



# The Collaborative

Winter 2004

Volume XII, Issue II

## New KECSAC Associate Director

Ronnie Nolan joined the Kentucky Educational Collaborative for State Agency Children (KECSAC) team in October 2004 as Associate Director. Ronnie earned a Bachelor's of Arts degree in Political Science from Berea College and a Master's of Science degree in educational policy studies and evaluation from the University of Kentucky. He is also completing the requirements for a doctor of education degree in higher education administration from North Carolina State University in Raleigh, NC. His research focuses on first-generation college graduates and the factors that led to their successful completion of a college degree. Further research focuses on the barriers at-risk students, including first-generation students, face when attempting to complete a college degree.



with the AmeriCorps Appalachian Self-Sufficiency Program in Prestonsburg, KY. He worked with welfare dependent families who were transitioning from public assistance. Ronnie served as a youth counselor for several years at Metro Alternative Shelter Housing (MASH Drop-Inn) while pursuing his master's degree from UK.

Ronnie served as Director of Student Activities and Orientation programs at Midway College prior to relocating to Raleigh, NC for further graduate studies. While in Raleigh,

he completed the course work for his doctorate and was employed by Peace College as the Director of Student Development. At Peace, Ronnie was responsible for community service programs, student leadership development opportunities, student activities, student media and student governance. He also served as Interim Dean of Student Services.

Ronnie, who grew up in Corbin, returned to his native Kentucky in May 2004, and after a brief stint at the University of Kentucky College of Arts and Sciences joined the KECSAC team in October. Ronnie's office is located in Richmond, Kentucky at the College of Education at Eastern Kentucky University and he can be contacted at (859) 622-6552, or e-mail him at [ronnie.nolan@eku.edu](mailto:ronnie.nolan@eku.edu).

### INSIDE THIS ISSUE

- Associate Director ..... 1
- IAG Spotlight ..... 2
- Youth Poem ..... 2
- SACSAA Meeting ..... 3
- Did You Know? ..... 3
- Professional Development 4
- Tips for Teachers ..... 4
- Tips for Teachers (cont.) ... 5
- Top Ten Americans..... 6
- District News ..... 7
- Quarterly Quote..... 7
- Save the Dates..... 8

## Professional Development Events

### 4th Annual Diversity Conference

**February 9-10, 2005**  
Perkins Center  
Eastern Kentucky University

Western Region  
**SACSAA Meeting**  
**March 2, 2004**  
University Plaza  
Bowling Green

Eastern Region  
**SACSAA Meeting**  
**March 4, 2004**  
Perkins Center  
Eastern Kentucky University

**Technology in the Classroom**  
**March 24, 2005**  
Perkins Center  
Eastern Kentucky University

After completing his B.A. degree from Berea College, Ronnie volunteered for one year

## Happy Holidays

### The KECSAC Staff *(pictured clockwise from top)*

*Norman Powell, Tiffany Beddoe, Ronnie Nolan, Barbara Barnhart, Kaye Parker, Leslie Hensley, and Monica Santa-Teresa.*



## IAG Spotlight



KECSAC is pleased to announce that Becky Tonietti has joined the Inter-agency Advisory Group (IAG). Becky represents the State Agency Children School Administrators Association and will serve on the IAG for two years. As Director of Alternative Programs,

Becky directs all alternative programming within Hardin county including: KECSAC, DJJ, adult education, school age child care, Hardin County High School, and Brown Street Alternative Education Center. In addition, Becky oversees Title I for the DJJ programs and Title V for the district.

Becky earned her Bachelor's of Science, her Master's of Arts degree as well as her Rank I certification from Western Kentucky University in Bowling Green, Kentucky. Employed by the Hardin County Schools for the past 33 years, Becky has served as elementary teacher and assistant teacher, middle school interim assistant principal, and Title I reading resource teacher. Additionally, Becky has served as president elect and president of the Kentucky State Council of the International Reading Asso-

ciation and president-elect and current president of the State Agency Children School Administrators Association. Becky is also a member of the Juvenile Justice Council in Hardin County.

As a member of the IAG, Becky wants to be an advocate for quality education for state agency students. She is also committed to advocacy for all staff who work so diligently with at risk students.

Becky and her husband of 30 years have two daughters. Her oldest daughter has two sons - five year old Drew and 14 month old Nolan. These two grandsons bring new meaning to the word "grand." During her spare time, Becky enjoys reading, gardening, traveling and spoiling her grandsons.

