

# Kentucky Teacher

*ON THE WEB*

News for the Nation's Most Innovative Educators

Kentucky Department of Education

**AUGUST 2001**

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# State board sets recognition points to mark schools' journey to proficiency

By Faun S. Fishback  
Kentucky Department of Education

Following this summer's release of individualized growth charts for every school, the Kentucky Board of Education has established five recognition points on the chart to celebrate school progress toward proficiency. The recognition points are required by law for the long-term accountability component of the state's testing system, the Commonwealth Accountability Testing System (CATS).

The growth charts provide schools with their individualized baselines. A line drawn between the baseline and the goal of 100 establishes each school's "goal line" and shows where the school needs to be every two years to reach proficiency (100 on a 140-point scale) by 2014.

The five recognition points will trigger additional rewards and special recognition for schools. Rewards will be one share of the pool of money that is determined by the state legislature. Members of the Kentucky Board of Education and the Department of Education will present recognition flags to each school meeting or exceeding a recognition point. The flags indicate each recognition point by color and design.

The board set the recognition points at these locations on the growth chart:

Recognition Point 1: 55 White flag with one star

Recognition Point 2: 66 Green flag with two stars

Recognition Point 3: 77 Yellow flag with three stars

Recognition Point 4: 88 Red flag with four stars

Recognition Point 5: 100 Blue flag with five stars

Pacesetter schools, the top 5 percent of all schools that also have met or exceeded Recognition Point 4, will be recognized during a special celebration in Frankfort. This is in addition to the reward share and flag.

Rewards for meeting or exceeding the recognition points will be given at the end of the 2000-2002 testing cycle and in following years when performance judgments are awarded. A school will not be rewarded for recognition points falling on or below its long-term accountability baseline. For example, a school that starts with a 67 baseline will not receive recognition-point rewards until it passes Recognition Point 3 (77 on the growth chart). The school could still receive performance judgment rewards for progressing or meeting goals.

Likewise, a school can receive the reward only once for passing a recognition point. If a school's baseline is at 50, it will receive rewards and recognition after passing Recognition Point 1 (55 on the growth chart). If the school drops to 54 at the end of the next testing cycle, it will not receive rewards and recognition for passing 55 a second time.

If a school passes more than one recognition point during the two-year testing cycle, the amount of the reward will be cumulative. That means a school at 64 that reaches 77 in two years will receive rewards and recognition for meeting or exceeding both Recognition Points 2 and 3.

In other business, the board gave final approval to two regulations that will offer money to teachers for increasing their content knowledge:

- The Professional Development Leadership and Mentor Fund is funded at \$500,000 for 2001-2002 to provide additional compensation to a classroom mentor, teaching partner or professional development leader in reading at the middle or high school level who assists other teachers in improving reading. The regulation was broadened to allow teachers at all levels in mathematics, language arts, practical living/vocational studies, writing, science, social studies and reading to participate in the program in the future.
- The Teachers' Professional Growth Fund offers \$1.25 million during 2001-2002 to pay for middle school teachers' participation in professional development programs and college/university courses that will improve their content knowledge and instruction.

The regulation has been amended to allow teachers from other disciplines to participate. Priority for funding will be given to middle school mathematics teachers for 2001-2002. Interested mathematics teachers should apply as soon as possible for fall, spring and summer professional development. Information will be on the Department of Education's Web site ([www.kentuckyschools.org](http://www.kentuckyschools.org)) in November or December regarding applications for social studies, science and language arts teachers.

After a public hearing at 10 a.m. on Sept. 24 in Frankfort, the Legislature's Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education will review both regulations. For more information about the regulations or how to participate in the hearing, go to [www.kentuckyschools.org/legal/hearings.asp](http://www.kentuckyschools.org/legal/hearings.asp).

**NOTE:** The full-graphics edition of this article includes a chart with the following legend:

### **Long-Term Accountability Growth Chart**

Customized growth charts, released to schools this summer, show each school's starting point, or baseline, and a straight line leading to proficiency (100 on a 140-point scale). This example is for a hypothetical school with a baseline of 65. As schools pass through recognition points set at 55, 66, 77, 88 and 100, they will get extra rewards and specially designed flags to celebrate these achievements. Accountability index scores will be added to the growth chart every two years to show the school's actual performance.

View your school's customized growth chart at the school office or online at [www.kentuckyschools.org/growthchart.asp](http://www.kentuckyschools.org/growthchart.asp).

Page 2: Commissioner's Comments

**A simple new chart can help your school deliver many important messages**

By Gene Wilhoit  
Commissioner of Education

On your mark. Get set. Go!

Those words - or similar phrases - have launched many an effort to get from a starting point to a goal. As of this month, every Kentucky school has a firm starting point toward the goal of proficiency and beyond by 2014.

This starting point appears on a first-ever, customized growth chart showing where a school is now (the "baseline") and where it needs to be every two years to reach at least 100 on a 140-point scale in the Commonwealth Accountability Testing System (CATS). For the past two years, Kentucky schools have been in an "interim accountability" stage, making a transition from one testing system to another. This month the transition period ends. The new baselines mark the start of long-term accountability in CATS, and the growth charts will mark the course.

In 2004 and every two years through 2014, each school will receive an updated chart showing its permanent CATS baseline and its current standing based on two years of testing. These charts will provide more than numbers. They will provide unprecedented opportunities for communication and team building. I can't recall another single-page document with more potential as a school improvement tool. I offer the following suggestions and recommendations for using this tool.

In your school . . .

- Make your school's customized growth chart a foundation for improvement. Consider these strategies:
- Enlarge the chart and post it prominently in your school for everyone - students, faculty, staff and visitors - to see.
- Make the chart a discussion item at the next school council meeting. Distribute copies to all participants and talk about where the school is now and what needs to be done to reach the goal. Review the chart periodically to keep the goal in focus.
- Hold discussions with all faculty and staff. Make sure every person who works in the school understands and can tell others what the chart says and what it means. If your baseline is high, how did you get there? What will you do now to build on that success and make continuous progress toward the goal? If your baseline is low, why is it low? Work together to identify the causes and decide what needs to be done to improve learning.
- Explain the chart to students. Tell them what the school plans to do to help them learn more, and ask them to do their best to move the school forward. Call for their suggestions on ways to improve the school, and consider those suggestions during the improvement planning process.
- Include in your "improvement toolbox" the many resources available, including these: Kentucky's Core Content for Assessment, the Kentucky Program of Studies, the new student performance level descriptions, Standards and Indicators (a helpful tool for school self-analysis), the Scholastic Audit Report ([see Page 3](#)), and the staff available at the Department of Education's Frankfort and regional service center offices.

Beyond your school . . .

