Transformation Through Collaboration
Nystrand Center of Excellence in Education
What We Do at the Nystrand Center…

The Nystrand Center of Excellence in Education supports and facilitates education reform through its outstanding special programs and initiatives. Our strong community partnerships are the heart of our success and serve as an inspiration for those who work so diligently to provide a better education for all children. It is our mission to continue with transformation through collaboration by leading the discussion on education reform, policy, and practice.

We are happy to share with you the 2016 Nystrand Center of Excellence in Education booklet, which details the progress of our work in the schools with teachers and students. As always, we invite your feedback and questions.

Dean’s Message

The Nystrand Center of Excellence in Education has grown exponentially since its establishment in 1987. Everyone who has ever worked in or has been affiliated with the Center has contributed in part to the many accomplishments that we are so proud to share with you in this new booklet.

The Center continues to build and strengthen our community engaged partnerships, which impact not only our teacher candidates through a clinical model of teacher preparation but hundreds of K-12 students, teachers, and principals we have worked with over the years. Our teacher candidates and faculty become a part of the daily life of the schools in which they teach and learn and are forever changed and inspired by their experiences.

I am proud to introduce Dr. Tasha Tropp Laman as the new director of the Nystrand Center. She is an Associate Professor in the Department of Early Childhood and Elementary Education and collaborates with teachers and administrators in the development of clinical research and community engagement at our Signature Partnership Initiative schools. Her areas of research include the study of multilingual children’s literacy learning, teacher professional development across their careers, and the role of the clinical research sites in preservice teacher education. She is author of From Ideas to Words: Writing Strategies for English Language Learners and co-author and editor of Sites of Possibility: Critical Dialogue Across Educational Contexts. Dr. Laman will work closely with Dr. Harrie Buecker, who continues in her role as the Liaison for School District and School Partnerships for the Nystrand Center.

I would also like to congratulate Dr. Sheron Mark on being selected as the 2016 Nystrand-Offutt Scholar. Dr. Mark is a new faculty member at the CEHD, and her area of research focuses on understanding and positively impacting the experiences of underrepresented populations, particularly women and girls of color, in STEM. We are grateful for the generous support of George and Nancy Stablein who make this scholarship possible.

We welcome new members of the Nystrand Board of Directors and look forward to sharing with you and receiving feedback and guidance on the programs and initiatives that are part of the Center. We are committed to Shaping Tomorrow: Ideas to Action and continuous improvement.

The College and Center are dedicated to transforming our education communities through positive collaborations and providing the highest levels of learning for all students. We deeply value the opportunity we have to make a visible and lasting difference in addressing the diverse needs of our schools and communities as a whole. We will continue to take flight in the education, human development, and human performance dimensions of our work!

— Dr. Ann E. Larson, Dean
College of Education and Human Development

“People in schools know some things we don’t know, we exist to work with the profession, and we could not be effective if we were not engaged.”

— Dr. Ray Nystrand
Recently, I visited a second grade classroom at J. B. Atkinson Academy for Excellence in Teaching and Learning, one of the college's Signature Partnership Initiative schools. UofL pre-service teachers were also in the room, conducting writing conferences with individual children. At the back table Janelle Henderson, the classroom teacher and a recent UofL MAT graduate, worked with a small group of children to complete drafts of their writing. The children were writing stories about hair: recent visits to the barbershop, getting new braids, and hairstyles gone wrong. The children helped each other spell words and think of details to add, and assisted each other with punctuation. One student looked at me and said, “Do you know what I am going to be when I grow up?” “No,” I said, “What?” She replied, “An author and an illustrator because I love writing and I love art.” It is these everyday joyful learning moments between researchers, teachers, children, and university students that inspire the work of the Nystrand Center of Excellence in Education (NCEE).

