free resource created by National History Day Inc., in cooperation with the National Archives. Materials include an introduction, key themes, guidelines to primary sources and detailed lesson plans. Request a free copy by sending a e-mail to info@nationalhistoryday.org or calling (800) 564-6179.

Environmental field trips available through Kentucky State parks

School Health Institute scheduled for June 17-19 in Richmond

The eighth annual Coordinated School Health Institute is scheduled for June 17-19 on the campus of Eastern Kentucky University. The theme for the professional development and consulting services to middle and high schools. For more information, call Region 2, 3 – Patricia Marshall, (502) 254-5442 Region 4 – William Rick Shepard, (502) 845-4716 Region 5 – Pat Vencill, (859) 851-1753 Region 6 – Faye E. Barber, (859) 632-1900 Region 7 – Joan L. Lapsley, (859) 776-1200 Region 8 – Susan Raye Cynos, (606) 789-8644

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Environmental field trips available through Kentucky State parks

R.E.A.C.H. (Recreation, Environment, and Cultural History) Education Camps provide opportunities to learn through nature and outdoor recreation activities. Aquatics, geology, state historical sites, plant identification activities and outdoor recreation supply teaching components and make learning fun for students. Naturalists or recreation supervisors at Kentucky state resort parks are available to assist teachers. R.E.A.C.H. participation costs $40 per person (student, teacher or chaperone). The cost covers a one-night stay at a park lodge, three meals and educational activities. For more information, contact the Kentucky Department of Parks at (502) 564-1006 or visit www.kysrstateparks.com/events/reach.htm.

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Kentucky Counseling Association offers scholarship assistance to college graduates jmiller@kde.state.ky.us.

Kentucky high school by 2007-08 and in every middle school by 2010-11.

The division plans to invite students in Kentucky’s FEA chapters to the training. Funds are available to pay for some substitute teachers.

Scholarships available for aspiring counselors

To help schools and districts meet their needs for counseling services, the Kentucky Counseling Association offers scholarship assistance to college graduates who want to become counselors.

Interested persons can start this summer with tuition assistance and grants of up to $1000 for textbooks. Each of these participating colleges and universities will provide one tuition waiver: Eastern Kentucky, Lindsey Wilson, University of Louisville, Morehead State, Murray State, Western Kentucky and Xaver.

The application deadline is April 15. For more information and an application, visit the Kentucky Counseling Association Web site at www.kcva.org (select “KCA Summer 2003 Scholarship Application”) or contact KCA Executive Director Bill Braden at (502) 223-5905.

Small World

Kentucky Teacher • APRIL 2003

www.kentuckyschools.org

Buzz and Ollie’s Adventures Series

By Donna Sloan Theme and Marilyn Sloan Felt

Six Christian County elementary school teachers reviewed these series written by sisters Marilyn Sloan (Buzz and Donna Sloan Theme. Buzz teaches music at Crofton and Holiday elementary schools in Christian County. Theme teaches private piano lessons in Tennessee. Following are excerpts from the six reviews.

Buzz and Ollie’s Adventures Series

The “Buzz and Ollie” books take children on adventures that teach music concepts and friendship as well. The musical Sloan sisters are creative storytellers!

“Submitted by Jane Perry, Librarian

I am amazed how teachers Theme and Felt used natural events and everyday objects to enrich young readers’ knowledge concerning elements of music. The “Steady Beat Adventure” can help increase stu- dents’ knowledge about the arts (Kentucky Academic Expectations 1.2, 1.13, and 2.23). Also, the book’s test can be a tool for teaching pro- fency and how poetry can be used to write a story.

Mildred Malby, Primary Teacher

I used “Loft, Soft Adventure” as part of a unit on animals and hiber- nation. This book would also be an excellent teaching resource to use in teaching about families.

Shirley Ballard, Primary Teacher

I use these books to introduce the science of sound to my students. I also use the books during play therapy to help students develop their social skills during play therapy.