State regulation requires that the chart be included in the annual school report card published in January. Even before then, consider these communications possibilities:

- At this school year's first open house or parent meeting, present the chart and help parents understand what it means. Focus on the school's strengths and the areas needing improvement. Invite comments and ideas. Enlist parent participation and list specific ways parents can get involved in school improvement.
- Make similar presentations to local civic and community groups. Invite community participation, and suggest specific ways these groups can join your school improvement team.

In general . . .

- Revisit the chart periodically. Reinforce its messages. Make it a rallying point for staff, parent and community teamwork.
- Celebrate major successes such as receiving CATS rewards or passing a recognition point ([see Page 1](#)). Also remember to celebrate the incremental successes such as making strides in a specific content area.
- If your district has someone with communications/public relations responsibilities, work with that person to make the most of this communications opportunity.

You, your district and your school are sure to have many more ideas for using this chart to build communications links and support. I hope you will share those ideas with me so I can pass them along to others.

Between now and 2014, the customized growth chart will track your school's individual achievements and progress. We're at the starting line. On your mark. Get set. Go!

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To respond to the commissioner on this topic, phone (502) 564-3141 or send an e-mail message to [gwilhoit@kde.state.ky.us](mailto:gwilhoit@kde.state.ky.us).

Questions about using the CATS baselines or using the customized growth chart as a communications tool? Contact Cheryl Ungerleider at (502) 564-3421, (800) 533-5372 or [cungerle@kde.state.ky.us](mailto:cungerle@kde.state.ky.us).

Page 3: Scholastic reviews find 17 activities common among successful schools

## **Scholastic reviews find 17 activities common among successful schools**

By Faun S. Fishback  
Kentucky Department of Education

When you're successful, people watch to see what causes you to succeed. Ask Tiger Woods, Bill Gates or Oprah Winfrey. People try to replicate Tiger's swing by buying the same golf equipment. They'll follow Bill's investments trying to build a portfolio similar to his. They'll read the same books as Oprah hoping to find the secret to the good life.

Kentucky public school educators are no different. For several years, they have been watching the state's high-performing schools, trying to determine why they are succeeding. They've taken one idea from this school, another idea from that school and tried to craft success for their own teachers and students.

There is a new tool to help Kentucky educators focus the work of schools in a productive direction. It's a list of 17 "leverage points," published this summer in "The Scholastic Audit: A Report on School Improvement in Kentucky 2001." These points or practices were in evidence at successful schools during scholastic reviews conducted under the supervision of the Kentucky Department of Education last school year.

Using the "Standards and Indicators for School Improvement: A Kentucky Model for Whole School Improvement," teams of educators and parents evaluated the learning environment, efficiency and academic performance of more than 130 schools. Seventeen practices emerged during the reviews as important commonalities among the more successful participating schools.

Teachers and administrators in schools struggling to raise student achievement can use these 17 leverage points as a framework for a school improvement strategy:

1. Align curriculum not only within content areas but also vertically, focusing on transition from primary to middle and from middle to high school.
2. Use test scores to identify curriculum gaps.
3. Analyze student work to guide instruction, revise curriculum and instruction, and obtain information on student progress.
4. Analyze students' unique learning needs.
5. Align instructional strategies and learning activities with district, school and state learning goals and assessment expectations for student learning.
6. Assign staff to allow all students to have access to teachers' instructional strengths.
7. Ensure that all students have access to the entire curriculum (for example, school guidance, family resource/youth services centers, extended school services).
8. Provide additional opportunities to support learning beyond initial classroom instruction.
9. Have an intentional plan for building instructional capacity through continuing professional development.
10. Use employee evaluations and individual professional growth plans effectively to improve staff proficiency.
11. Provide follow-up to employee evaluations, and provide support to change behavior and instructional practices.
12. Identify specific instructional leadership needs, have strategies to address them, and use the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.
13. Have a growth plan for administrators and focus it on development of effective leadership skills.

14. Use disaggregated data to plan instruction that meets the needs of a diverse population. Make instruction recommendations part of the school's consolidated plan, and make sure everyone on the staff knows about the plan.
15. Make informed decisions about expenditures of discretionary funds and resources.
16. Tie all resource requests to the school's consolidated plan and identified priority needs.
17. Evaluate the degree to which the school achieves its goals and objectives for student learning.

### **Resources**

A complete copy of the 17 leverage points and descriptions of what the practices would look like in a fully functioning school are available for download from the Kentucky Department of Education's Web site at [www.kentuckyschools.org/olsi/improve/schaudit/schaudit.asp](http://www.kentuckyschools.org/olsi/improve/schaudit/schaudit.asp). Scroll down the page to Number 6, and click on the Leverage Points document to begin the download.

Go to the KDE Bookstore's School Improvement Section at [www.ky-direct.com:80/kde/default.asp](http://www.ky-direct.com:80/kde/default.asp) to purchase a copy of "The Scholastic Audit: A Report on School Improvement in Kentucky 2001" for \$6. "The Standards & Indicators for School Improvement" also is available for purchase online for \$10.

Page 4: A new teacher reflects on her first year in the classroom

## **What I Learned as a Teacher Intern**

### **A new teacher reflects on her first year in the classroom**

By Heather LeMaster Barth  
South Oldham High School

During my first year of teaching and my participation in the Kentucky Teacher Internship Program (KTIP), my days and nights were filled with students, meetings, questions and more questions, and tons of material to learn. The year - which also included a new marriage - was exhausting. Some had told me the first year of teaching would be "a trial by fire." They were right!

Now that I have finished KTIP, I stand amazed at what I have learned. I feel as though I have trudged up a mountain and now can enjoy all the sweet flowers at the top. I enjoy going to work on Monday mornings, and I leave at day's end feeling satisfied and appreciative of the laughter and learning that fill my day.

During my first year, I learned that no matter what the day brings, I have a few tools I can use to turn harried situations into solvable problems. To those entering teacher internships this new school year, here are some suggestions from someone who survived the "trial by fire" and experienced some epiphanies along the way.

Create a mission statement. Schools and businesses have them, so why shouldn't a teacher? Writing your own mission statement will help you to focus on why you became a teacher and what you want to accomplish. The drive to school is a perfect time to reflect on your mission statement and focus on what you want to accomplish during the school day.

Dress professionally. Sometimes teachers struggle to be treated as professionals. Dressing the part is important. It tells your students that you mean business, and it tells your colleagues and administrators that you are serious about your career.

Be polite. Model courteous behavior for your students. They are watching you!

Be organized. KTIP deadlines approach quickly, and being organized helps you make sense of the paperwork and requirements. Make your motto "Do it now!" and avoid panic attacks later!

Be yourself. Bring your individual talents and qualities to your classroom. Adults love interesting people, and kids do, too! Cultivate your own originality and encourage it in others. This will encourage students to share their talents, interests and dreams with you.