## Youth Poem

### My Struggle

I've been sent off for five long years  
And it's brought so many tears  
Sometimes I sit and cry  
And I always wonder why?

Why does it have to be me?  
Why does all this have to be?  
All I want is to be free.

Sometimes I want to scream  
But all I do is sit and dream  
I've missed the girls I've missed the fun  
All of this I could of just run!

As I sit back and reminisce  
I wonder why things got to be like this  
I've got to be strong I've got to survive  
And always thank God I'm alive.

All these thoughts going through my  
mind  
I'm lucky I haven't set my life behind  
But closed behind all these gates

It seems like I'm doomed by fate.  
And all this knowledge, I behold  
I need to remember to just be bold  
And as my legend begins  
I need to remember it has no end.

Trying to be all the way real!

See, I don't talk to my mom or dad  
And I'm quite sure it makes them sad  
But that's all okay  
I know I'll be somebody some day.

I've been through a world of hurt  
So all I do now is stay alert  
I got to remember to stay on all ten toes  
That way I can dodge any blows!

I suffer from all kinds of guilt  
And I only stay behind these walls I  
built.

a youth in treatment

## *The Collaborative*

Volume XII, Issue II  
**Desktop Publisher**  
Kaye Parker

**Technical Advisor**  
Dr. Norman W. Powell

**Printing**  
Eastern Kentucky University Press

**The Collaborative**  
is published quarterly and provided at  
no cost to the readership. For more  
information contact KECSAC at:  
104 Case Annex  
Eastern Kentucky University  
521 Lancaster Avenue  
Richmond, KY 40475-3102  
Phone:: 859-622-6552  
Fax: 859-622-8051  
E-mail: [kaye.parker@eku.edu](mailto:kaye.parker@eku.edu)  
Web: [www.kecsac.eku.edu](http://www.kecsac.eku.edu)

## SACSAA Statewide Meeting

The statewide SACSAA meeting was held on September 29, 2004 in conjunction with the 10<sup>th</sup> Annual Safe Schools Conference in Louisville, Kentucky. President Becky Tonietti and KECSAC director, Norman Powell, conducted the meeting.

KECSAC Program Improvement Specialists, Russell Behanan, Roy Chapman, and Lue Cole, presented information to the attendees about the program improvement process and what to expect during a site visit. Ms. Cole introduced



Mr. Behanan speaks at statewide SACSAA meeting.

the KECSAC Standards, Indicator, Descriptors, and Evidence (SIDE) document. This newly developed document is designed to be used by programs to assist them as they gather documenta-

tion for the yearly site visit. Mr. Chapman stressed the importance of each program having an improvement plan that is aligned with the district improvement plan.

SACSAA has presented two \$500 scholarships to students from KECSAC sponsored programs. According to Bob Spears one scholarship went to Chaz from Warren Regional Detention Center and the other to Megan from Morehead Treatment. Both of these young people enrolled in a state college or university for the fall semester. Deserving KECSAC students will have the opportunity to win \$500 scholarships for the spring semester also.

Ann Ellerkamp read nomination letters submitted for the winners of the SACSAA awards. Ms. Linda Borders from Bardstown Day Treatment was named the Outstanding Support Staff of the Year. The Outstanding Teacher of the

Year award went to Mr. Dero Downing of Warren Regional Juvenile Detention Center. Mr. William Greenwell of Rice Audubon in Jefferson County was



From L to R: Ms. Linda Borders, Outstanding Support Staff, Ms. Sonya Wilds, Outstanding Administrator; Mr. William Greenwell, Outstanding Vocational Teacher; Mr. Dero Downing, Outstanding Teacher

awarded the title of Vocational Teacher of the Year. Lastly, Sonya Wilds, Pulaski County Board of Education, was named Administrator of the Year. Each winner was presented a beautiful engraved plaque, a bouquet of flowers, and lunch. KECSAC is honored to have so many dedicated and outstanding educators working with Kentucky's at-risk youth.

## Did You Know



- \* American children, ages 2 - 17, watch television on average almost 25 hours per week or 3 1/2 hours a day.
- \* Almost one in five watch more than 35 hours of TV each week.
- \* Children who are heavy TV viewers (over 3 hours per day), show the greatest decline in reading ability.

## Tips for Teachers

This article will focus on the concept of assessment, what it really means, what it can include and its importance to the teaching and learning process. Some potential barriers to implementation and some possible solutions will also be discussed.