Cynthia S. Ellis,Intermediate Teacher

The “Buzz and Ollie” books are about adventures that teach many of the science, language arts, music, and everyday objects to enrich young readers’ knowledge concerning elements of music. The “Steady Beat Adventure” can help increase stu- dents’ knowledge about the arts (Kentucky Academic Expectations 1.2, 1.13, and 2.23). Also, the book’s test can be a tool for teaching pro- fency and how poetry can be used to write a story.

Cynthia S. Ellis, Intermediate Teacher

In a music class, these books may be invaluable in teaching musical concepts, but they also are good tools for the regular classroom and for home reading. As books for fun, the stories are sure to delight boys and girls alike.

Mildred Malby, Primary Teacher

I used “Loft, Soft Adventure” as part of a unit on animals and hiber- nation. This book would also be an excellent teaching resource to use in teaching about families.

Shirley Ballard, Primary Teacher

I use these books to introduce the science of sound to my students. I also use the books during play therapy to help students develop their social skills during play therapy.

Cynthia S. Ellis, Intermediate Teacher

If you don’t feed the teachers, they eat the students for success for administrators and teachers

By Neila A. Connors

If you can stand the saccharin, you’ll enjoy this book about the ways administrators can serve fat- tening teachers’ lounge and undermine new initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir- able” list are the E.A.G.L.E.S., “edu- cators alleviating growth and learning initiatives. At the top of the “desir-
said. “Team members have taken into action. “The team is leading all students – to become instructional and encouraging other teachers – and to set up an effective system for modulation.”

Chat about ways to lead the day seminar. In subsequent monthly meetings, the team members were selected for the team and each receives a stipend for work. Local school board and Graves County district will monitor the effectiveness of its team approach and why it matters in the context of what we’re doing and why we’re focusing on the essential areas to a new initiative.

Graves County teacher teams train up to improve teaching and learning

KDE Web site features new ‘QuickLinks’ option

Soon after the Kentucky Department of Education’s revamped Web site “went live” in January, people familiar with the former site asked, “Where did the drop-down menu go?”

The drop-down menu was a lengthy list of links to various programs, offices and education topics. So many people missed it, the department responded recently by adding a new navigation feature to the new KDE QuickLinks. This new tool, available at the top of every page on the department’s Web site (www.kentucky.gov), lists more than 150 frequently visited pages, providing “click-and-go” access to much of the information on the site.

Why did the drop-down menu disappear in the first place? Webmaster Armando Arias答辩: “First, people with visual disabilities had trouble using the menu. And, we want participants to be fully accessible to everyone. Second, the menu did not meet the specific standards for state agency Web sites. For those reasons, we removed the drop-down menu and replaced it with a new search function, which allows for more flexibility and functionality than either the drop-down menu or the old search engine. The addition of KDE QuickLinks makes the site easier to navigate.”

While KDE QuickLinks is a fast way to locate information, Arias encourages site visitors to use the keyword/search box as well. “The new search engine will lead to a wealth of content, some of which is found deep within the Web site,” he said.

For more information on searching the site, click on Search Tips at the top of every Web page. To contact Arias, phone (502) 564-3421 or send e-mail to aarias@kde.state.ky.us.

News From KET

Kentucky Educational Television offers Kentucky’s P-12 schools a wide range of resources for programs, students, professionals, sponsors and partners. They have more than 1,800 videos, and other resources and materials, create workshops and more. KET offers another service to help educators keep up with the many resources. Through Classroom e-News, educators can receive e-mail messages updating them on KDE resources and opportunities.

KET has 2,500 educators who have subscribed monthly. Each month, they receive one from three to five brief, customized messages geared toward their grade level and content area. A typical message includes a description of the resource, schedule information and links to related Internet sites.

Subscribe to Classroom e-News at www.ket.org/educa-

Order ‘Arts Toolkit in Drama’

KET is now taking orders for “Arts Toolkit in Drama,” a new resource for teachers.