Carefully consider discipline strategies. Try to cultivate discipline and teaching strategies that fit with your personality. Set behavior expectations at the beginning of the year or semester, and be consistent in your responses to misbehavior.

Be human. I have found that I am teaching my students to be compassionate when I share myself with them. I try to sit in the class circle, share little snippets of my own life and interact in their activities.

Always have a plan, but be flexible. A good framework teaches content but always allows for creativity. As you gauge students' responses during lessons, shift your instructional gears mid-lesson if they're just not "getting it."

Reflect. I have found reflection to be a helpful part of learning how to be an effective teacher. Reflect on lessons that worked well and ones that flopped. Put your thoughts down on paper to think about later. Jot down great teaching moments or great success stories about specific students. By reflecting, you'll gain a greater understanding of class climates and how to teach effectively.

Get to know your students. I try to speak personally with as many students as possible. I try to be aware of how they are feeling, and I try to respond appropriately. I compliment a new hairstyle or insightful comment in class. When students find that you notice and care, many will share their comings and goings with you. However, it is important to be equally interactive with quiet students as with those who demand your attention.

Interact with your colleagues. You will spend the majority of your day with these people. Be friendly. Get to know them. Learn from them and be a friend in return.

Share successes. Don't just grumble to the outside world about "kids these days." Share the best news about students with those around you.

Consider that it is okay to be silly, wacky and fun! My best teaching days are ones that leave me with a sore throat from laughing with my students. I try to make Friday "fun day" with learning activities students really enjoy. We may perform a play, have a class debate, improvise a story or dance. Sometimes, students learn the most when they - and you - least expect it.

\*\* Heather Barth teaches social studies and fine arts at South Oldham High. Contact her at (502) 241-6681 or [hbarth@oldham.k12.ky.us](mailto:hbarth@oldham.k12.ky.us).

Page 5: Meet Kentucky's Teachers of the Year 2002  
Teacher of the Year 2003 Application Information

## **Meet Kentucky's Teachers of the Year 2002**

**Choral music, science/social studies and primary educators represent the 'best of the best' in the bluegrass state**



## **Kentucky Teacher of the Year 2002 Stephen Lin**

Subject Taught: Choral Music

School: Atherton High

District: Jefferson County

Years Teaching: 26

Education: Bachelor's, Morehead State; Master's, University of Louisville

From a Letter of Recommendation:

"Steve Lin has nurtured and trained interested students from varied racial and ethnic backgrounds to be top-notch choir members. ... With caring and tireless energy, Mr. Lin has paved the way for hidden talents to shine. ... He has been a rare and extraordinary influence on their expression of joy, warmth, sorrow and civility."

The Kentucky Teacher of the Year receives a Teacher Achievement Award of \$10,000 from Ashland Inc. plus a sabbatical or suitable alternative from Education Commissioner Gene Wilhoit.

## **Kentucky Middle School Teacher of the Year 2002**

### **Creed Turner**

Subject Taught: Science and Social Studies

School: Harlan Middle

District: Harlan Independent

Years Teaching: 3

Education: Bachelor's, Eastern Kentucky University

From a Letter of Recommendation:

"[One]science class demonstration on rock classification thrilled all of the students as Mr. Turner [explained] metamorphic rocks with Starburst candies, igneous rocks with Snickers candy bars and sedimentary rocks with his own home-made 'monster cookies.' As you can see, he is truly innovative, challenging and fun! Different homework assignments may include outlining a chapter, responding to open-response questions, or submitting questions to be used on a test. Through this variety, he keeps the students interested in doing homework and at the same time teaches them new study skills that will serve them well in the future."

The Middle School Teacher of the Year receives an Ashland Inc. Teacher Achievement Award of \$3,000.

## **Kentucky Elementary Teacher of the Year 2002**

## **Reeda Stamper Hart**

Grade Level Taught: Primary 2 and 3

School: Grant's Lick Elementary

District: Campbell County

Years Teaching: 24

Education: Bachelor's, Northern Kentucky University; Master's, Xavier University (Ohio); Rank I, Northern Kentucky University

From a Letter of Recommendation:

"[Reeda Hart] maintains high expectations for all of her students. Each student is challenged to perform their best work at all times. Through many visits to her classroom, I have observed on every occasion that the students are actively engaged in learning. Through the use of thought-provoking, stimulating activities, her students make significant gains in their knowledge and educational abilities. Additionally, her students demonstrate improved self-concept, personal responsibility and an ownership of their learning."

The Elementary School Teacher of the Year receives an Ashland Inc. Teacher Achievement Award of \$3,000.

## **Applications for 2003**

Kentucky Teacher of the Year 2003 nomination forms will be available in January 2002 from district superintendents, school principals, the Department of Education, Ashland Inc. and the Partnership for Kentucky Schools. Watch for announcements in Kentucky Teacher and on the department's web site ([www.kentuckyschools.org](http://www.kentuckyschools.org)).

Pages 6 & 7: When feedback doesn't work, try feedforward!

## **When feedback doesn't work, try feedforward!**

**Help students learn needed skills and desirable behaviors by making them the stars in videos that show their future performance**

By Fran Salyers  
Kentucky Department of Education

A teacher sees a student repeating an unacceptable behavior and corrects her - for the umpteenth time. Down the hall, another teacher works with a special-needs student who, after repeated lessons, isn't grasping a skill he will need to live independently in adulthood.

At another school, several students are struggling with reading. Tutoring hasn't helped, and the students are losing the confidence to try.

What if these students received positive visual models of their expected performance instead of corrections of their errors? That's possible with video self-modeling. The concept uses video images that show students themselves doing the skills or behaviors they need to learn. In an extension of traditional peer modeling, students become their own role models in brief, "see it, be it" videos. Instead of getting negative feedback about incorrect activity, they get positive "feedforward" depicting their future success.

How can a video show successes that have not yet occurred? In a nutshell, here's how schools can do it:

- An educator identifies a behavior or skill a student needs to learn.
- With permission from the student's parent, the educator collaborates with the student to plan a video that will help in the learning process. The student's role can range from simple agreement to be videotaped learning or doing the skill to writing a video script.
- Taking cues from prompts or scripts as necessary, the student performs the desired activity in front of a video camera. Several "takes" may be required to capture or create the student's preferred performance.
- The tape is edited to delete all errors and prompts to create a 2- to 4-minute presentation showing only the positive, correct activity &ndash; in essence, only those scenes that show the student "doing it right."
- The student views the video, usually several times, and discusses it with the educator.