Data related to program evaluation and indicator ratings have been shared with educators and administrators in KECSAC programs. Standards receiving the lowest scores on a statewide level were curriculum, instruction and assessment. According to the statewide data analysis results, the indicator of assessment was rated the lowest. More specifically, the five indicators under the assessment indicator that were scored the lowest statewide, in terms of implementation were as follows starting with the lowest:

- **2.1a.** Classroom assessments are frequent, rigorous, and

aligned with Kentucky's core content.

- **2.1b.** Teachers collaborate on authentic assessment tasks that are aligned with core content subject matter.
- **2.1c.** Students can articulate academic expectations and know requirements to be proficient.
- **2.1e.** Multiple assessments provide feedback on student learning.
- **2.1f.** Teachers use performance standards and performance level descriptors to develop scoring guides that are shared with students.

As we compare these indicators with others within our nine standards, it is clear that more attention must be focused on the whole progress of assessments. Specifically, State Agency

Children programs must focus on the five indicators cited above. Within the Kentucky Department of Education's "Kentucky Standards and Indicators" document, assessment is defined "as using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions." While educational assessment is not a new concept, it has become much more critical in recent years.

Assessment can include a variety of activities to generate data about student learning. KECSAC Program Improvement Specialists observe this wide variety of assessment activities when they visit programs throughout the State. Below are various ways to assess individual student learning styles.

### Formal-Academic Assessments

- Commonwealth Accountability

Continued on page 5

## Professional Development

Drug abuse by students of all grades continues to be a problem among America schools. KECSAC recognizes this and sponsored a critical issues workshop titled "Strategies to reduce Substance Abuse Among Students" on October 19, 20 and 21, 2004. Phil Diaz, former assistant Deputy Director for Prevention in the Office of Demand Reduction within the White House Office of National Drug Control Policy, and lead federal official in the development of national and international drug prevention policy, delivered the keynote address. Mr. Diaz spoke of important ways that parents and caregivers can intervene and prevent drug abuse among youth.

Mr. Phil Davis, President of Reality Unlimited, Inc. and creator of *Decisions*:

*The Drug Prevention Game*, explained how the game can be used as a tool to teach children ways to appropriately respond to friends and family when offered drugs.

*Decisions* is an interactive role-playing game designed to asks children tough questions that may be shocking but are necessary and real. The game teaches children the

consequences of making the wrong choice when choosing to use drugs. A panel of local parents, law enforcement officials, and treatment professionals

discussed substance abuse issues in their respective regions and offered personal perspectives concerning the strategies offered by Mr. Diaz and Mr. Davis.



Workshop participants play *Decisions: The Drug Prevention Game*

Each workshop participant was given a *Decisions* game to take back to their program. Reviews of the workshop were positive and grateful that KECSAC focused on this critical issue.

For more information about *Decisions*, e-mail Mr. Davis at [phildavis@decisionsgame.com](mailto:phildavis@decisionsgame.com).

## Teacher Tips (continued from page 4)

(CATS)

- CTBS
- SRI
- TABE
- Star Math

We all are familiar with the use of CATS data to assess student needs. Other formal assessments are being used effectively for pre and post testing, including TABE, SRI and Star Math.

### Informal-Academic Assessment

- Teacher-made tests
- Textbook exercises
- Authentic projects
- Exhibits
- Oral questioning
- Videos
- Observation

This category offers the most in terms of allowing students multiple opportunities for success in the classroom. While the traditional teacher-made test and textbook exercises are still extensively used, student projects and exhibits are being used more frequently as assessment tools.

### Non-Academic

- Learning styles
- Career inventories
- Interest inventories
- Behavior rating tools
- Social skills
- Attitudes
- Observation
- Charting
- Interview
- Surveys

These types of assessments are important in the development and monitoring of individual treatment plans. Having data from all categories of assessment is important to plan instruction and curriculum that meets student needs.

We have explored a variety of assessment activities. We can now look at barriers that might be encountered while developing appropriate assessments.