KET, in partnership with the Kentucky Department of Education, the Kentucky Arts Council, the Kentucky Center, Stage One and other Kentucky arts organizations, produced a multimedia, Kentucky-specific resource to support the integration of drama into the core curriculum. Kentucky teachers field-tested prototypes of the toolkit and created lesson plans and other materials. The toolkit includes four hours of video excerpts, two interactive CD-ROMs, a binder of lessons plans, more than 40 pages of worksheet material, and materials to assist a unification session. Educators attending Kentucky’s arts academy this summer will receive the toolkit free of charge. Others may buy the kit at cost, $89. Multiple-copy discounts are available.

For more information, send e-mail to arts toolkit@kentucky.org, call Teresa Day at (502) 564-3718, or visit the Arts Toolkit Web site at www.ket.org/artkitool.

KET plans to offer the Arts Toolkit in Dance later this year, with visual arts and music tutorials to come later.

Linking the Lake to Learning

Cannelton Elementary School (left with superimposed Wildlife Resources, Department of Fish and Wildlife Resources, Department of Fish and Wildlife Resources, Cannelton Elementary School) Teacher Scott Criss took a computer science class to a new recreational lake in the area.

By Paul Schaumburg Public Schools, Graves County

The business world has long used the team approach to achieve consistent quality improvement. Now, the team concept is reaping benefits in Graves County schools.

Starting last summer, with funding from the local school board and a Kentucky Educational Leadership Consortium demonstration grant, a team of 19 teachers and administrators began studying leadership principles and sharpening their leadership skills. The teacher members were selected for the team through applications and interviews, and each receives a stipend for working on the team.

Team training began with a two-day seminar. In subsequent monthly meetings, team members read and discussed leadership articles and talked about ways to lead the district’s teachers and staff in improving instruction. Their mission was to set up an effective system for modeling, coaching, mentoring, training and encouraging other teachers – and students – to become instructional leaders in their schools and classrooms.

Elementary instructional supervisor Janice Kendall said the team is already putting its leadership ideas into action. “The team is leading all the district’s teachers in curriculum alignment in five special areas throughout the school year,” she said. “Team members have taken ownership of the alignment project, and whenever they work with other teachers, the projects like curriculum alignment aren’t seen as just something added on. Instead, their leader teachers have a stake in it because they helped create it. They’re doing a good job of getting their other teachers to ‘buy into’ the project, too.”

Superintendent Brady Link, a team member himself, said he likes what is happening with curriculum alignment and recognizes that some important long-term benefits will result from the team’s work.

“At the most basic level, we’re blurring the lines between teacher and administrator when we work together to answer the question: ‘What is good teaching?’ and all the other questions that come from that most important core question,” he said. “I think when you give teachers a voice in working together to achieve our most important goal, good things are bound to happen.”

Link anticipates that the leadership team’s overall influence on the district will grow with curriculum alignment will show up in tangible results on state test scores “because we’re focusing on the essential aspects of what we’re doing and why those things are important.”

As a Kentucky Educational Leadership Consortium leadership team demonstration site, the Graves County district will monitor the effectiveness of its team approach and share its findings with other districts.

To learn more about the work of Graves County’s leadership team, contact secondary instructional supervisor Tommy Scott at (270) 674-3421 or tscott@graves.k12.ky.us, or elementary instructional supervisor Janice Kendall at (270) 674-1545 or jkendall@graves.k12.ky.us.

Kentucky Teacher

By Paul Schaumburg

Public Schools, Graves County

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Harlan County schools put the human in humanities and the story in history

By Jeff Phillips
Harlan County Public Schools

“If I had my life to live over again, I would have made up my mind to play the piano and poetry and listen to some music at least daily. I am convinced that much of my brain now atrophied would have made a rule to read some poetry and listen to some music at least daily.”

Charles Darwin

The district has also taken advantage of REET’s professional development seminars. Numerous classroom resources have been provided, including curriculum, instruments, instructional videos, professional development and a subscription to present monologues based on his life’s work. The discussions sometimes include guest presentations.