"The student gains a visual image of himself doing the skill or behavior," says Preston Lewis of the Department of Education's Division of Exceptional Children. "In most cases, the confidence level goes up. The student gains an 'I can do this!' attitude and extends the video image into everyday life. The video can also increase adult expectations of the student because now the adult, too, can see the student doing the skill or behavior successfully."

Lewis has been working for a couple of years with Peter Dowrick of the University of Hawaii, a strong proponent of video self-modeling. Dowrick has traveled internationally, including several stops at the annual Kentucky Teaching and Learning Conference, to make presentations on the concept. As more Kentucky educators become interested in the idea, Preston and Beth Harrison of the University of Kentucky's Interdisciplinary Human Development Institute have been in demand as trainers in the video self-modeling process.

"People get excited when they see the power of this process," Lewis said. "It is a tremendous accommodations tool for students with special needs, but it can help all students meet Kentucky's academic goals, including Goals 3 and 4. Those two goals are not included on state assessments but are important because they deal with self-sufficiency and the ability to become responsible members of the community."

Modeling has traditionally been a powerful learning tool, Lewis said, and "self-modeling" has the distinct advantage of people seeing themselves as their own models. Using this approach greatly improves student attention to how they look when they perform the skill the right way, he added, and it also has a positive impact on skill performance in settings beyond the one shown in the video.

Reports from schools in Kentucky and elsewhere show successful applications in teaching physical skills (as in rehabilitation or sports), academic and vocational learning, communication, personal care and social skills. Articles by Dowrick report an 80 percent success rate with video self-modeling. He

notes that the approach seems to hold special promise for use with students with autism, many of whom learn best when instruction is visual.

While Lewis is eager for more schools to use this concept with their students, he cautions against trying it without training. This is not just a matter of getting a student's best performance on video, he said, but using video editing to create examples of successes the student has not yet displayed.

"There are unlimited possibilities for video self-modeling, but doing it right is important," he said. "I will offer information and support to any district or school that wants to make this another tool for meeting the needs of students."

### **Learn more about video self-modeling**

- Preston Lewis, Kentucky Department of Education, (502) 564-4970, [plewis@kde.state.ky.us](mailto:plewis@kde.state.ky.us)
- Beth Harrison, Interdisciplinary Human Development Institute, University of Kentucky, (800) 288-0961; [bethh@IHDI.UKY.EDU](mailto:bethh@IHDI.UKY.EDU)
- Peter Dorwick, University of Hawaii at Manoa, Center on Disability Studies, 1776 University Ave., UA4-6, Manoa, HI 96822; [dowrick@hawaii.edu](mailto:dowrick@hawaii.edu)
- "Editing Life: Altered Videos Let People Be Their Own Role Models," Chicago Tribune, Feb. 25, 2001; Section 13, Health and Family
- [www.cds.hawaii.edu/reading](http://www.cds.hawaii.edu/reading) (click on Video Feedforward) - Information on Accelerated Community Empowerment for Reading
- "A review of self-modeling and related interventions" by Peter W. Dowrick, Applied and Preventive Psychology, volume 8, pages 23-39, Cambridge University Press, 1999
- "Practical Guide to Using Video in the Behavioral Sciences," Peter Dowrick and Associates; John Wiley & Sons Inc., 1991

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### **Daniel**

As the bell rings at East Jessamine High to mark the end of one class and transition to another, 9th-grader Daniel Stidham springs from his chair and hurries into the hall. He literally runs to his next class, playfully poking, shoving and grabbing other students along the way. He bumps through groups and interrupts conversations. He shouts greetings at earsplitting decibels.

Daniel wants attention. Over time, though, his efforts backfire, and his fellow students began to avoid him. In response, Daniel tries even harder to be noticed. Attempts by teachers and school staff fail to help Daniel correct his well-meaning but inappropriate behavior.

When teacher Amy Longwill learned about video self-modeling ([see Page 6](#)), she immediately thought of Daniel, who has ADHD (attention deficit hyperactivity disorder). Would "feed forward instead of feedback" help him? She presented the idea to Daniel and invited him to star in a video that would show him and others how to behave appropriately.

Daniel liked the idea. At Longwill's direction, he chose three other students to work with him. The four developed a script to illustrate various hallway scenarios, then acted the parts. Preston Lewis of the

Department of Education and Beth Harrison of the University of Kentucky-based Interdisciplinary Human Development Institute helped Longwill shoot and edit the video.

Once the video was ready, Daniel watched it with Longwill. He saw himself walking instead of running through the hall. He heard himself talking instead of yelling. He saw himself stopping at the classroom door so a girl could enter first; picking up a book a student had dropped; going around groups instead of barging through the middle of them.

"He saw himself behaving appropriately," Longwill said. "We talked about what he was seeing, what he thought about it and what he was learning from it. We watched the video several times, and Daniel's incidents of inappropriate behavior dropped by 50 percent in only two weeks."

That was in the spring of 2000. Longwill says the lessons learned from video self-modeling seem to be lasting ones for Daniel, who views the video from time to time for reinforcement.

Longwill plans to use video self-modeling with other students this school year, especially to help special education students learn job skills. She urges other educators to consider the concept.

"It's not as time consuming as I first thought it would be," she said. "It requires a commitment and some front work, deciding exactly what you want to show on the tape and what you want the students to learn. Be open to it. When you succeed with one student, you'll want to use it with others."

## **Sharon**

By Terry Roberts

Job Trainer, Scott County High School

Sharon Cook is a 19-year-old student with special needs who works cleaning tables at the local hospital cafeteria and at a restaurant. I've known Sharon for several years and am familiar with her work habits. She responds well to modeling, gestures and verbal prompts. She is an exuberant student, always eager to do a good job. One of Sharon's strengths is her knack for songs.

Using pictures and corresponding words, Sharon is able to follow the necessary steps for cleaning tables, although she does have some trouble sequencing after the first few steps. Sharon required more than 50 prompts when she started learning to do her job. In time she required fewer prompts, but she reached a plateau at 25 prompts.

We made several videotapes of Sharon cleaning tables. With the help of our school's media technology class, we chose the best of the clips for the finished production, "A Day at Work, with Sharon Cook."

Sharon really enjoyed watching herself on tape. After viewing her video several times, she immediately cut her need for prompts in half. Soon she needed only minimal verbal prompts. It was obvious that Sharon was playing the video in her mind while she was working. When her brain hit the "pause button," she would prompt herself by singing a song that outlined the steps she was to follow.

Prompts decreased from the plateau of 25 to 13 immediately following the video to steady improvement after that. A few months later she needed to watch again for reinforcement, but she quickly gets back on track.

Seeing oneself as a positive model on tape is a powerful tool. People who participate in self-modeling not only enjoy viewing themselves doing things right, but they also learn and make changes from the entire process of creating a self-modeling tape.