Dr. Ray Nystrand said in the spring of 1999, “People in schools know some things we don’t know, we exist to work with the profession, and we could not be effective if we were not engaged.” Dr. Nystrand’s beliefs about education are the foundation of the Nystrand Center of Excellence in Education’s mission—transformation through collaboration. In the first few months as the new director, I have met with faculty members who direct projects through the NCEE. Each of the initiatives works in collaboration with educators to transform teaching and learning. I am moved by the collective commitment of district personnel, university faculty, UofL students, and the public-school students we serve, to learn with and from one another, and to engage local communities in what is possible in education, not typical.

As I step into this new role, I look forward to extending and elevating the work in the Nystrand Center by building and supporting a strong research foundation in order to study NCEE initiatives and to disseminate findings in publications and presentations. It is an exciting time at the University of Louisville, and the Nystrand Center of Excellence in Education is committed to its history and to its future collaborations and transformations.

— Tasha Tropp Laman  
College of Education and Human Development

“I am making a shift in my practice—when parents ask, “when will they learn to read?” I will reply, “they already are!”

— KRP Participant

History of the Nystrand Center of Excellence in Education

In 1987, the Kentucky Council on Higher Education, with support from the Governor and the General Assembly, approved the establishment of the Center for the Collaborative Advancement of the Teaching Profession, as a result of a joint application by the University of Louisville and Jefferson County Public Schools. The Center was renamed in 1999 the Nystrand Center of Excellence in Education to honor the memory of Dean Ray Nystrand who led the college from 1978 until his passing in May 1999.
2016 Nystrand-Offutt Scholar: Dr. Sheron Mark

Dr. Sheron Mark is the 2016 Nystrand-Offutt Scholar and is an Assistant Professor in the Department of Middle and Secondary Education. Dr. Mark was born and raised in Trinidad and Tobago and migrated to the U.S. in 2003 to begin her undergraduate career as a track and field student-athlete at Syracuse University. At Syracuse, she earned her undergraduate degree with honors in Biochemistry in 2003 and a Master of Science in Chemical Engineering in 2008. Reflecting on her own experiences as a woman of color in science, technology, engineering, and mathematics (STEM), as well as the experiences of her peers, Sheron became interested in understanding and positively impacting the experiences women and girls of color, as well as other diverse and underrepresented populations in STEM. In support of this, Sheron then earned her Ph.D. in Curriculum and Instruction with an emphasis on STEM education in 2012 from Boston College, followed by a post-doctoral research and teaching fellowship at Loyola Marymount University. Sheron is passionate about growing the representation and supporting the active participation of marginalized populations in STEM as a means to support their overall empowerment in society and doing so in non-traditional and culturally-responsive ways. Her proposal, *Culturally Responsive STEM Education: A place for Art and Social Justice*, aims to implement a culturally-responsive model of social justice STEM education focused on art to grow diverse and marginalized students’ capabilities in the practice of STEM thinking, and grow their sense of belonging in school by engaging them in sociocultural reflection and critique.

Cognitive Coaching

Dr. Maggie McGatha, Associate Professor, Department of Middle and Secondary Education, is the University and CEHD’s Training Associate for Cognitive Coaching®.

Cognitive Coaching® is a form of mediation that can assist teachers, coaches, and administrators as they support others in becoming more self-directed. In the Cognitive Coaching Seminar® participants learn the skills, strategies, conversation maps, and communication tools needed to be a mediator of thinking. Participants learn three structured conversations for planning, reflecting, and problem resolution. They also develop knowledge and skills for expanding teacher thinking.

To date, 734 resource teachers, classroom teachers, coaches, and administrators from Jefferson County, the Ohio Valley Educational Cooperative (OVEC) region, and beyond have participated in the 48-hour Cognitive Coaching Seminars®. In addition, 254 UofL cooperating teachers, UofL supervisors and assistant principals have participated in Cognitive Coaching® Overviews that range from three hours to two days in length. Cognitive Coaching® recently created a new coaching map designed to engage teachers in assessing their own performance related to a set of standards like the Kentucky Framework for Teaching used in the Professional Growth and Effectiveness System (PGES). The goal is for teachers to share responsibility for self-assessing, and then self-prescribing personal responses to the assessment rather than simply being recipients of an evaluation. Calibrating conversations ask teachers to reflect on personal practice in the context of the Kentucky Framework for Teaching and to assimilate it so that they can integrate the insights gained into their practice (Costa, Garmston, & Zimmerman, 2014).