Arts Collaborative – The Harlan County Board of Education approved the formation of the Eastern Kentucky University Southeast Humanities Collaborative, the only one of its kind in the nation, in a joint effort between EKU and school districts throughout Kentucky to pool resources. It provides arts opportunities for students. Membership fees from participating districts pay for a director who coordinates with the artists and schools to secure block scheduling and reduced prices for performances and workshops. Collaboration has significantly increased.

Hanford believes that learning about and through the arts is the best way to connect students to the world of the past, present and future. Learning experiences in the arts provide opportunities for students to be “smart” in creative arts and problem-solving and community-building skills essential to life in the 21st century.

For more information about the district’s approach to arts and humanities education, contact resource teacher Maryann Lee by e-mail through the EKU Arts Collaborative (m暧e@eku.edu) or phone (606) 673-4580, extension 2020.

www.kentuckyteacher.org/2003/04/01/9832.html

The district began the Lead Teacher Program as a part of the current school year. The focus during the program’s first year is to train each elementary teacher in instructional techniques that teach writing strategies to every student.

Last summer’s Elizabethanne Writing Project set the foundation to establish a “writing culture” in every classroom. The lead teachers emphasize that the elementary classroom must have a strong daily emphasis on children’s literature. “Each day you expose students to new vocabulary and communication strategies that they may use in their own writing,” Mrs. Kelley said.

The district’s elementary schools have a self-contained classroom model. They have added a language arts block of time (50-120 minutes per day) for language development. This work shop setting allows teachers the time to have regular tutorial conferences with their students in reading and writing.

Teachers are witnessing tremendous growth in their students as writers. “Our students are communicat- ing the way we were taught they have not been taught,” says Helmore. “Life skills have evolved. Kids have evolved.” In addition, they are ex- pected to learn about and sharing their thoughts through writing. We are finding that, given the opportunity and the proper guidance, students can accomplish far more than we ever thought they could. Then people actually begin to write stories they see your world through the eyes of a child,” Mrs. Kelley said.

And this is the district’s打算 for the year.”

The school district’s assistant superintendent for educational technology says there is a focus on helping students learn to express themselves in ways that convey what they experience with the five senses. Many of our young writers are growing daily in their use of vocabulary as they express different moods and feelings to their readers.

“IT is exciting to see our students use advanced language skills in writing. It’s an emphasis in writing,” says Carl Stoltzfa, the assistant’s district’s assistant superintendent for educational technology. “In addition, we’re working with other districts they are learning to express themselves in ways that convey what they experience with the five senses. Many of our young writers are growing daily in their use of vocabulary as they express different moods and feelings to their readers.”

Staff members throughout the district are finding that this daily writing prepares the students for developing formal writing portfolios. It provides the tools to communicate what they are learning in other disciplines such as science, social stud- ies, mathematics and the arts. The build- ing across this way equips teachers and students with the skills that are necessary to communicate across subject areas and genres to any audience.

Teachers and administrators understand and support the idea that everyone in the district must contrib- ute to the effort to improve instructional practices. Educators throughout the district have devoted time and the collaboration among teachers through personal drives and the district office will have a positive effect on student achievement.

For more information about Elizabethanne’s Lead Teacher Pro- gram and emphasis on reading and writing, contact Assistant Superintendent for Educational Technology Carl Stoltzfa at cstoltzfa@etown.k12.ky.us or (270) 765-4164.
What does a Kentucky preschool resource classroom look like? Take this ‘virtual visit’

By Annie Rooney French
Kentucky Department of Education

All around the state, Kentucky has exemplary classrooms that have scored an average of 6 out of 7 possible points on the Early Childhood Environment Rating Score. These classrooms have exemplary classrooms that have scored an average of 6 out of 7 possible points on the Early Childhood Environment Rating Score. These classrooms have exemplary classrooms that have scored an average of 6 out of 7 possible points on the Early Childhood Environment Rating Score. These classrooms have exemplary classrooms that have scored an average of 6 out of 7 possible points on the Early Childhood Environment Rating Score. These classrooms have exemplary classrooms that have scored an average of 6 out of 7 possible points on the Early Childhood Environment Rating Score.