It is obvious to me that the self-modeling video was an enjoyable way for Sharon to acquire a learned behavior. She has a genuine sense of pride in doing a good job. As Sharon is fond of saying, "It's in my head!"

Pages 8 & 9: Welcome to Primary, Class of 2014!

Note: To see this two-page photo spread, go to the [full-graphics online edition](#).

## **Welcome to Primary, Class of 2014!**

**Kentucky's goal is to have every public school at academic proficiency or beyond by the time you graduate from high school.**

Students entering primary this year represent the class that will graduate in Kentucky's target year for proficiency for all schools. These five-year-olds bring with them the hopes, dreams and expectations of their families plus a wide range of early-childhood experiences. Some have had formal preschooling, some have not. Some have learned informally from their parents how to count and recognize letters of the alphabet - and perhaps even to read - while others have not had access to books or learning games.

No matter what their backgrounds, these students share one thing in common: the need to enter a welcoming school where educators are ready to give them a developmentally appropriate primary experience that encourages a lifelong love of learning.

Throughout the school year, Kentucky Teacher will take you to primary classrooms to see what these entry-level students are learning. We'll look at how their activities and lessons build the foundation for academic success, emotional growth and social development. We will connect their beginning primary skills in all content areas to what Kentuckians want them to know and be able to do as they make continuous progress to high school graduation.

We start by spotlighting a few of Kentucky's many effective primary orientation and registration events that introduce young students and their parents to primary school teachers and classrooms.

In future issues, we'll share specific examples of how primary learning supports academic success throughout the K-12 years and beyond.

For more information about Kentucky's primary program, contact Audrey Proctor in the Division of Extended Learning, (502) 564-3064; [aproctor@kde.state.ky.us](mailto:aproctor@kde.state.ky.us).

### **Home Visits**

Teacher Kathy Thurman visits Marty Goff at his home to talk with him about the adventures in store during his first year of primary at Pulaski County's Southern Elementary. Thurman gave Marty's mother, Mary Goff, an information packet to welcome her involvement in Marty's education.

Pulaski County's primary teachers, after collaborating with the district's preschool teachers, make home visits to begin building relationships with first-year students before school starts. They meet the students and their families, answer questions and provide information to help parents support learning at school and at home. The visits prevent or soothe anxieties about starting to school and help get young students off to a good start.

## Screenings

Jena McKenzie responds to requests from speech and language pathologist Janice Wallace during a developmental screening exercise at Greenup County's McKell Elementary. The screenings, part of the school's annual Positive Orientation of Parents and Students (POPS), help identify students who may need additional testing or services. POPS also gives entry-level primary students an opportunity to meet their teachers and get lessons in dealing with lunch lines, recess and other routine aspects of going to school.

Parents have opportunities at POPS, too. They can get answers to their questions and get acquainted with the school and its staff. At "make-and-take" sessions, a teacher shows parents how to make core-content-related educational games they can use to help their children learn at home.

## Registration

Registering for the first time at Fulton Independent's Carr Elementary includes visiting classrooms, meeting teachers and filling out forms. First-year primary student Teanna Jones looked through some books in her new classroom as her mother, LaTasha Jones, completed forms. After registering, they joined first-year primary student Bobby Burns, his big brother Joseph, and other students and families for hot dogs and games. The school sets a carnival theme for registration day to help new students have fun and feel welcome at the school.

Page 10: Drakesboro Elementary librarian's 'road kill menagerie' makes learning come alive

## At Drakesboro Elementary

### Librarian's 'road kill menagerie' makes learning come alive

By Faun S. Fishback  
Kentucky Department of Education

Some people are known for "taking lemons and making lemonade." Connie Neathamer, library media specialist at Drakesboro Elementary, is known in Muhlenberg County for taking "road kill" and inspiring teachers to create content-rich lessons for their students.

Over the past nine years, Neathamer has collected nearly 50 carefully preserved animals for the school library. Many of the animals actually met their demise near a roadway. The local conservation officer spotted some of them. Others came from a local taxidermist or parents and community residents who no longer wanted to display the "stuffed" trophies in their homes. With the exception of an armadillo, a small alligator and a piranha, the animals are indigenous to Muhlenberg County or Kentucky.

"We live in a rural area, a small community," said Deborah H. Houghland, former principal at Drakesboro Elementary. "However, a lot of our children don't know the local fauna. This helps them learn." An outdoor classroom located on the school's 37.5 acres also gives students the opportunity to learn about native plants and animals.

Last school year, a local artist began decorating the library walls to depict natural habitats for the different species. A blue heron, geese, frogs and fish pose in front of a water scene. A woodland scene serves as the backdrop for a display of snakes, owls, a skunk and a flying squirrel.

Neathamer and the classroom teachers make certain that the collection is not just decorative. Students examine the wildlife to learn more about the animals. "It makes the animals more real to the students to be able to see and touch them," Neathamer said.

The animals inspire learning activities in individual and integrated curriculum activities:

- Mathematics classes measure the tails or wingspans of animals and chart their findings.
- Practical living classes study animals' parenting skills or explore careers associated with wildlife.
- Social studies classes discover how Native Americans used some of the animals to survive.
- Primary students learn about directional prepositions by drawing geese flying above a pond or an opossum walking under a tree branch.

At the heart of nearly every lesson are research and the communication of information through writing, artwork or activities. "It's all very hands-on," Neathamer adds. The students' natural curiosity spurs them to research, think and draw conclusions about the menagerie.

"I was in high school before I learned some of what my primary students know about these animals," said teacher Debra Vincent. Her young students keep learning logs of specific information such as what the animals eat and where they live. The students may relate the information through drawings or writings that use vocabulary words like hibernate, wild, domestic, mammal and cold blooded.

One rite of passage at Drakesboro Elementary is the 4th-grade research project. Students select animals and research information in the library and on the Internet to answer specific questions about their animals: How do the animals defend themselves from predators? What unusual physical features help them survive in the wild?

Students draft reports that can be content pieces in their 4th-grade writing portfolios. They also present oral reports to younger students. They create dioramas, drawings, charts and graphs. Several students even disguise themselves as their animals and give interviews from the creatures' perspective.

"Students have been exposed to this type of work with the animals since kindergarten," Neathamer said. "They have library skills; they know how to research; they can work in groups. This is not something you have to make them do. They want to do it."

Students in 5th and 6th grades also use the animals in their classroom work. Last year, some of the upper-grade classes wrote stories about the animals, giving them human characteristics. In bound blank books, students drew their own illustrations for "The Selfish Deer," "The Stealing Coyote," "The Hog That Didn't Care" and other stories. Beth Mohon, the school's guidance counselor and Neathamer's daughter, will use the books in counseling sessions this year.

