



Program Improvement to Close Performance Gap

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During the 2003-2004 school year, KECSAC embarked on a goal to help programs close the performance gap between students in state agency education programs and students in regular school programs. One of the objectives was to assess all programs (116) using the Kentucky Department of Education (KDE) Standards and Indicators. The KECSAC program “monitoring process,” has been changed and is now referred to as the “Program Improvement” process. The purpose of this change is to give the process a more positive connotation.

The goal is to assist state agency children’s programs in their efforts to successfully provide a quality education. This program improvement approach is designed to provide constructive support to districts and programs. It is not meant to be a punitive assessment process.

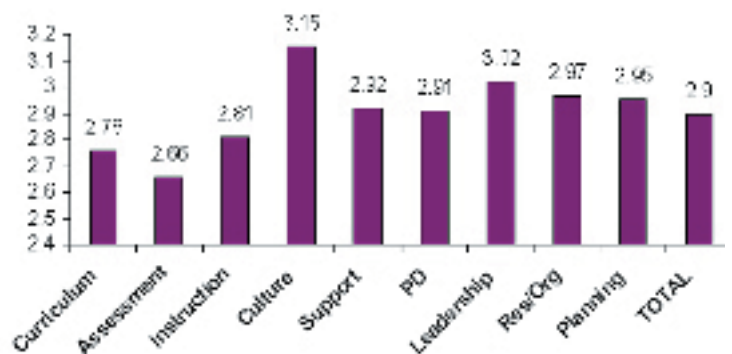
Due to the support from KECSAC education and treatment program personnel we have successfully completed this goal and objective. Prior to program reviews, two years of planning were devoted to the program improvement process, including a year for orientation and self-assessment. We now have baseline data for KECSAC program administrators that can help them develop and implement improvement plans for the 2004-2005 school year.

The data collected from 106 programs, indicate that the Aca-

demie Performance Standards (Curriculum, Assessment, and Instruction) will require more improvement than the Learning Environment Standards (Culture, Support, and Professional Development). The Efficiency Standards which include Leadership, Organi-

their best efforts. The data also shows that Standard 2-Assessment, received the lowest rating (2.66). To improve this standard, more attention should be given to aligning classroom assessments with the Kentucky Program of Studies and Core

Standard Means



zation/Resources, and planning will also require improvement. The graph above illustrates the assessment results of the nine standards.

The Total Average for all 9 standards is 2.90 based on a 4.00 rating scale. The results suggest that KECSAC programs fall between two Program Performance Levels; Fully Functioning/Operational and Limited/Partial. An analysis of each standard indicates that Culture received the highest rating (3.15). This rating supports four decades of national research on alternative education programs.

KECSAC programs are safe and orderly, educational and treatment personnel care about children and inspire

Content for Assessment, the use of multiple forms of assessment, and student articulation of expectations.

As program personnel be gain planning for the 2004-2005 school year, this data will help identify program improvement standards and specific indicators that need to be addressed. We have implemented a process of program improvement that will require more time before we will see measurable results. This year to year analysis of data will inform us of the progress we are making toward reducing the performance gap and ensuring that KECSAC students continue to move toward the 2014 state goal of reaching proficiency.

Professional Development Events

Professional Development for New Educators

September 1, 2, 3, 2004

Perkins Conference Center
Eastern Kentucky University

10th Annual Safe School Conference

September 27-28, 2004

Galt House - Louisville

Statewide SACSAA

September 28, 2004

Galt House - Louisville

“Strategies to Reduce Substance Use Among Students”

October 19, 20, 21, 2004

Bowling Green
Somerset
Richmond

Eastern Region Program Improvement Specialist



Lue Cole joined the KECSAC staff in August 2003 as a Program Improvement Specialist. With over thirty years of classroom experience teaching Lan-

guage Arts and Social Studies, Lue is a welcome addition to the Program Improvement Team. Lue has also served as Director and Head Teacher of The Bentley School, Laurel County's alternative education program. Although Ms. Cole officially "retired" in 2000, she is still actively involved in the educational process. In addition to serving as KECSAC Program Improvement Specialist for the Eastern Region, Lue is a member of the Scholastic Audit/Review Team for the Kentucky Department of Education. She serves as an Alternative Education Specialist for the Kentucky Center for School Safety and is a trainer for the School-Based Decision-Making Council for the Kentucky Association of School Councils.