Environmental Rating Score. These rooms to “create” an ideal preschool environment.

The parents come into the room, the room is set up for parent involvement, with signs in every learning center suggesting parent-child interactions and conversation starters. Over time, teachers and parents form large relationships and mutual trust. The teachers have warm personalities that help them feel comfortable talking with families, and through training they have learned how to enhance teacher-family relationships. Over time and with additional education, these teachers have learned to improve their interactions with the children so that they now ask open-ended questions, “What do you think will happen next?” We’re going to paint a farm next week. What do you think we will see?” “Do you think the plastic car will sink or float?” The teachers also learned that encouraging preschool children to use their language skills as well as their thinking skills is a part of the preschool classroom.

Annie Rooney French is a consultant in the Kentucky Department of Education’s Early Childhood Branch. To contact her, phone (502) 564-7056 or send e-mail to afrench@kde.state.ky.us.

Rodburn Elementary School in Rowan County. The activity helps Austin and his friends use their minds well and develop problem-solving skills.
Harlan County schools put the human in humanities and the story in history

By Jeff Phillips
Harlan County Public Schools

“If I had my life to live over again, I would have made poetry and music and the arts part of my brain now atrophed which I had kept active through use.”

Charles Darwin

Are we smart in Harlan County schools? Ask Harlan County Arts and Humanities Resource Teacher Jeanne Evarts, an arts and humanities specialist who has worked with Kentucky Education Television for its own sake, but used as a tool for students who might not be able to express themselves adequately through traditional ways. The challenge is for our students to be “smart” in creative ways and develop problem-solving and community-building skills essential to life in the 21st century.

The district introduced or provided a number of arts and humanities resources and opportunities related to dance and the other performing and visual arts.

Resource Review:

The district has worked with Kentucky Education Television to give teachers access to teaching materials developed by KET. The district has also taken advantage of KET’s professional development seminars. Numerous other resources have been provided, including curriculum, instruments, instructional videos, professional development and a subscription to present monologues based on history.

Artshop – The district’s arts educators collaborate closely with students to develop unique, creative projects that engage students in the arts.

The district has planned “Lead Teacher Program” for the current school year. The focus during the program’s first two years is on writing, and teachers say they already see tremendous growth in their students’ writing skills.

It is exciting to see our students use their metaphors, similes and personification and other literary strategies in their writing,” said Carl Stoltzfus, the district’s assistant superintendent for elementary education. “In addition, I think that dance as an art form is helping them to express themselves in ways that convey what they experience with the five senses. Many of our young writers are growing daily in their use of vocabulary as they express different moods and feelings to their readers.”

Teachers and administrators throughout the district are finding that this daily writing prepares the students for developing formal writing portfolios. It provides the tools to communicate what they are learning in other disciplines such as science, social studies, mathematics and the arts. Building writers is a part of this process. Teachers are witnessing tremendous growth in our students’ writing. The work we have done with these young writers in this program will have a positive effect on student achievement.

For more information about the district’s arts approach to humanities and education, contact resource teacher Jeanine Ann Lee by e-mail through the KETS global list (or telephone Helmwood Elementary School at (606) 573-4330, extension 2020. Teachers interested in participating in the collaboration among teachers throughout the district may contact teachers in either Elizabethtown or Oldham County districts to collaborate with local schools.

The district began the Lead Teacher Program as part of the current school year. The focus during the program’s first two years is on writing, and teachers say they already see tremendous growth in their students’ writing skills.