Dr. McGatha became qualified to offer this training in 2015 and 55 people have already received the training. Cognitive Coaching® recently merged with Adaptive Schools to form the Thinking Collaborative. Dr. McGatha became an Agency Trainer for Adaptive Schools in response to requests from local schools.

In the Adaptive Schools Seminar, participants learn practical frameworks and tools for developing collaborative groups. Participants study ways to influence and attain more productive and satisfying meetings in which members develop new norms and skills for collegial interaction, goal clarification, problem solving, and decision-making. The seminar is specially designed to support administrators, teachers, district personnel, and instructional coaches who convene and manage work teams, site councils, shared decision making groups and faculty committees.
In 2016-17, LWP will celebrate its 35th year as a site of the National Writing Project and partner to schools in the Jefferson County Public Schools (JCPS) and Ohio Valley Educational Cooperative (OVEC) districts. Preparations for a May anniversary dinner are in the works, with Fellows from the initial cadres having met this fall to capture memories for a history of LWP that will be unveiled at the celebration.

Since LWP’s beginning, approximately 775 teachers have come to the University of Louisville to hone their skills as writing instructors in the LWP Summer Institute and to learn to be literacy leaders through their continued affiliation with the LWP Network. This year’s summer institute cadre, known as LWP XXXIV, tackled issues of social justice and the role of the classroom teacher in making a difference. Teachers from other cadres have joined them in a book study of The Activist Learner, with participants planning spring classroom social justice projects.

UofL is also the site of the Kentucky Writing Project Network (KWP) office. Springing from Jean Wolph’s work on the leadership team of the National Writing Project’s i3 College Ready Writers Program (CRWP), 23 Kentucky Writing Project teacher leaders have been engaging K-12 teachers of all contents in opinion and argument writing. This KWP version of CRWP is the Rural Schools Professional Development Initiative. This fall 13 Kentucky districts have been implementing materials and processes which were developed as part of the Investing in Innovation grant from the U.S. Department of Education as well as from outreach funds provided by the Kentucky Department of Education. Jean has also been working with teachers in Alabama and Missouri to demonstrate this new model for teaching argument writing, one that is showing great promise. National results from this work were announced in November, 2015, and showed that the strategies made a statistical difference in student writing achievement on all measures.

LWP maintains an extremely active schedule, logging over 13,000 contact hours during the last school year. Running 21 separate programs with a combined total of 132 activities allowed the Louisville Writing Project to provide professional development to nearly 1,600 teachers from 89 Kentucky counties in 2014-15 alone. In addition to our traditional invitational summer literacy leadership institute, open-enrollment workshops (such as Working with English Learners, Technology and Literacy, "Moth-like" Storytelling, Argument Writing, Opinion Writing, SciJourn—focused on science journalistic writing—and playwriting), our fall and winter conferences, and the projects mentioned above, LWP recently has added seven other exciting new initiatives.

> Affiliation with the Scholastic Art and Writing program, which involves scoring thousands of student entries in categories ranging from poetry to memoir to flash fiction and journalistic writing.

> WRITE CAMP, an enormously popular week of writing for students in grades 6-12 and for teachers of those grades, with a focus on genres that are accepted by the Scholastic contest.

LWP 2015-16 Summer Institute new Fellows--the 34th group of teachers to complete the invitational summer institute.
Kentucky Reading Project

Dr. Tammi Davis, Clinical Faculty, in the Department of Early Childhood and Elementary Education and University Faculty Liaison at J. B. Atkinson Academy for Excellence in Teaching and Learning, directs the Kentucky Reading Project (KRP). Dr. Tasha Tropp Laman, Associate Professor and Director of the NCEE, serves as the co-director. The mission of the program is to reignite a love of reading for the KRP teachers and to equip and empower them to improve reading instructional practices in their classrooms. During the two-week Summer Institute, teachers design a comprehensive, research-based Literacy Action Plan, which will be implemented in their classrooms during the next academic school year to meet their diverse learners’ needs.