"Mrs. Neathamer devotes a lot of time to helping provide these learning experiences for our students," said former principal Houghland. "The library is the hub of our wheel that radiates wonderful ideas for learning."

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Drakesboro Elementary's strategies for using the animals in portfolio writing were featured last school year as part of Kentucky Educational Television's professional development series "Authentic Publishing." Contact KET at (800) 432-0951 for information on ordering copies of the series.



Page 11: He's a survivor! Rodger Bingham is comfortable teaching life's lessons to Grant County students or in the Outback

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## He's a survivor!

### **Rodger Bingham is comfortable teaching life's lessons to Grant County students or in the Outback**

It's safe to say that Grant County High School industrial arts teacher Rodger Bingham is a unique Kentucky educator. After all, he endured 36 days in the Australian Outback last year as a contestant on the TV reality show "Survivor."

His down-home, laid-back style made him popular with viewers and earned him the nickname "Kentucky Joe." He brought a kinder, more gentle face to the program that is better known for divisiveness among competitors. Bingham provided a moral compass to the televised contest.

He played the game much the way he teaches: as a subtle leader yet a team player, quick to dispense an encouraging word, patiently restating a concept or his opinion, and always speaking with courtesy and respect to everyone.

"I make a real effort to treat all students the same," Bingham said. "I impress upon them that everyone has the same opportunities to succeed."

In his Technology I class, Bingham imparts more "Kentucky Joe" bits of wisdom as he teaches freshmen and sophomores to draft straight lines and squared corners. "That's what the good Lord gave us T squares and triangles for," he reminds students. "I'd rather you take the time and turn in one good drawing than turn in two that aren't good," he adds.

Students respond to his teaching style and learn as much about being a responsible citizen as they do about drafting, reading blueprints and building houses.

"He wants us to do our 100 percent best in his class," said sophomore Joel Livingood. "I've learned more from him besides houses and drafting: to be yourself, to be kind to one another and to show respect to the school and other people."

In many ways, "Survivor" was a life application of teaching and learning, and Bingham never abandoned the role of teacher/mentor during the experience. Many competitors looked to him for leadership. He showed his teammates how to build their shelter. He helped provide food to supplement their rice rations. He cautioned against setting up camp in a dry creek bed. He was right. The creek bed later flooded.

"A lot of what I learned from teaching and my farming background helped me deal with surviving and with the other contestants," he said.

Despite his "15 minutes of fame," Bingham really is not so different from other Kentucky teachers who are inspired early in life to be teachers and pass that passion to teach on to others. He grew up and was educated in Grant County. His inspiration was a much-admired high school industrial arts teacher, the late Terrell Owens. Bingham's daughter Angela and son-in-law Kevin Hedenberg both teach in Kentucky schools.

Bingham graduated from Eastern Kentucky University with a bachelor's degree in industrial arts and a master's in industrial education. He returned to Grant County to work, first in banking, then teaching. He's been teaching at his alma mater for the past 14 years.

In addition to teaching drafting classes, he is an advisor to seniors participating in a school-to-work program that places students in jobs with local businesses and industries to gain workplace skills. He enjoys the opportunity to help students explore careers and prepare for the future.

"My goal as a teacher," Bingham said, "is to try to give students a feeling of self-worth. I think it's very important to get students guided in a direction they want to go in life, to find something they're interested in and can pursue in other courses, tech school or college."

Whatever his students decide to pursue in life, Bingham encourages them to keep a positive attitude and to stay with a task even when the going is rough. That's the example he provided as a competitor on "Survivor."

Bingham was one of 16 people chosen from 49,000 applicants for the "Survivor" program. He outlasted 11 others competing for the million-dollar prize. He didn't win, but perhaps the message on a bulletin board near the entrance to Grant County High School was as good a payoff for him. It read "Mr. Bingham is the Ultimate Survivor in our Hearts."

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Editor's Note: After filming the "Survivor" series, Bingham returned home to his family in Crittenden and his Grant County High School classroom for the spring 2001 semester. He is taking a one-year leave of absence to honor personal commitments and teach others throughout the nation what he learned from his "Survivor" experience.

Pages 12 and 13: News and Information for Teachers

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## **KTLC extends deadline for proposals**

Educators and others wishing to present sessions at the next Kentucky Teaching and Learning Conference (KTLC) now have until the extended deadline of Sept. 15 to submit their proposals.

The theme of KTLC 2002, set for March 7-9, is "Pathways to Proficiency, Success for All Students." Sessions will cover a wide range of instruction, assessment, classroom management, professional development, diversity and other education issues.

For information about the conference and how to submit a proposal, go to KTLC's Web site, [www.kentuckyschools.org/ktlc](http://www.kentuckyschools.org/ktlc). Direct questions to Charlotte Chowning at (502) 564-7168 or [cchownin@kde.state.ky.us](mailto:cchownin@kde.state.ky.us).

## **New Partners**

The following annual conferences and workshops will be new partners in KTLC 2002:

- Differentiating Instruction in the Social Studies Classroom
- Equitable Schools Institute Showcase
- English as a Second Language Conference
- Regional Training Centers' Early Childhood Conference
- Science for All Students: Problem-Based Learning
- Primary Continuous Progress Institute

Conference planners suggest that districts and schools can get the full benefit of this partnership by sending teams to KTLC. Teachers, administrators, parents and others on the team can attend separate sessions, then present promising strategies they learned to the entire staff, school council or committees after the event.

## **Newspapers join the crusade to boost literacy in Kentucky**

What do a boy, his dog, a really big pickle and a newspaper have in common? All are at the heart of a project sponsored by the Kentucky Press Association and the Kentucky Network for Newspaper in Education, in conjunction with Kentucky Educational Television.

In this project, more than 40 Kentucky newspapers will be publishing the same story, one chapter per week, starting the week of Sept. 10. "Luke in a Really Big Pickle," written by Henderson-based authors Marcia Thornton Jones and Debbie Dadey and illustrated by Chris Ware, is for elementary school students and their families and teachers.

Kentucky Educational Television's Instructional TV staff plans to transmit videotaped interviews with the authors and the illustrator via satellite to schools and libraries. Watch for details on [www.ket.org](http://www.ket.org). Starting in September, teachers will be able to download story-related learning activities from [www.nieconnects.com](http://www.nieconnects.com).

The project sponsors and several participating newspapers are planning other local and statewide activities and resources related to this project. For more information or a complete list of participating newspapers, contact Kriss Johnson at the Lexington Herald-Leader at (859) 231-3353 or [kjohnson1@herald-leader.com](mailto:kjohnson1@herald-leader.com).