Helmwood Elementary School’s ‘lead teachers’ guide educators and students to higher levels of achievement

The Elizabethtown Independent School District has a mission plan to guide students to higher levels of achievement. The plan starts with a commitment that every student will have a lead teacher in his or her school. The district has taken advantage of KET’s professional development opportunities to provide this type of collaboration among teachers throughout the district.

The district’s elementary schools have self-contained classrooms with daily language work shops, a research language environment. Every elementary class-room has a language arts block of time (50-120 minutes per day) for language development. This workshop setting allows teachers the time to provide regular tutorial conferences with their students in reading and writing.

‘Lead teachers’ guide educators and students to higher levels of achievement

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The business world has long used the team approach to achieve continuous quality improvement. Now, a Graves County school's leadership team concept is reaping benefits in Graves County schools.

Starting last summer, with funding from the local school board and a Kentucky Educational Leadership Consortium demonstration grant, a team of 19 teachers and some administrators began studying leadership principles and sharing leadership skills. The teacher members were selected for the team through applications and interviews, and each receives a stipend for working on the team.

Team training began with a two-day seminar. In subsequent monthly meetings, team members read and discussed leadership materials and talked about ways to lead the district's teachers and staff in improving instruction. Their main goal was to set up an effective system for modeling, coaching, mentoring, training and encouraging teachers — and students — to become instructional leaders in their schools and classrooms.

Elementary instructional supervisors Janice Kendall and Pam Atwood said the team is already putting its leadership ideas into action. “The team is leading all students — to become instructional leaders in their schools and classrooms,” Kendall said. “The team is leading all students — to become instructional leaders in their schools and classrooms.”

Elementary instructional supervisors Janice Kendall and Pam Atwood said the team is already putting its leadership ideas into action. “The team is leading all students — to become instructional leaders in their schools and classrooms.”
The Kentucky Department of Education’s Division of Educator Recruitment and Retention, in partnership with Kentucky’s public universities, will host Future Educators of America (FEA) camps this summer. These one-week camps, the first in Kentucky, will bring students to regional university campuses for training to become better students and prospective teachers. They will also learn about the benefits and opportunities of the education profession.

The division plans to invite students in Kentucky’s FEA chapters to the first annual Kentucky FEA Conference scheduled for the fall. The number of FEA chapters in Kentucky has increased by 53 percent during the 2002-03 school year as an increasing number of districts and schools take a “grow your own” strategy in the face of teacher shortages. According to Educator Recruitment and Retention director Lucian Yates, Kentucky leads the nation in the number of chartered FEA chapters. The division offers training, support and leadership with a goal of having a chartered FEA chapter in every Kentucky high school by 2007-08 and in every middle school by 2008-09.

For information about FEA or this summer’s camps, or for assistance in starting an FEA chapter, contact Jennifer Miller at (502) 564-1479, Ext. 4726, or jennifer.miller@education.ky.gov.

Scholarships available for aspiring counselors

To help schools and districts meet their needs for counseling services, the Kentucky Counseling Association offers scholarship assistance to college graduates who want to become counselors. Interested persons can start this summer with tuition assistance and grants of up to $100 for textbooks. Each of these participating colleges and universities will provide one tuition waiver: Eastern Kentucky University, Lindsey Wilson University, Owensboro Community and Technical College, Murray State University, Western Kentucky University and Xavier University of Louisiana.

The application deadline is April 15. For more information and an application, visit the Kentucky Counseling Association Web site at www.kyca.org (select “KCA Summer 2003 Scholarship Application” or contact KCA Executive Director Bill Braden at (606) 529-5096.)

Department to host summer camps for future educators

Six Christian County elementary school teachers submitted reviews of this series written by Marilyn Redman and Donnita Shomo. The book teaches magic at Greenbo and Ballard elementary schools in Christian County. Teachers print private piano lessons in Tennessee. Following are excerpts from the six reviews.

Training available for new ‘What Is Forestry?’ units

Teachers may register by May 28 for training in the use of “What Is Forestry?,” a new six-unit curriculum designed for students in grades 1-3. The student-centered units cover science, social studies and some mathematics, with all units having connecting to the arts.