Barriers	Overcoming Barriers
<p><b>Indicator 2.1c</b></p> <ul style="list-style-type: none"> <li>• Teachers do not emphasize proficiency expectations and explain requirements to students.</li> <li>• Teachers do not give students subject matter work samples that are proficient</li> </ul>	<ul style="list-style-type: none"> <li>• Begin each lesson with an explanation of proficiency expectations and requirements.</li> <li>• Begin each lesson by showing examples of proficient subject matter.</li> </ul>
<p><b>Indicator 2.1b</b></p> <ul style="list-style-type: none"> <li>• District and school administrators do not provide time and resources needed for teacher collaboration.</li> <li>• Local curriculum and assessment documents are not aligned.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage teachers at all grade levels and subject areas to develop and implement an action plan and document efforts.</li> <li>• Initiate district-wide process to align curriculum and assessment documents and to review periodically.</li> </ul>
<p><b>Indicator 2.1a</b></p> <ul style="list-style-type: none"> <li>• Program procedures do not require classroom teachers to use state curriculum and assessment documents for unit and lesson planning.</li> <li>• An assessment system is not developed that employs frequency and high standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish procedures that require the use of state documents.</li> <li>• Establish board and program policies that require a classroom assessment system.</li> </ul>
<p><b>Indicator 2.1f</b></p> <ul style="list-style-type: none"> <li>• Teachers do not provide students with performance rubrics or work models.</li> <li>• Assessment tasks are not age appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Create performance rubrics for all content areas and display proficient student work samples.</li> <li>• Use a variety of formal and informal assessments.</li> </ul>
<p><b>Indicator 2.1e</b></p> <ul style="list-style-type: none"> <li>• A variety of assessments are not used.</li> <li>• Assessment data is not shared with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Use state and local assessments to identify student academic and non-academic needs.</li> <li>• Create opportunities for students to obtain immediate feedback on all classroom assessments.</li> </ul>

### Conclusions

While there is certainly no magic formula, there are certain facts about assessments that seem obvious:

- Assessing student learning needs is crucial to the teaching and learning process.
- The more comprehensive the assessment system, the more information will be available for planning.
- Pre and post testing is important.
- It is a must that we share assessment data with students, parents and others, if we expect students to obtain a greater level of learning.

## Ten Top Americans Who Might Have Been Put on Ritalin

10. **George Washington** was sent home from school because he couldn't sit still in math class.
9. **Benjamin Franklin** found it great fun to give a mild electrical shock to houseguests with his Leyden jar.
8. **Thomas Edison** was sent home to his mother after only two months of schooling, the teachers stated that he was unable to concentrate.
7. **Wilbur Wright** kept taking his mother's sewing machine apart.
6. **Orville Wright** always talked.
5. **Henry Clay** talked to chickens.
4. **Henry Ford** had so much trouble in traditional school that once successful, he set out to create a school for boys where they could touch everything.
3. **Robert Fulton** neglected his lessons in order to work on machinery; this practice landed him a rap on the knuckles as his teacher insisted "I will make you do something."
2. **James Fenimore Cooper's** love of freedom and roving disposition



got him expelled from Yale.

1. **Abraham Lincoln** tried to convince his mother that his brother had walked on the ceiling by holding him upside down so that he could leave muddy footprints on it.

In truth, the ability to sit still has little to do with intelligence. I have met children who can cartwheel across the room while you are reading to them and then repeat what you have just read word for word. These are called kinesthetic learners and they learn best through small and large muscle movements. Sitting still actually makes it harder for them to learn. If given a spelling test a student who learns best by visualizing may stare into space in an attempt to see the word. An audio learner may try to sound it out phonetically. A kinesthetic learner will attempt to feel the word, he or she may try to write it in the air, or simply fidget in their chair. My first grader taking a spelling test resembled a child having a seizure. If you have one of these type learners, here are a few tips

on how to teach them through it.

Early on, I learned that letting them move is a plus, not a minus. Teaching reading was a struggle so we switched to writing. I helped him write words with his fingers in a bowl of cornmeal. To learn letters, I let him label different items in the house. For example: the couch, cabinets, carpet, etc. got big C labels. Then we cut out all the words that began with c from catalogs. We alphabetized the cans in the pantry. For math, we played Bozo Buckets, every correct answer brought an opportunity to toss a ball or beanbag in to the next bucket. He learned about silent E by taking the role of a super hero that helps shy vowels say their own names. Mild Mannered E turned in to Super E when he came across certain words. Dressed in a cape and armed with a magic marker and notepad, we ran from room to room turning tap into tape, cap into cape, etc. The boy not only grasped the concept, he taught it to his younger brother all in the same afternoon. My son graduates this year and has learned to sit still. He plans to pursue a career in computer animation, specializing in how things move.

*-Ellen Gardner*

## Applications and Utilization of Technology in Teaching At-Risk Youth



Date: March 24, 2005  
 Place: Eastern Kentucky University  
 Stratton Building, Room 209  
 Time: 8:30 a.m - 4:30 p.m.