The emphases for the University of Louisville’s cohorts are:

> Reclaiming literacy instruction
> Promoting inquiry-based interdisciplinary curriculum development
> Exploring the role of digital literacy, arts, and play in literacy teaching
> Expanding our understanding of using children’s literature in relation to the Common Core State Standards
> Developing a literacy curriculum that builds on students’ languages, lives, and interests

“By encouraging my students to reflect on their purpose in the world through storytelling, reading, and writing, I will help them find their voice and place in the world.”

— KRP Participant

Languages Content Writing Leadership Academy, a pilot funded by NWP to develop capacity for meeting English Learners’ needs so that they can master academic writing in all content areas. Leaders are CEHD doctoral student Irina McGrath, Dr. Elizabeth Patton, and Jean Wolph.

> KWP Zoom In, a partnership with EDC (Education Development Center, Inc., an international nonprofit organization that designs, implements, and evaluates programs to improve education, health, and economic opportunity worldwide). The focus of this initiative is on information and argument writing in Social Studies.

Teachers learn alongside students while also mentoring them. We plan a February Teen WRITE on CAMpus Day to preview the summer experience.

> Being a Writer partnership with Smyrna Elementary through Center for the Collaborative Classroom. LWP designed a school-wide writing program that has students writing throughout the day, every day.

> A partnership with Kennedy Montessori, which is co-led by Jean and CEHD doctoral student Sandra Hogue and funded by a National Writing Project High Needs School Professional Development grant. Using a modified lesson study approach, teachers are using CRWP materials and processes to improve students’ abilities to engage in opinion writing.

> Goal Clarity Coach (GCC) Leadership Academy, a new model for job-embedded professional development that is designed to improve GCCs’ skills in facilitating classroom demonstrations of effective writing instruction and engaging teachers in improving student achievement in writing. After a successful NWP-funded pilot last spring, JCPS is now funding a new cadre. The venture is co-led by Jean and CEHD doctoral students Missy Callaway and Bianca Nightengale-Lee, along with Elizabeth Fuller and Carrie Elzy.

“By encouraging my students to reflect on their purpose in the world through storytelling, reading, and writing, I will help them find their voice and place in the world.”

— KRP Participant

The KRP yearlong graduate level course consists of a summer institute, four follow-up sessions during the year, and at least one coaching visit to each teacher. To date, over 560 teachers have graduated from the UofL KRP cohort. In June 2015, the UofL/CEHD site, held at Cochran Elementary School, completed its 17th summer KRP institute.

During the 2015 Institute, KRP teamed up with the Louisville Writing Project (LWP) to spend a day with local children’s book author, Marie Bradby. Part of the day was spent meeting the author and then learning about the authors’ writing process. The second half of the day focused on classroom applications for reading and writing workshops.

“It is a joy to get to know and work with teachers who are dedicated to make their reading programs the best they can be,” said Davis. Drs. Davis and Laman and doctoral student, Tytianna Wells-Smith are currently analyzing data from the summer institute and preparing to publish their results about the impact of KRP on teachers’ professional knowledge regarding literacy instruction.
Kentucky Teacher Internship Program

Peggy Brooks serves as Regional Coordinator for the Kentucky Teacher Internship Program (KTIP) and is an instructor in the Department of Middle and Secondary Education.

Research indicates that instructional mentoring programs provide a powerful lever for closing the teacher quality gap and ensuring that all students, regardless of differing backgrounds, have a true opportunity for success. KTIP has capitalized on this research by developing a comprehensive and intensive mentor system that enables beginning teachers to become highly skilled in the use of best practice in the classroom.