## **Event will offer strategies for teaching ESL students**

Kentucky has almost 6,000 students who have limited English proficiency in the English language but a limited number of educators certified in English as a second language (ESL). To help prepare all

teachers and administrators to work effectively with these students, the Department of Education will hold an ESL conference on Dec. 7 and 8 at the Hurstbourne Holiday Inn in Louisville.

Each participant will attend an entire strand of sessions customized by grade level and level of experience with students who have limited proficiency in English. Each strand will cover assessment, legal issues, literacy development, instructional methods and parent involvement.

The registration fee is \$50 per participant. For registration forms, contact Linda Morse at (502) 564-3791 or [lmorse@kde.state.ky.us](mailto:lmorse@kde.state.ky.us). For details about the conference, phone Annie Rooney-French at (502) 564-7056 or Joanne Brooks at (502) 564-3791, or send e-mail to [ESL2001@kde.state.ky.us](mailto:ESL2001@kde.state.ky.us).

## **Conference to offer safe-schools strategies**

The seventh annual Kentucky Safe Schools Conference, "Safe Schools, Successful Students," will emphasize strategies that promote safety and academic achievement by strengthening the bond between at-risk students and their schools and communities.

The Kentucky School Boards Association and the Kentucky Center for School Safety, in collaboration with the Kentucky Department of Education, will sponsor the event on Oct. 29 and 30 at the Galt House East in Louisville.

Among the featured presenters will be Malcolm Smith and David Osher. Smith wrote "The Peaceful Intervention Program," a popular guide for understanding and working with angry students. Osher is co-author of "Safeguarding Our Children: An Action Guide," a source of research-based strategies for reducing violence and helping students get access to services.

The conference registration fee is \$85 per participant. To register, visit the Kentucky School Boards Association's Web site at [www.KSBA.org](http://www.KSBA.org). For more information, contact Bill Scott or Kerri Schelling at (800) 372-2962.

## **Speed announces 'teacher preview' schedule**

During the 2001-02 school year, the Speed Art Museum in Louisville will offer previews to help teachers develop appropriate instruction related to four special exhibitions. These previews will be free of charge and will occur from 5 p.m. to 8 p.m. on the designated dates.

- Gathering Light - Richard Ross Photography, Sept. 11-Oct. 28, 2001 - Three series: "Gathering Light," "Leelacyd" and "Favea." See information about Ross and his work at [www.richardross.net](http://www.richardross.net). Teacher preview: Sept. 27.
- A Brush with History: Paintings from the Collection of the National Portrait Gallery, Nov. 20, 2001-Jan. 27, 2002 - An exhibition of 75 paintings from the Smithsonian's National Portrait Gallery, including portraits of Benjamin Franklin, Harriet Beecher Stowe, Mary Cassatt and Mark Twain. Teacher preview: Nov. 1.
- A Bountiful Plenty from the Shelburne Museum: Folk Art Traditions in America, Feb. 19-April 14, 2002 - More than 80 works including trade signs, cigar store figures, carousel figures, weather vanes, ships' carvings, scrimshaw, decoys, quilts, furniture, and "primitive" paintings from the 18th, 19th and 20th centuries. Teacher preview: Feb. 21. An open-house reception for teachers from 3 p.m. to 7 p.m. on March 7 will feature refreshments, music and free admission to this exhibition. Call (502) 634-2734 to register.

- Masterworks from the Albertina, March 19-May 12, 2002 - More than 100 pieces from one of the world's oldest and most important collections of Old Master drawings and prints. Included are works on paper by Raphael, Michelangelo, Rubens, Rembrandt and other Italian, French, Dutch, German and Austrian artists. Teacher preview: April 4.

To register for one or more teacher preview sessions, phone (502) 634-2734. To request group tour information and prices, phone (502) 634-2960 or send e-mail to [tours@speedmuseum.org](mailto:tours@speedmuseum.org). For information on related programs for educators and students, contact Manjiri Menezes at (502) 634-2734 or [mmenezes@speedmuseum.org](mailto:mmenezes@speedmuseum.org). Information is also available online at [www.speedmuseum.org](http://www.speedmuseum.org).

## **New Web site tours national middle-grades 'schools to watch'**

The National Forum to Accelerate Middle-Grades Reform has launched an online tour of its four middle-level "Schools to Watch." Those schools are Kentucky's Barren County Middle School; Jefferson Middle School in Champaign, Ill.; Freeport Intermediate School in Freeport, Texas; and Thurgood Marshall Middle School in Chicago.

The new Web site, [www.schoolstowatch.org](http://www.schoolstowatch.org), features information about the four schools and their innovative programs and practices. Teachers, students and principals offer their perspectives on why their schools are worth watching.

In 1999, the National Forum launched a nationwide search to find out what a high-performing middle school looks like. The group identified specific criteria, then selected the four middle schools based on those criteria.

Information about the National Forum is available at [www.mgforum.org](http://www.mgforum.org).

## **Has your address changed?**

Please report your change of address so we may continue to send Kentucky Teacher to you on schedule.

### **Certified Kentucky Public School Teachers:**

Send your full name (plus maiden name, if your name has recently changed through marriage), old and new home addresses, and social security number to:

Lisa Erwin  
Kentucky Teachers' Retirement System  
479 Versailles Road  
Frankfort, KY 40601

### **Other Subscribers:**

Send us your full name (plus maiden name, if your name has recently changed through marriage), the old address listed on your Kentucky Teacher mailing label, and your new address. Send by e-mail to [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us) or by postal mail to:

Kentucky Teacher  
500 Mero St., 19th Floor  
Frankfort, KY 40601

Thanks!

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## Bulletin Board

By Lisa Y. Gross  
Kentucky Department of Education

### **KAYRE will focus on school calendar and boosting academic performance**

The Kentucky Association for Year-Round Education (KAYRE) has announced two keynote sessions for its third annual state conference, scheduled for Sept. 23 and 24 at Bardstown High School.

Nationally known education consultant Jim Grant will make presentations on two topics: helping below-grade-level students reach standards and "Fixing the Design Flaw in the School Calendar."

The conference will feature other sessions pertaining to research, planning, financing, scheduling, transportation, food service, public relations and other factors related to alternative calendars.

Participants may apply for leadership or professional development credit. Registration fees paid by Sept. 19 range from \$40 to \$95 per person, depending on KAYRE membership status and the number of sessions attended. Add \$10 for on-site registration.

For details, visit <http://btown.k12.ky.us/yre/KAYRE/kayre.html> on the Internet. Direct questions or requests for registration forms to Elsie Arnold, Bardstown City Schools, 308 N. Fifth St., Bardstown, KY 40004; (502) 331-8800; [earnold@btown.k12.ky.us](mailto:earnold@btown.k12.ky.us).

### **Conference will spotlight personnel management issues**

This year's Director of Personnel Conference, set for Sept. 27 in Lexington, will offer help with a wide array of personnel management issues, including policy development, alternative certification, fringe benefit packages and other matters.

