TRANSFORMATION through COLLABORATION
From the Dean

For the past 25 years, the Nystrand Center of Excellence in Education has been a crucial part of the College's mission to promote the highest levels of learning, social, emotional, and physical health and well-being for all children, individuals and families. The Center has been innovative and transformative in facilitating and supporting professional development and education reform for our K-12 education community.

The partnerships that the Center has created and strengthened since its inception have had a tremendous impact on education preparation, urban education reform, and leadership. Our clinical model of educator preparation is aligned with national recommendations. We have been leaders in this work. In addition, the Summer Boost program, which grew from our Signature Partnership Initiative at J.B. Atkinson Academy, is now being offered at Westport Middle School and Cochran Elementary. These are just a few examples of what we have accomplished and this booklet provides details of so many more great moments for the Center.

I am proud to have been a part of the Nystrand Center's wonderful achievements these past few years, and I look forward to continuing my work with them as I transition to a new role with the College and the University. The work of our faculty, staff, K-12 partners and community partners will always serve as an inspiration to me.

Dr. W. Blake Haselton,
Interim Dean for the College of Education and Human Development

From the Director

What does Transformation through Collaboration mean as the mission of the Nystrand Center of Excellence in Education?

As we read in this booklet about the work described by project directors and learn about new and continuing Center initiatives, the meaning becomes clear. We find cohorts of teachers engaged in professional development through the Louisville Writing Project, the Kentucky Reading Project and Cognitive Coaching sessions who, in turn, change practices as leaders in their schools. We learn about University faculty and school colleagues working together in partnership schools to prepare our candidates for teaching roles and to address school needs. We find teams collaborating as a part of the Kentucky Teacher Internship Program to support new teachers. We are struck by the extensive work of our Office of Educator Development and Clinical Practice in collaborating with school and community partners to find excellent field placements. We learn from our Nystrand-Offutt Scholars as they engage in collaborative and transformative research studies. And, we celebrate the innovations of our clinical model being implemented through University-school collaboration at the middle school level, and supported by a recently funded grant from Kentucky's Council for Postsecondary Education.

We are grateful for the support of those who help make the Center's work possible. We dedicate ourselves to sustaining the vision and legacy of former Dean Ray Nystrand as we seek new opportunities and confront the challenges in the work ahead. We encourage anyone interested in the Nystrand Center in general or any of its initiatives in particular to contact us for more information or find a time to stop by and visit.

Dr. Diane W. Kyle,
Director of the Nystrand Center, Chair and Professor with the Department of Early Childhood and Elementary Education
Kentucky Reading Project

Dr. Christine Sherretz, assistant professor with the Department of Early Childhood and Elementary Education and University Liaison at Cochran Elementary, directs the Kentucky Reading Project (KRP). The mission of the program is to increase student achievement and family engagement in literacy by empowering P-5 teachers to design and implement comprehensive, research-based instruction driven by the on-going assessment of diverse learners’ needs. The core values of KRP are:

— Achieving proficiency in literacy
— Promoting an atmosphere for reflective evaluation of teaching and learning
— Encouraging collaborative learning communities
— Fostering lifelong learning

“This is amazing! My teaching has been transformed so much for the better.”

“I learned so much from KRP. I really believe my experience with KRP was pivotal in pushing me to the next step in my career.”

The yearlong graduate level reading course consists of a two-week summer institute, four follow-up sessions during the year, and at least one coaching visit to each teacher. To date, 534 teachers have graduated from the UofL KRP cohort.

In June 2013, the UofL/CEHD site completed its 15th summer KRP institute. “Our evaluations are always excellent and cite small group experiences and knowledgeable facilitators as high points of the experience,” said Sherretz.

Louisville Writing Project

Under the leadership of Jean Wolph, who is also an instructor with the Department of Middle and Secondary Education, the Louisville Writing Project is in its 32nd year of providing summer institutes to K-12 teachers with the purpose of developing literacy leadership in all content areas.

Much of the work of the Louisville Writing Project (LWP) has moved into specific schools due to changes in focus for national funding. Through funding from the National Writing Project (NWP), LWP has been providing embedded professional development to the following Jefferson County Public Schools (JCPS): Sanders Elementary, Slaughter Elementary and Coral Ridge Elementary. In addition, LWP piloted a year-round summer institute, held after school, at Cochran Elementary. Two of the JCPS elementary schools LWP is working with are part of a national evaluation study of professional development on argumentative and expository writing.

This fall, LWP, in conjunction with the National Writing Project, concluded three years of intensive work around the Common Core Standards—a project sponsored by the Gates Foundation. LWP is the only National Writing Project site that was invited to participate in the full three years of the project, joining “Literacy in the Common Core” teams from Colorado and New York. Teams of teachers from Louisville-area schools and from around the state have worked to develop and test curriculum that demonstrates effective practices that help students meet the rigorous expectations of the new standards. The teams also designed and implemented professional development sessions to support Kentucky teachers.