Initially the transition from teacher preparation to induction can be overwhelming. In order to stabilize the first year of teaching, it is imperative that we support those new to the profession by extending a true collaborative effort within the school community. Since 1985, KTIP has facilitated the assignment of a three-member committee to serve each new teacher in the Commonwealth. The committee consists of a building principal, a colleague who serves as resource teacher and works most closely with the intern, and a third member appointed by the university. For this school year, there are 58 of these university representatives, referred to as teacher educators, who are serving 559 interns in this region. The major responsibility of this committee is to act as a mentor group for the new teacher, and provide direction for continuous professional growth. Guidance offered by this committee reinforces efforts undertaken by beginning teachers as they employ strategies designed to demonstrate understanding of the Kentucky Teacher Standards and the Professional Growth and Effectiveness System. The process emphasizes continuous critical study of planning and instructional practice so essential to student learning and proficiency.

Alternative Certification

Jan Calvert, Clinical Faculty, serves as the Director of the Alternative Certification program. The program, now in its fifteenth year, is designed to provide aspiring middle, secondary and special education candidates with a flexible, supportive opportunity to work as a full-time teacher while completing course work to earn Kentucky Teacher Certification and a Master of Arts in Teaching degree. Qualified candidates possess a Bachelor of Science or Bachelor of Arts degree and demonstrate competency in the content area they teach by achieving passing scores on the Praxis test.

The Alternative Certification program has supported development of over 560 teacher leaders in local school districts and across the state, as well as private and parochial schools.

Candidates in the CEHD’s Alternative Certification program have distinguished themselves throughout their careers by serving as mentor teachers, department chairs, team leaders, district level resource teachers, school administrators and other service providers that contribute significantly to their schools and communities.

Ohio Valley Educational Cooperative / UofL Partnership

The Ohio Valley Educational Cooperative (OVEC) and UofL Partnership is coordinated by Dr. Buecker. In 1991, UofL, the CEHD, and OVEC formed a partnership to deliver improved professional development to the 13 districts that were in the OVEC region at that time. Over the years, the partnership has expanded to include additional services and opportunities. Among these are grants, committees, leadership and participation in the Content Networks, (which support the Kentucky Core Academic Standards). OVEC also collaborates with the CEHD on facilitating teacher recruitment, leadership initiatives, and faculty research efforts.

Signature Partnership Initiative (SPI)

Dr. Harrie Buecker, Liaison for School and District Partnerships and Director of the Office of Educator Development and Clinical Practice, coordinates the Signature Partnership Initiative (SPI), and the establishment of the clinical model of teacher preparation at partner schools for the CEHD. SPI is a University-wide initiative, which focuses on enhancing the quality of life and economic opportunities for residents of West Louisville.

Dr. Buecker has served on the Community Engagement Committee over the past three years and was recently appointed to serve on the Community Engagement Steering Committee. The charge of this committee is to address the quality of life issues affecting that community. She oversees grants and funding sources which support the SPI schools.

Transformation Through Collaboration
Clinical Model for Teacher Preparation

The clinical teacher preparation model at the CEHD follows the medical clinical model for the preparation of doctors. The clinical model for educator development takes place within schools, as doctors are prepared in teaching hospitals. This program matches teacher candidates with experienced teachers (cooperating teachers in the schools and our University supervisors) in our partner schools. Through utilizing co-teaching strategies, they collaborate on diagnosing learning issues; designing treatment plans, and engage in using continuous assessment to determine how the treatment plan is working. The intensive program emphasizes content literacy, critical thinking, problem-solving skills and content-specific lessons. All cooperating teachers, university supervisors, and teacher candidates have completed the St. Cloud Model of Co-teaching.

“I have grown greatly with respect to my teaching skills and strategies because I worked so closely with my buddy. It also gave me a lot of confidence that I can make a difference in a student’s life and be an effective teacher in my own classroom.”