## What's Up with District News

### Jefferson County **CARITAS Peace Academy**

As a tribute to Mr. Fred Rogers, who died February 27, 2003, students from Carol William's high school English class at the Peace Academy wrote memoirs about how much *Mister Roger's Neighborhood* meant to them as children. They wrote expressively about Rogers' gentleness and kindness, and his messages about "growing" and loving others and ourselves. Several wrote about finding a safe haven in the *Neighborhood* as children while facing difficult situations at home.

These memories were sent to Rogers' family. CARITAS Peace Academy has received a gracious thank you letter for sharing the student's tributes with the family.

### Rowan County **Morehead YDC**

Morehead Youth Development Center is keeping the students so busy that time seems to fly. Guest speakers and classroom activities have focused on career activities. Students had the opportunity to see careers in action when they visited the Toyota plant in Georgetown as well as Good Shepherd Printing in Morehead. Students have also been busy preparing crafts, ceramics, and food for the Harvest Festival, writing essays to commemorate Veteran's Day, cleaning the Menifee County Animal Shelter weekly, and helping senior citizens with commodity distribution monthly. Currently, the students are preparing for both the Christmas Bazaar which will raise money for the recreation fund and the 4<sup>th</sup> Annual "At a Girl" Christmas Silent Auction that rewards the students for good behaviors and activities that go the extra mile.

Rowan County technicians have worked with DJJ to get academic classrooms

online with NOVEL/STARS internet base curriculum which is a great program for credit recovery in alternative settings. Faculty and staff are proud that five students from Morehead YDC have taken the GED exam at Morehead State University and all five passed with scores ranging from 488-562.

### Jefferson County **Audubon YDC**

The Louisville Urban League held their annual "Doing the Right Thing" Youth Expo on September 18, 2004. The expo was designed to address achievement and educational issues facing local youth while celebrating youth who are "doing the right thing". It was a great showcase of Metro Louisville Youth Services.

One highlight of the expo was the "Achievement Matters": Oratorical Contest. The speech competition is designed to motivate and inspire young people to become actively involved in public speaking. Students compete for cash awards while demonstrating their public speaking skills and expressing their views on a pre-assigned topic.

Audubon students, Ricky and Yuniel, chose the topic "Why should all eligible people vote in governmental elections." Final contestants made a three minute presentation and were judged on poise, content of speech, delivery and presentation, and overall effectiveness. Students of Myrna Brame, Audubon English teacher, have been very successful in the past. Last year her young orators took first, second, and third place in the high school division. As the event drew nearer, everyone hoped that Audubon would continue this winning tradition.

Although the contest had numerous contestants and tough competition, Ricky and Yuniel had practiced hard

and were ready to stand and deliver. When the competition was over and the votes tabulated, Ricky won second place with a cash prize of \$125.00.

The programs's cost of two new shirts for contestants, \$50; new ties, \$30; belts, \$20. The heightened self-esteem, the feeling of accomplishment and the boys' smiling faces after the crowd's applause: PRICELESS!

### Daviess County **Valley School**

To teach the students at Valley School the value of serving others, Valley School has adopted our local Hospice Association. During each holiday season over the past couple years our students have prepared and presented special treats, such as Halloween treat bags, Easter baskets, Christmas ornaments and cards, and Valentine gifts to all Hospice patients. Recently, under the guidance of Valley teaching assistant, Billie Keller and her Aunt Sara, students made a quilt to be auctioned at the annual fund-raising event for the Hospice Association. Prior to the auction, students presented the quilt to the director of Hospice and a young cancer patient during a ceremony at a school assembly. At the auction, River Valley Behavioral Health Hospital paid \$600 for the quilt, raising \$600 for the Hospice Association. The quilt is now on display at RVBH Hospital.

**" Education is the most powerful weapon which you can use to change the world."**

**Nelson Mandela**



## February 9-10, 2005

Co-sponsoring  
4th Annual Diversity Conference  
Perkins Center, Richmond

## March 2, 2005

Western Region SACSA  
Bowling Green Kentucky

## March 4, 2005

Eastern Region SACSA  
Perkins Center, Richmond

For more information, visit our website at [www.kecsac.eku.edu](http://www.kecsac.eku.edu).



KECSAC  
104 Case Annex  
Eastern Kentucky University  
521 Lancaster Avenue  
Richmond, KY 40475-3102  
450642

Non-Profit Org.  
U.S. Postage  
PAID  
Richmond, KY  
PERMIT NO. 2