In addition, LWP is collaborating with Dr. Penny Howell, assistant professor with the CEHD’s Department of Middle and Secondary

Nystrand-Offutt Scholars

A new Nystrand-Offutt Scholar is named each year and is supported through funding that was established by a generous gift from George and Nancy Stablein—a gift named for Nancy’s parents. Each Scholar is an early career faculty member who is engaged in research related to the Nystrand Center’s mission. The funds provide time for the faculty member to conduct research, analyze data and write for presentations and publications. It also includes support for travel to conferences to present their work.

The 2014 Nystrand-Offutt Scholars are:

Dr. James Chisholm: Using Backchanneling Technology to Enhance Adolescents’ Response to Literature During Inquiry-based Discussions

Dr. Rob Pennington: Collaborative Partnerships in Writing Research for Students with Intellectual Disabilities
Education, on the Leveraged Adolescent Literacy and Learning Initiative (LALLI). For the last two years, LWP teacher consultants helped plan and lead the two-week institutes for middle school content area teachers. The project just recently expanded to high schools. Participants in the program work in school teams to plan methods to share their summer learning with colleagues.

LWP is part of an active state network of writing project sites with Jean Wolph serving as the Kentucky Writing Project’s (KWP) state director. KWP Summer Academies have provided hundreds of Kentucky teachers with strategies and resources for integrating technology into literacy instruction and supporting English Learners in meeting the standards.

In the past two years, LWP has developed a new and exciting partnership with SciJourn, which is based at the University of Missouri-St. Louis. Through this program, LWP is teaching science teachers how to use the SciJourn process to engage middle and high school students in writing science news for their peers. www.scijourner.org.

“The Louisville Writing Project changed my life. The project helped me become a better, more confident writer. I have published a children’s book, and I am now working on a professional book. I have also published several professional articles and was just named an advisor for Scholastic Parent and Child Magazine. Five years ago I didn’t even see myself as a writer. I also earned my National Board certification the year after completing LWP professional development. I had the skills and confidence I needed to complete National Board certification after my work in the project.

…LWP was the stepping-stone for all the successes I have had in my career—from being named the 2012 Kentucky Elementary Teacher of the Year to being a representative for the state at the NBC Education Nation Teacher Town Hall. I am so proud to be a Louisville Writing Project Co-Director. Every leadership opportunity and reward or recognition I have received I can always trace back to the Louisville Writing Project. I would not be the teacher, leader, or writer I am today without the project’s impact on my life…”

BETH FULLER, 2012 KY ELEMENTARY SCHOOL TEACHER OF THE YEAR
The overall goal of the study is to redefine the generational cycle of school failure that is a prominent discourse in U.S. schools and communities. This project will revalue the young readers and writers as developing, and revalue the parents as capable of (and already) providing many appropriate literacy experiences for children.

The CEHD researchers (Kathryn Whitmore, James Chisholm and Lori Norton-Meier) conduct in-depth interviews with participants to document their stories. In the future, the funding will provide a weekly family literacy program for families to compose digital stories about their lives. Parents will observe their children engaging in literacy learning while they participate. Facilitators and families will present their findings at local and regional conferences.

**Office of Educator 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 serves the unit’s teacher education candidates and faculty for field experiences and clinical placements, candidates placed as teachers of record as an alternative route to certification, and new district hires through the Kentucky Internship Program (KTIP).

Field and clinical experiences organized through the Placement Office 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 collaborates with district/school partners and community organizations in making approximately 1,500 placements each semester.

Instructors, University supervisors and P-12 teachers, administrators and/or directors at the placement sites provide support for candidates throughout the developmental teacher preparation model. The Placement Office 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 hired for their exceptional expertise and professional experience in school settings at the levels that they supervise.

A key responsibility of OEDCP is the collection and reporting of data. Through the launch of a Field Experience Module in Live Text, the OEDCP can track candidates’ placements throughout the program to 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.

**Alternative Certification**

Dr. Jan Calvert, an instructor with the Department of Middle and Secondary Education, coordinates the Alternative Certification program. The Alternative Certification program, now in its thirteenth 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 500 teacher leaders in the local and metropolitan area, including Jefferson County Public Schools, Ohio Valley Educational Cooperative schools, schools in surrounding counties 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.

The Alternative Certification program also supports the Troops to Teachers initiative, a federally funded program designed to assist eligible military personnel in becoming teachers in high need public schools.
Kentucky Teacher Internship Program

Peggy Brooks is the Coordinator for the Kentucky Teacher Internship Program (KTIP) and is an instructor with the Department of Middle and Secondary Education. Since 1985, KTIP has served as a lodestone for beginning teachers in the Commonwealth.