— UofL student participating in clinical model at Atkinson

Mary K. Oxley Foundation

The generous funding support from the Mary K. Oxley Foundation, for which Dr. Buecker is the primary contact and manager, has supported SPI efforts in West Louisville schools over the past five years. The Oxley Funds have been used to address the challenges in these high needs schools and to support teacher retention by supporting tuition assistance through the Clinical Fellows program for teachers working on their Masters degrees, and increasing teacher leadership capacity by providing financial support for teachers who wish to pursue National Board Certification. These funds have also supported job embedded professional development for the teachers in the SPI schools.

In 2014, the Mary K. Oxley Foundation followed their original gift of $1 million to the CEHD with a new donation of $5 million (the UofL Foundation provided an additional $2.5 million endowment to match the Oxley gift). The new funds will assist with an expansion of support for our SPI schools as well as Cochran Elementary School.

A significant addition from the new funds included financial support for the Summer Boost and Summer Flight programs, which are held in the SPI partner schools and address the issue of summer regression for at-risk students, allowing time and opportunities for academic enrichment activities.

Clinical Model Partnerships

Funds from the Mary K. Oxley Foundation helped establish the first CEHD clinical model site at J. B. Atkinson Academy. In this model, CEHD faculty members teach content methods courses on-site in a designated University of Louisville classroom. They assist with K-12 teacher professional development at the school and collaborate with the teachers on preparing for CEHD teacher candidates’ experiences in their classrooms.

The Oxley Foundation funds support the expansion of the clinical model to Cochran Elementary School during the 2015-16 school year and will continue to support the clinical model at J. B. Atkinson Academy. Efforts are underway to begin a clinical model at Portland Elementary in the near future.

In 2013, the Kentucky Council on Postsecondary Education (CPE) awarded to the CEHD a $500,000 grant to launch the clinical model at Westport Middle School (WMS). Funds from the CPE grant supported summer programs for the WMS students, and funding for this model will continue through the 2016-17 school year.

Prior to the start of the 2015-16 school year, UofL was awarded an additional grant from the CPE, which will be used to build a clinical model at the high school level. The leadership in Jefferson County Public Schools requested that the CEHD locate this model at Seneca High School. CEHD faculty will continue to develop and refine the model during the 2015-16 school year.
Senate Bill 1 Grant

In 2010, the University of Louisville received $200,000 through a Senate Bill 1 (SB 1) grant from the Council on Postsecondary Education to fund the implementation of the components of SB 1. Dr. Buecker is the director of this grant and chairs a Steering Committee comprised of faculty from the CEHD and the College of Arts and Sciences (A&S).

Over the years, the grant provided support for Faculty Learning Communities to review and discuss the Kentucky Core Academic Standards (KCAS). These groups were comprised of faculty members from CEHD, A&S, and the Jefferson County Public Schools. The funds have most recently been utilized for stipends for CEHD faculty members, university supervisors, and teacher educators who completed mandated KCAS training modules, Teacher Professional Growth and Effectiveness System (TPGES) training, and the updated Kentucky Teacher Internship Program (KTIP) training.

Currently, the CEHD and A & S science and chemistry faculty are collaborating on developing engaging instructional strategies to support high levels of learning in beginning chemistry classes. Funds from the SB 1 grant will provide stipends to faculty members for planning, observing, and implementing engaged learning in these classes. In addition, stipends from the grant will be paid to faculty participants in the Kentucky Department of Education and OVEC Content and Leadership Networks during 2015-16.

Office of Education Development and Clinical Practice

Danna Morrison is the Coordinator of Field and Clinical Experiences for the Office of Education Development and Clinical Practice (OEDCP). Since its establishment in 2006, OEDCP has played an integral part in supporting the mission of the Nystrand Center.

The OEDCP collaborates with district/school partners and community organizations for the placement of candidates in all phases of the Developmental Model throughout the unit (e.g., early professional experiences, content methods, clinical/student teaching, special education and early childhood practicum, Arts and Science scholars, and Advanced Programs). Field and clinical experiences represent a variety of early and ongoing school-based and community-based opportunities, in which candidates work in classroom settings to assist, tutor, instruct, conduct applied research, reflect and analyze under the direction of a certified teacher. The OEDCP makes approximately 1,400 placements each semester.