Ms. Cole recently stated that "visiting the diverse KECSAC programs this past year has provided a most reward-

ing opportunity to talk with education and treatment staffs, as well as students, about their academic performance, learning environment, and efficiency. Indeed, it was refreshing to see the implementation of 'best practices' for teaching and learning in programs where youth were experiencing success".

A graduate of Cumberland College in Williamsburg, KY, Lue earned a Bachelor of Arts degree with a major in English and a minor in history. Ms. Cole earned her Master's Degree in Education from Union College in Barbourville, KY. She enjoys reading, spending time with her family, and being involved in her church. Gardening is also a favorite pass time.

Ms. Cole's experience and training in the field of education is a valuable asset for KECSAC and its educational programs.



Summer

The time of the year
When flower bloom
Trees grow leaves
Water flows happily along rocks

Birds come out to play
Bees come out to work
Bears come out of hibernation

Grass is green
The sky is blue
The kids are happy
The sun is bright
*Early does the sun rise
And late does it fall*

Everyone has time to admire the lovely land
It comes after spring
And before fall



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KECSAC Successful Student Outcomes - Lincoln Village

Lincoln Village Youth Development Center (YDC) is a residential facility for delinquent, public and youthful male offenders, ages 14-18. Located in Hardin County, Lincoln Village YDC is dedicated to helping the youths develop a positive self image and teach them socially acceptable coping skills that will enhance constructive interaction with the community. The educational staff at Lincoln Village YDC is committed to providing the residents with comparable educational opportunities as their regular education counterparts so that they will have greater opportunities for becoming responsible, productive citizens.

Rebecca Todd, school administrator, believes that the educational staff at Lincoln Village is one of Hardin County's best kept secrets. The program has four educators and one instructional assistant. Collectively, the faculty has over 70 years of professional education experience, five undergraduate degrees, four master's degrees, and-

Students at Lincoln Village YDC are engaged in rigorous, intentional studies that are aimed at increasing student achievement and reducing recidivism by guiding the residents toward completion of the commonwealth's minimum graduation requirements. In ad-



Resident receives instruction from Mr. Keith Graham.

dition to the daily schedule of English, Title I Reading, Math, Science, Health, Physical Education, Social Studies, and computer applications, students are exposed to classical readings, creative artistic expression, portfolio development, open-response questions, and educational off-campus field trips.

Lincoln Village students have enjoyed many achievements this year. The basketball team successfully participated in statewide Department of Juvenile Justice tournaments. A book of poetry written by students was published. Doug Hawk, a former student, wrote a moving poem to his English teacher, Brenda Thomas, in appreciation for the mentoring she gave him. Doug is currently a student at a state university. Brian Harp published a book of poems about baseball. This book of poems was on display at the Louisville Slugger Museum. Brian is also a National

Poetry Contest winner. Resident Alex Richards will be included in this year's edition of Who's Who Among America's High School Students because of his high academic success while at Lincoln Village. And perhaps most important for a successful life after Lincoln Village, fifteen students participated in graduation ceremonies held on May 21, 2004.



Graduation Day

Future plans for the program include the incorporation of a School-to-Work curriculum that will provide students with real-life work experiences while earning high school credit. There are also plans to expand computer technology classes to include: graphic arts, computer drafting, mechanical design, and digital photography. They also hope to offer photography and chess clubs.



Students participate in Mr. James Price's math class.

four Rank I's in Educational Administration. Roy Chapman, KECSAC Program Improvement Specialist, recently stated that "Lincoln Village YDC educational and treatment staff are to be commended for their collaborative efforts in providing educational services for the students. The cooperation and communication between these two staffs are excellent...Students are valued and supported Teachers and staff care about students and inspire their best efforts..."



Resident prepares a lab write-up for his senior portfolio.



Alex Richards, Who's Who Among America's High School Students.