Transition from teacher preparation to induction can be overwhelming initially. It is imperative that those new to the teaching profession receive support and that a true collaborative effort is extended within the school community to stabilize their first year of teaching. KTIP facilitates the appointment of a three-member committee for each new teacher. The committee consists of a building principal, a colleague who serves as resource teacher and works closely with the intern, and a university-appointed representative. It is the responsibility of this committee to serve as mentors to the new teacher and provide direction for continuous professional growth. Guidance offered by this committee reinforces efforts undertaken by beginning teachers as they demonstrate understanding of Kentucky Teacher Standards in a focused collection of evidence and reflective pieces that includes analysis of student learning and proficiency.

The process emphasizes continuous critical study of planning and instructional practice so essential to evaluation of student learning.

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 teachers to become highly skilled in the use of best practice.

Cognitive Coaching℠

Dr. Maggie McGatha, Associate Professor with the Department of Middle and Secondary Education, is the University and CEHD’s agency trainer for Cognitive Coaching℠.

Cognitive Coaching℠ is a form of meditation that can assist teacher, 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, 518 resource teachers, classroom teachers, coaches and administrators from Jefferson County Public Schools and the Ohio Valley Educational Cooperative (OVEC) region have participated in the 48-hour Cognitive Coaching Seminars℠. In addition, 189 UofL cooperating teachers, UofL university supervisors and assistant principals have participated in Cognitive Coaching℠ Overviews that range from three hours to two days in length.

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 will 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.

PARTICIPANT RESPONSES TO COGNITIVE COACHING SEMINARS℠

“A fabulous, meaningful experience that has impacted my ability to be effective in my work with others.”

“Very useful, relevant, and interesting. One of the best trainings I’ve had.”

“This is the best professional development we’ve had. I wish every administrator, mentor, and coordinator could have this experience.”

“I have already been able to apply much of what I have learned in my everyday duties. I would recommend this program to anyone who is considering professional development.”
Signature Partnership Initiative

Dr. Harrie Buecker, Liaison for District Partnerships and Director for Educator Development and Clinical Practice, represents the Nystrand Center and the CEHD with the Signature Partnership Initiative (SPI). SPI is a University effort to enhance the quality of life and economic opportunity for residents of West Louisville. The University draws upon the expertise of faculty, staff and students from every school and college to address the quality of life issues affecting our community.

Through the Nystrand Center at the CEHD, our role with the Signature Partnership Initiative has exceeded all expectations and has now expanded to other JCPS schools. Summer Boost and Summer Flight are two of the latest projects that have developed from this initiative as well.

SUMMER BOOST
The Summer Boost program, headed by Christine Sherretz, got its start at J.B. Atkinson Academy for Excellence in Teaching and Learning. The program was designed to help students maintain and improve their literacy skills while away from school during the summer. This past summer, a record number of students, nearly 90, participated in Summer Boost. The program has become such a success that it is now being held at Westport Middle School for 6th graders and at Cochran Elementary.

SUMMER FLIGHT
Summer Flight is built upon the same premise as Summer Boost but is designed for 7th to 8th graders and will be based at Westport Middle School.

CARDS TO CREATE
CARDS to CREATE, Collaborative Approach to Relationships with a District School to Clinical Rigor for Effective Advancement of Teacher Education, is the teacher training model that has been launched at Westport Middle School.

It is a “clinical teacher training model” because it resembles the way medical doctors are trained—the program matches teacher candidates with experienced teachers as they work together to diagnose learning problems, come up with treatment plans and continually assess how the treatment is working. The intensive program also emphasizes content literacy, critical thinking, inquiry, and problem solving skills.

The program began this fall at Westport Middle School, and was funded by a $500,000 grant from the Kentucky Council on Postsecondary Education (CPE). UofL is one of three Kentucky universities who received CPE funding to launch a clinical teacher training model.

Dr. Buecker serves as the Principal Investigator for the grant. The CEHD is already using the clinical model approach at three elementary schools but Westport is the first middle school.

Ohio Valley Educational Cooperative/UofL Partnership
The Ohio Valley Educational Cooperative (OVEC) and UofL Partnership is coordinated by Harrie Buecker, Liaison for District and School Partnerships and Director for Educator Development and Clinical Practice at the CEHD. In 1991, UofL, the College of Education and Human Development, and the Ohio Valley Educational Cooperative (OVEC) formed a partnership to offer improved professional development to the districts. Over the years the partnership has expanded to include more than just professional development. The P-16 Council and Design Team and Committees also facilitate teacher recruitment and support, leadership initiatives and faculty research efforts.
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Dr. Harrie Buecker, Liaison for School and District Partnerships, Nystrand Center, CEHD

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Dr. Betty Lou Whitford, Dean, College of Education, Auburn University

Contact us:

Dr. Diane W. Kyle
diane@louisville.edu
502-852-0572
louisville.edu/education

Office Address:
University of Louisville
College of Education and Human Development
Room 123A
Louisville, KY 40292

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