Instructors, university supervisors, P-12 teachers, administrators and/or directors at the placement sites provide support for candidates. The OEDCP works closely with all stakeholders and coordinates the efforts of the university supervisors, a critical component to the success of the program. University supervisors are faculty and individuals hired for their expertise and professional experience in school settings at the levels they supervise.

Professional development and orientations are offered to all cooperating teachers, university supervisors and teacher candidates to ensure a successful professional student teaching semester. Seven sessions were held in 2014 to allow for networking, to review co-teaching strategies, and to discuss changes to and understanding of assessment documents.

A key responsibility of the OEDCP is the collection and reporting of data in compliance with state regulation. This includes the oversight of the electronic submission of all field hours and mandated state activities through the Kentucky Field Experience Tracking System (KFETS) and the CEHD Field Experience Record in LiveText. These electronic systems ensure our candidates have experiences with diverse student populations and meet regulatory guidelines for field experiences. Collaboration with faculty across departments and district partners includes evaluation of field and clinical expectations, required assessments and governing policies.

Collaborations with the Early Childhood Research Center

Two ongoing projects exemplify the Early Childhood Research Center’s (ECRC) strong partnership with the Nystrand Center. The Composing Stories Project (Dr. Kathy Whitmore (PI) and Dr. James Chisholm, co-researcher) documents the literacy lives and strengths of families at the Family Scholar House. Whitmore and Chisholm presented results at the International Congress of Qualitative Research at the University of Illinois in a session titled, “Gates and Doors: Composing the Stories of Family Scholar House.” The researchers are in the process of preparing manuscripts to further disseminate results.

The Reclaiming the Joy of Literacy Teaching is an annual collaboration with the ECRC and the Kentucky Reading Project. The conference provides a day of rejuvenating professional development for elementary and early childhood teachers. This year’s keynote speaker was Dr. Alan Flurkey, Professor at Hofstra University, who contributed to the conference theme of Miscue Analysis. Dr. Flurkey’s particular area of scholarship and expertise is a process called Retrospective Miscue Analysis, which revalues readers by engaging them in understand the reading process.
The Holmes Scholars® Program

The Holmes Scholars® Program was originally established in 1991 by the Holmes Group (which later evolved into the Holmes Partnership) with the primary goal of establishing equity, diversity, and cultural competence in programs of higher education and P-12 schools. The program was designed to enrich the scholarly experience and professional training of talented graduate-level students from underrepresented minority backgrounds or students with disabilities pursuing careers in education. Under the leadership of Raphael O. Nystrand, the School of Education (now the College of Education and Human Development) became a charter member of the Holmes Group, a consortium of research universities founded in 1986 for the purpose of improving teacher education.

In 2011, the American Association of Colleges for Teacher Education (AACTE) assumed ownership of the distinguished Holmes Scholars® Program, becoming the AACTE Holmes Scholars® Program.

The AACTE Holmes Scholars® Program provides mentorship, peer support and professional development to education doctoral students from historically underrepresented backgrounds, especially racial, ethnic and linguistic minorities. Participating institutions may offer scholarships, fellowships or tuition waivers in addition to mentoring and financial support for scholars to attend national conferences. Nearly 700 Scholars have benefitted from the program since its inception by the Holmes Group in 1991.

CEHD Holmes Scholars

Kish Cumi is a Ph.D. candidate in Counseling and Personnel Services with a concentration in Counselor Education and Supervision. She is a member of the Holmes Research Committee of the Holmes Scholars Council.

Yolanda Williams is a Ph.D. candidate in Counseling and Personnel Services with a concentration in Counselor Education and Supervision. She served as the Holmes Scholars Historian in 2014-15.