While the students at Lincoln Village are youthful offenders, they are also simply teenage boys who have made some bad choices in life and deserve the educational remediation, behavioral rehabilitation, and the opportunity to become responsible, productive citizens. The faculty and staff at Lincoln Village are proud of their residents and are dedicated to providing them with every opportunity possible.

10 Simple Rules for Discipline

Dr. Mark Wasicsko, Dean
College of Education
Eastern Kentucky University

I made a bet with a high school teacher during a spring graduate course on classroom discipline. Her seniors had typical end-of-the-year behavior problems brought on by what she described as a “convergence of spring fever, senioritis and hormones.”

I wagered that I could teach her seniors to be more “self-disciplined” in two, one-hour class sessions. If I did, she would provide an end-of-term pizza party for our class.

The only conditions were that I teach the class alone and that she report to our class any behavior changes in her students. She agreed.

When I met with her students, we discussed why people do what they do and how, by using reinforcements, we could change behaviors in both their teachers and parents.

The students’ definition of reinforcements they could use on teachers went from apples and candy to a much more sophisticated understanding. They decided saying thank you, laughing at a teacher’s corny joke or expressing appreciation for something taught in class would be good reinforcements.

Later, the teacher reported to my graduate class that her students were indeed acting better. They were more responsive and polite. Some even told her they were learning more.

Now, my students were ready to discuss how they could improve and sustain good student behaviors!

After years of working with teachers and students, I have found that many teachers inadvertently use self-defeating discipline strategies.

These 10 simple rules can substantially decrease discipline problems.

1. Expect the best

Teachers can encourage good behavior by the expectations they set. By conveying negative attitudes toward students, many teachers create their own discipline problems. I use this simple technique: Find at least one likable characteristic about each student and focus on it whenever interacting with them. If students feel liked and accepted, they respond with respect and deference.

2. Express yourself

Sadly, most students must learn the meaning of “behave” by the process of elimination — “Don’t look out the window... Don’t put feet on the

Each day in the U.S...

**DID YOU
KNOW**



180 children are arrested for violent crimes.

367 children are arrested for drug abuse.

2,319 babies are born to mothers who are not high school graduates.

3,585 babies are born to unmarried mothers

4,248 children are arrested.

17, 297 public school students are suspended.

source: Children's Defense Fund

www.childrensdefense.org/data/keyfacts/everyday.asp

Ten Simple Rules for Discipline (continued)

desk... don't... don't..." Research and experience show that students try to follow rules and directives when teachers are clear, positive and explicit with their expectations.

3. Rewards, yes!

The overuse of punishment can increase discipline problems. However, research indicates that punishments still outweigh rewards by 10 to one in the typical classroom.

Rewards bring attention to good behaviors: "Thank you for being prepared, Billy." This provides an appropriate model for other students and makes students feel positive about themselves, about their teacher and about school.

Reinforcing positive behaviors reduces the inclination toward misbehavior and enhances the flow of your lesson. You stay on task, get more student participation and accentuate the correct responses.

4. Fit the crime

Many teachers inadvertently escalate discipline problems by using shortsighted or ineffective punishments. The classic example is punishing the whole class when a few students misbehave.

Punishments are more effective when they are the natural consequences of the behavior. For example, if a student writes on the bathroom wall, punish him with clean-up responsibilities and any related expenses.

If you cannot devise natural consequences, ask the offenders what they consider an appropriate punishment. They may come up with a punishment that at least appears to them to be appropriate.

5. Remove privileges

Privileges and responsibilities go hand in hand. For example, students who finish their work neatly and on time could get privileges like

playing educational games or earning points toward free time. Students who break the rules lose those privileges.

6. Ignore minor misbehavior

Don't draw attention to each minor infraction of the rules. Instead ignore it and, at a later time, talk to the student privately. Why draw attention to each minor problem when you can stay focused on teaching?

7. Mean what you say

Be consistent with rules, assignments and punishments. Don't give warnings, second chances or deadline extensions. To avoid the pitfalls of inconsistency, pose consequences you can and will deliver. Mean what you say and, when you say it, follow through every time.

8. Know each student

Sometimes, teachers inadvertently punish students they intend to reward and visa versa. For example, I was a non-reader in 4th grade and got sick at the thought of reading aloud. One day after helping the teacher, she "rewarded" me by letting me read first. I made sure I was never "helpful" enough to be so severely punished again!