The conference is open to anyone with an interest in personnel issues. The event will begin at 8 a.m. and conclude at 3:30 p.m. (EDT) at the Embassy Suites Hotel.

The conference sponsor, the Kentucky Association of School Human Resource Managers, mailed conference registration packets to superintendents and personnel directors in mid-July. For registration information, contact those people in your school district.

For general information about the conference or the sponsoring organization, contact John F. Jones III at the Carroll County Board of Education office at (502) 732-7070 or [jjones@carroll.k12.ky.us](mailto:jjones@carroll.k12.ky.us).

## **KATH annual conference set for Sept. 14 and 15**

The Kentucky Association of Teachers of History (KATH) will host its 26th annual conference at Centre College in Danville on Sept. 14 and 15. KATH is a non-profit organization of history educators.

"Politics: Democracy is a Messy Business" will include presentations, roundtable discussions and student writing awards. Featured speakers include University of Kentucky Professor of History and CSPAN Analyst Mark Summers, Kentucky Democratic Party Chair Nicki Patton, Kentucky Republican Party Chair Ellen Williams and former Congressman Romano Mazzoli.

Registration fees range from \$10 to \$25. For more information, visit KATH's Web site at [www.uky.edu/LCC/HIS/KATH](http://www.uky.edu/LCC/HIS/KATH) or contact KATH President John Ernst at (606) 783-2482 or [j.ernst@morehead-st.edu](mailto:j.ernst@morehead-st.edu).

## **AOC to host institute on middle-grades civic education**

The Kentucky Administrative Office of the Courts will host an institute for middle-grades teachers interested in implementing We the People... Project Citizen, a civic education program that promotes competent and responsible participation in state and local government. The event is scheduled for 9 a.m. to 4 p.m. (EST) on Nov. 1 in Frankfort and is free to participants.

Project Citizen brings students together to identify and study a public policy issue, then develop an action plan for addressing that issue. The program encourages schools and communities to adopt the student-generated action plans.

CONTACT: Rachel Bingham, (800) 928-2350; [rachelb@mail.aoc.state.ky.us](mailto:rachelb@mail.aoc.state.ky.us); [www.aoc.state.ky.us/lre/we\\_the\\_people.htm](http://www.aoc.state.ky.us/lre/we_the_people.htm)

## **Discover how to make learning a 'moving' experience!**

The Kentucky Association for Health, Physical Education, Recreation and Dance (KAHPERD) will host a professional development opportunity on Nov. 1 from 7 p.m. to 10 p.m. (EST) at the Galt House in Louisville.

Jean Blaydes, one of the nation's leading lecturers on the link between movement and learning, will present "Action-Based Learning: How to Make Learning a Moving Experience." This presentation will focus on research demonstrating how the brain learns best and how to best reach all students at all grade levels through movement. Participants will experience kinesthetic lessons that reinforce each of the multiple intelligences and align reading, writing, spelling and mathematics objectives.

Registration fees are \$20 per person or \$15 each if 10 or more professionals from one school district pre-register by Oct. 15. Registration fees after Oct. 15 will be \$25 per person.

CONTACT: Vonnie Colvin; (859) 257-2655; [aycolv1@pop.uky.edu](mailto:aycolv1@pop.uky.edu)

## **Free workshop presents bluegrass music as teaching tool**

The International Bluegrass Music Association invites elementary classroom and music teachers to a free workshop, "Teaching Core Content and Impacting Learner Motivation with Bluegrass Music," scheduled for 9 a.m. to 5:30 p.m. on Oct. 6 (EDT) at the Galt House during the Bluegrass Fan Fest in Louisville.

The workshop will offer sample lesson plans, handouts, resource lists and these teacher-focused presentations:

- Instructional Impact Throughout Bluegrass-based Thematic Units
- Pre-Bluegrass Era: From the British Isles to the Appalachian Mountains
- Bluegrass Music is Born: From Hillbilly to Urban
- Vocal Harmony Structure in Bluegrass Music
- Tone Color: The Bluegrass Instruments' Sound and Role
- A Case Study for Bluegrass in the Schools Programs
- Build and learn to play a miniature 2-string banjo

Registered workshop participants will receive a complimentary ticket to attend Bluegrass Fan Fest on Saturday and a certificate for professional development credit upon finishing the course. Course size is limited to 50. There is no fee, but teachers interested in building a banjo need to bring \$8 for a banjo kit.

CONTACT: Nancy Cardwell, (888) GET-IBMA, (270) 684-9025, [nancyc@ibma.org](mailto:nancyc@ibma.org)

## **KASC conference set for October**

"Learning From Each Other" is the theme of the Kentucky Association of School Councils' (KASC) 2001 conference, set for Oct. 17-20 at the Galt House East in Louisville.

Sessions will offer teachers, principals and parents hands-on activities, examples from successful schools, teaching strategies and ways to improve student achievement.

Kentucky Education Commissioner Gene Wilhoit will speak at the conference on Oct. 18. New and experienced council members may fulfill their training requirements at the conference.

An agenda and registration materials are available at [www.kasc.net](http://www.kasc.net). More information is available from KASC at (859) 238-2188 or by e-mail at [kasc@kasc.net](mailto:kasc@kasc.net).

## **All America Reads selects "Wish You Well"**

Each year, the All America Reads nationwide comprehensive reading project selects one book to give readers throughout the country a shared reading experience. The book selection for 2001-02 is "Wish



You Well" by David Baldacci. The project invites middle and high school students, educators, administrators, librarians and others to read the book and join the discussion.

Reading guides and educational lesson plans will be available Sept. 1 at [www.allamericareads.org](http://www.allamericareads.org). Teachers and students can hold online chats with others who have read the book. Teachers also can establish online courses.

Information about ordering the selected book is available at [www.btcollectionconnection.com/](http://www.btcollectionconnection.com/).

CONTACT: All America Reads, PO Box 506, Richmond VA 23218-0506; phone (804) 779-2054; [director@allamericareads.org](mailto:director@allamericareads.org)

## **'Start Something' program teaches students to set and reach goals**

A program sponsored by Target and the Tiger Woods Foundation helps 11- to 14-year-olds set personal goals and reach them, serving their communities and becoming role models for other students along the way. Those who complete four levels of the program may apply to win \$100 to \$2,500 in scholarships. Those who complete the fifth and final level could win a \$10,000 scholarship.

For more information, visit [www.startsomething.target.com](http://www.startsomething.target.com) online or contact Philip Ikehorn, 7506 Slate Ridge Blvd., Reynoldsburg, OH 43068; (614) 856-9470; [pikehorn@twfound.org](mailto:pikehorn@twfound.org).