Holmes Scholars Alumni

> Dr. Orville Blackman, Campus Executive/Dean of Instruction, Jeffersonville Campus of Ottawa University and Associate Dean in the Angell Snyder School of Business

> Dr. Brittany Carpenter Cunningham, Educational Researcher, American Institutes for Research

> Dr. Fashaad Crawford, Assistant Provost for Accreditation, Assessment and Learning, Kent State University

> Dr. Tia Dumas, Postdoctoral Research Fellow and Projects Manager, Nystrand Center of Excellence in Education

Annual Holmes Scholars Summer Policy Institute

The weeklong AACTE Holmes Scholars Summer Policy Institute is part of AACTE’s Washington Week, which includes participating in AACTE’s Day on the Hill, meeting with members of Congress and experts from national policy and research organizations, and attending networking events with AACTE state chapter leaders. CEHD Holmes Scholar, Kish Cumi, was a participant at this year’s event.

AACTE Annual Meeting

AACTE’s 67th Annual Meeting was held February 27 thru March 2, 2015 in Atlanta, Georgia. Holmes Scholars, Yolanda Williams and Kish Cumi, attended the conference, and Yolanda Williams presented a scholarly poster at the Holmes Scholars Symposium titled, “Clinical Preparation Programs According to Teacher Candidates.”
Nystrand Center of Excellence Advisory Board

Ms. Venita Benboe, Principal, Academy @ Shawnee
Dr. Harrie Buecker, Liaison for School and District Partnerships, Nystrand Center, CEHD
Dr. Mikkaka Overstreet, Director of the Minority Teacher Recruitment Project, CEHD
Dr. Julia Dietrich, Associate Dean for Undergraduate Education, Professor, A&S
Dr. Ralph Fitzpatrick, Associate Vice President, Office of Community Engagement
Dr. Aimee Green, Director of Recruitment and Staffing
Dr. W. Blake Haselton, Associate Professor, Superintendent in Residence, CEHD
Dr. Gaëtane Jean-Marie, Chair, Department of Educational Leadership, Evaluation and Organizational Development
Ms. Theresa Jensen, Retired Administrator, JCPS
Dr. Ann Larson, Dean, College of Education and Human Development
Mr. Brent McKim, President, Jefferson County Teachers Association
Ms. Stephanie Nutter, Principal, J.B. Atkinson Academy of Excellence in Teaching and Learning
Ms. Sue Padgett, Former Educator, Community Representative
Mrs. Nancy Stablein, Community Volunteer, UofL Adopted Alumna
Ms. Beth Fuller, Goal Clarity Coach, Carter Traditional Elementary
Mr. Jodie Zeller, Principal, Westport Middle School
Ms. Angela Hosch, Principal, Portland Elementary School
Dr. Amy Seely Flint, Chair for the Department of Early Childhood and Elementary Education
Ms. Tracey Harris, Director of District Support Ohio Valley Educational Cooperative
Dr. Ric Hovda, Retired Dean, San Diego State University Honorary Board Member
Mr. Joe Leffert, Assistant Superintendent, Jefferson County Public Schools
Dr. Tambra Jackson, Associate Professor, Indiana University Purdue University Indianapolis
Ms. Karen Branham, Assistant Superintendent for Curriculum & Instruction, Jefferson County Public Schools
Ms. Sarah Yost, Teacher-in-Residence, Westport Middle
Ms. Kish Cumi, Holmes Scholar, CEHD
Ms. Sarah Yost, Teacher-in-Residence, Atkinson Academy of Excellence in Teaching and Learning
Ms. Amanda Shaw, Teacher-in-Residence, Atkinson Academy of Excellence in Teaching and Learning
Dr. Michelle Bryan, Associate Professor, Department Chair, Georgia Regents University

“The experiences I shared with this second grader this semester have opened my eyes to many things like the thought processes of children. This case study was encouraging in the sense that I was able to see the impact that just one person can make on a child’s life in such a short period of time.”

— UofL student participating in clinical model at Atkinson