The opposite happens just as often. Many class clowns delight in such "punishments" as standing in the corner, leaving the room or being called to the teacher's desk. The key is to know your students well, and know what is rewarding and what is punishing for each.

9. Reward with instruction

Reduce discipline problems and increase learning by using your content area as a reward. This can make lessons meaningful, practical and fun. Bring pies or cookies to class to demonstrate fractions and use them as rewards. See how fast students learn the difference between 1/2 and

1/8! The results will be less misbehavior and a greater appreciation for both teacher and subject.

10. Handle with kindness

Treat students with kindness. If students are treated in a cold or impersonal manner, they are less likely to care if they cause you grief. If they are treated with warmth and respect, they will want to treat you well in return.

Final thoughts

Teachers can reduce discipline problems, but these problems cannot — and perhaps should not — be totally eliminated. When children are enthusiastic about learning, involved in what they are doing and allowed to express themselves creatively, "discipline problems" will occur.

For dictators and tyrants, robot-like obedience is a major objective. For teachers, however, the more critical goal is helping students reach their potential as individuals.

Just as we teach the way we were taught, we tend to discipline with some of same ineffectual methods that were used on us. These simple suggestions can help teachers get through to the end of the year and make school more "rewarding" for all involved.

Dr. Mark Wasicsko is the dean of the College of Education at Eastern Kentucky University. He has spent 25 years studying the dispositions of effective educators with particular emphasis on teacher selection and teacher preparation. Contact: mark.wasicsko@eku.edu, (859) 622-



Central Region Program Improvement Specialist



Russell Behanan became a KECSAC Program Improvement Specialist in December 2003. Mr. Behanan earned his Bachelors and Masters Degrees from Eastern Kentucky University in the areas of Education and Educational Administration. Certifications include School Superintendent, School Principal, Secondary Teacher, State Trainer-Principal Internship Program and state trainer for

School-Based Decision Making Council. Mr. Behanan began his professional career as a high school teacher and counselor at Madison High School in Richmond, Kentucky. After six years he began an administrative career in the Fayette County school district that has spanned over twenty-five years. For five years he served as assistant principal at Bryan Station High School. For the next thirteen years, Mr. Behanan served as Head Principal at Beaumont Middle School, guiding the school through implementation of Kentucky Education Reform Act initiatives and also the transition of the school from a junior high organization to the full middle school concept.

Mr. Behanan next served as Director of Middle Schools (Assistant Superintendent) for four years for the Fayette County School District. Responsibilities included supervising principals and associate principals in eleven large urban middle schools, coordination and the continued implementation of the middle school concept, coordinat-

ing all athletic programs and evaluating all programs for effectiveness. Beginning August 2001 to present, Mr. Behanan has served as Assistant Coordinator of the 504 Program and KECSAC Programs for Fayette County Public Schools.

Mr. Behanan has been honored as the Fayette County Principal of the Year and the Central Kentucky Association of Educational Office-Personnel Administrator of the Year.

Mr. Behanan's experience in developing and implementing plans for continuous alignment of curriculum to state and national standards makes him an important part of KECSAC's plan to provide program improvement technical support to our programs.

America's Promise

AmeriCorps/KECSAC of Eastern Kentucky University in collaboration with the Pulaski County/Somerset Day Treatment Center sponsored a Job Shadowing Day on April 8, 2004. Tammy Roberts, counselor at the day treatment and Charles Childers, AmeriCorp Promise Fellow, organized the event. Students participated in job shadowing at the H.T. Hackney Company, Wal Mart bakery, Somerset Animal Hospital, Somerset Undertaking Company, and Dalton Family Child Care.

Prior to job shadowing, students completed advance preparation including learning the relevance of the activity to their schoolwork, necessary work place skills, the importance of teamwork and the connection between learning and earning. They each completed per-



Job shadowing at Somerset Animal Hospital

sonal skills assessments, job shadow day expectations and a personal assessment form and career cluster selection. Students were matched to an agency that could meet their career interests. Each student also completed a job resume prior to the job shadowing experience.