This new series, designed by Kentucky teachers, natural resources professionals and education specialists, enrich the use of existing curriculum such as Project Learning Tree and Project Wild. Four training sessions are scheduled for 9 a.m. to 3 p.m. local time on the following dates, all at the offices of the School of Agriculture:

• June 6 – Hardin County Extension Office, 201 Peterson Drive, Elizabethtown.
• June 11 – Fayette County Extension Office, 1140 Red Mile Road, Lexington.
• June 15 – University of Kentucky Research and Education Center, 1205 Hopkinsville Rd., Princeton.
• June 24 – Natural Bridge State Park, Slade.

Forestry specialist Marcella Szymanski and 4-H specialist Carol Kinison and Molly Millay point out the location of the commonwealth’s 130 state forests and the areas they protect on the “Buzz and Ollie’s Adventures Series” CD. The students can “act out” the story or draw pictures in cartoon fashion to show sequencing.

1.09 – Explain a character’s actions based on the passage. (Students choose a character and either write or perform why a certain character reacts in a specific part in the book.)

2.1 – Compare literature to real life. (Students can write a personal narrative or a creative piece about a similar experience of their own.)

Diario McInerney, Grade 4 Teacher

Each “Buzz and Ollie” book takes children on adventures that teach music concepts and friendship as well. The musical Sloan sisters are creative storywriters!”

The “Buzz and Ollie” books take children on adventures that teach music concepts and friendship as well. The musical Sloan sisters are creative storywriters!”

Submitted by Jane Perry, Librarian

I am amazed how teachers Thomes and Felix used informal events and everyday objects to enrich young readers’ knowledge concerning elements of music. “The “Buzz Beat Adventure” can help increase students’ knowledge about the arts (Kentucky Academic Expectations 1.2, 1.15, and 2.25). Also, the book’s test can be a tool for teaching proper treatment and how poetry can be used to write a story.

Cynthia S. Ellis, Intermediate Teacher

The “Buzz and Ollie” books are adventure stories that teach many of the science, language arts and social studies concepts, but they are also good tools for use in teaching about family and personal relationships. (Kentucky Academic Expectations 1.0.1.0 – Connect literature to real life. (Students can write a personal narrative or a creative piece about a similar experience of their own.)

Diario McInerney, Grade 4 Teacher

In a music class, these books may be invaluable in teaching musical concepts, but they are also good tools for the regular classroom and for home reading. As books for fun, the stories are sure to delight boys and girls alike. Mildred Malbray, Primary Teacher

I used “Loud, Soft Adventure” as part of a unit on animals and habitats. This book would also be an excellent teaching resource to use in teaching about families.

Shirley Ballard, Primary Teacher

I use these books to introduce the science of sound (elementary science core content 1.2.4). The stories peak the students’ interest and help me evaluate prior knowledge so I know where to begin instruction. These books are an additional resource for teaching.

X.O.1 – Use context to determine word meaning. (As we read aloud, we discuss an unfamiliar word such as “metrology” and try to determine what it means.)

2.08 – Identify and explain the main idea and specific details. (Students can “act out” the story or draw pictures in cartoon fashion to show sequencing.)

Buzz and Ollie’s Adventures Series

By Donna Sloan Thomas and Marilyn Felix


Five “Buzz and Ollie’s High, Low Adventure” books feature a different sensory experience for students and teachers around the Kentucky Department of Education’s Web site. But the more students access the Internet and other technologies for collaborative educational projects, the more likely they are to seek information that is off the beaten path.

For more information about iEARN, visit the World Wide Web site at www.deltalinks.org.