Favorite Teachers

Do you have a favorite teacher that has had an unforgettable influence on your life? Eastern Kentucky University's College of Education would like to know about that special teacher and the characteristics that made them so memorable. As part of ECU's Centennial Celebration in 2006, the College of Education is doing a study about exceptional teachers and the role they have in shaping lives.

EKU's education faculty would like to know about your special teacher. Each entry should include the teacher's name, the school where they taught, the first characteristic that comes to mind when you think of that person, and a specific memory about him or her. Also, include a description of the way the teacher treated you as a student.

Please submit your memories on line at the Great Teachers, Great Memories Web site (www.education.eku.edu/favoriteteacher/).

What's Up with District News

KENTON COUNTY **Northern Kentucky Youth Development Center**

Northern Kentucky Youth Development Center has been awarded a Learning Links Grant from the Greater Cincinnati Foundation Governing Board and the Learning Links 2004-2005 Volunteer Committee. Becki Bailey, Transition Group Teacher at NKYDC, is responsible for obtaining the grant to fund a project titled "If you 'Read It' the computer will 'Type It'" This grant will purchase 12 licenses for the Microsoft Office Premium XP 2002 edition that will be installed on the computers in the school classrooms. In addition, stereo headphones with microphones will be purchased and used on these computers.

Installing this version of Microsoft Office will allow the students to use the speech recognition feature to "Read It" to the computer and have the computer "Type It". The goal of this project is to have the students successfully type portfolio pieces, treatment work, and class assignments. This will allow students to be successful in transforming their misspelled and non-readable writing into writing assignments that express their thoughts, go into detail, show their creativeness and are readable by others.

This grant will be awarded in September at a special reception at The Greater Cincinnati Foundation.

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WARREN COUNTY **Warren Regional Juvenile Detention Center**

Students at WRJDC have been engaged in many activities this past quarter. The new ten station computer lab is open and functioning. Residents are engaged daily in reading and life skills activities including working

through the career awareness program, "On Your Own in Middleton", which presents students with real life experiences and difficulties. In addition, the library has recently expanded and now contains approximately 2,000 books. The majority of the books have accompanying Accelerated Reader tests that calculate individual resident progress.

Also, students participated in Barnyard Days and had hands-on experience with ducks, geese, chickens, goats, and a horse. Following this activity, residents competed in a team challenge and completed a variety of team building activities. Finally, residents have been introduced to a variety of guest speakers from the community who link educational successes to a successful adult life.

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FRANKFORT INDEPENDENT **Wilkinson Street Day Treatment**



Jobs for Kentucky Graduates Award Winners

Wilkinson Street Jobs for Kentucky Graduates (JKG) program competed at the State Career Development Competition on April 13th and 14th in Lexington. JKG is a state funded program for At-Risk students. The curriculum is developed around providing students with the knowledge of employability skills required to build a better future for themselves. Wilkinson Street had students place in the following events: Derrick Washing-

ton, 9th place – Employment Application, Josh Gill – 3rd place in Traditional Poster, Steven Walker – 12th place in Traditional Poster, Chasity Moore, Eric Carter, Trevor Clark, and Taona Brewer – 7th place in Decision Making. Wilkinson Street competed against ap-

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WOLFE COUNTY **Dessie Scott Children's Home**

Students at Dessie Scott Children's Home recently created soil conservation posters for submission in a local poster contest. A student from Mrs. Carol Johnson's class won the local contest. The winning poster was then submitted to the state competition where it also won first place. In July, the student will be competing in the national competition. The student has won certificates and cash awards for his winning poster. The faculty and staff at Dessie Scott is very proud of this student and wish him good luck in the national competition!

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ROWAN COUNTY **KY Baptist Home For Children**

Three girls participated in the 8th grade graduation with the middle school. Additionally, one girl was graduated from high school with honors. She will be attending UK in the fall.

Quarterly Quote

"The principal goal of education is to create men [and women] who are capable of doing new things, not simply of repeating what other generations have done."

Jean Piaget (1896-1980)



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New Educators

September 28, 2004

Statewide SACSAA Meeting

October 19, 20, 21, 2004

“Strategies to Reduce Substance
Use Among Students”

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