The rapid-fire acronyms and lists of traits seemed so far too far from my desk, but I can’t disagree with the sentiments behind them. Communication with the staff is critical for the perfect administrator, and finding vast and varied ways to communicate and to be approachable appears to be the area’s expert of expertise. Less than 150 ways administrators can serve their schools’ needs is “defining experiences structured to support, encourage and reward teachers’ spirit.” A few of the tasty tidbits:

• Spruce up and maintain a pleasuring lounge.
• Name areas of the school after the staff.
• Plan a staff field trip.
• Maintain a put-on-the-back bulletin board.
• Make sure the teachers take a “badge of courage.”

If you can stand the saccharin, you are your administrator’s favorite teacher. You can get a lot of good ideas for encouraging the staff at your school’s lunch table.

Linda Satterlee-McFadin, Teacher, Western Middle School (Jefferson County)

If You Don’t Feed the Teachers, They Eat the Students for Success for Administrators and Teachers

By Neila A. Connors


Kentucky Teacher • APRIL 2003

www.kentuckyschools.org

If You Don’t Feed the Teachers, They Eat the Students for Success for Administrators and Teachers

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Neila A. Connors sincerely in support of teachers. “Accruals Are Us” could have been an equally engaging title, because the author has a plethora of acronyms to define lofty but desirable traits for the perfect school administrator. My favori- te is S.A.N.E, which stands for “self-disciplined and nurturing enthusiae- st.” D.I.C.K.S., on the other hand, stands for “dependent upon criticizing and failing success.” These are the people who hang out in the teachers’ lounge and undermine new initiatives. At the top of the “dreaded” list are the E.A.G.L.E.S., “edu- cators adhering growth and learning for every student.”

Naming areas of the school after the staff.

• Plan a staff field trip.

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Linda Satterlee-McFadin, Teacher, Western Middle School (Jefferson County)
The challenge now is to move forward

By Gene Wilder
Commissioner of Education

Even in these tough economic times, the 2003 General Assembly announced that it would not fund public P-12 schools. Legislators made education a priority. The General Assembly took steps that support schools and districts now. However, their actions mean that Kentucky will enter the next legislative session with numerous challenges and millions of dollars in unassigned questions about public schools.

In this time of fiscal uncertainty, where did the legislators find money to send to schools in the next fiscal year?

$21 million from funds earmarked for next year’s textbook and technology purchases – That means elementary and middle schools will want to replace their six-year-old mathematics materials in fiscal 2003-04. High schools this spring will want to replace textbooks, school supply and materials for courses chosen by students.

$22 million from the school reform’s “first responders” – Will no longer be available to provide support services and training to Kentucky schools.

$4 million from the Department of Education’s regional service centers – All eight centers will want to continue their work with districts.

$2 million from funds earmarked for next year’s textbook and technology purchases – Its time to close with July 1. The center's ability now, we stand to lose the momentum we have achieved.

Commissioner's Comments

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Virtual teams share ideas and solutions ‘anytime, anywhere’ online

By Sean S. Fishback
Kentucky Department of Education

Educators who work with the Wilderness Trail Special Education Cooperative always have time for sharing, planning, discussing. Teachers review books for teachers. Teachers take the lead! Graves County focuses on education essentials. Elizabethbown commits to ‘lead teacher’ concept. Harlan County puts the human in humanities. Program supports women striving to be superintendents. Take a virtual visit to the ideal preschool classroom. In Jordan Stidham’s hands, pigs fly through the air with the greatest of ease. Jordan, a preschooler at Rodburn Elementary School in Rowan County, was having fun while improving hand-eye coordination. For a virtual visit to the ideal preschool classroom, see Page 6.

It All Adds Up!
First one primary students Modes-Hiore and Mariana Aceo (see page 1) ask some questions in a Second Language class at Mountain Fork Elementary in the Elizabethbown Independent District.

For more information on the KYVS virtual teaming course tools, contact Bob Fortney toll free at (866) 432-0008 or e-mail at bfortney@kde.state.ky.us. To find out more about the Wilderness Trail Special Education Cooperative’s virtual teaming experience, contact Connie Cundiff at (606) 787-2488 or ccundiff@madison.k12.ky.us.