



**TRANSFORMATION
THROUGH COLLABORATION.**

UNIVERSITY OF
LOUISVILLE[®]

NYSTRAND CENTER OF
EXCELLENCE IN EDUCATION



THE NYSTRAND CENTER OF EXCELLENCE IN EDUCATION



Director's Message

As the enclosed project descriptions highlight, this has been a very busy and meaningful year for the Nystrand Center of Excellence in Education. Project directors have shared the key events of their initiatives as well as impressive outcomes and future plans. Participants who have engaged in the work, whether initial certification candidates or experienced teachers and administrators, have let us know their stories of how they have been influenced—indeed changed—by their experiences. Importantly, they in turn have had an impact on their students, colleagues, and school environments.

During the past year, we continued to celebrate our partnerships, recognized award recipients, appreciated those whose support makes the work possible, and disseminated the work to wider audiences through publications and presentations. New opportunities and challenges await us in the year ahead, and we look forward to continuing to demonstrate our mission of *Transformation through Collaboration*. We encourage those interested in the work of the Nystrand Center to contact us for more information or stop by for a visit.

—Dr. Diane Kyle, Professor
College of Education and Human Development



Dean's Message

The Nystrand Center of Excellence in Education has made incredible strides in creating and strengthening partnerships with regional educators and their schools. The results of the Nystrand Center's initiatives are difficult to measure as they have had such a wide-spread impact. The clinical experiences of our teacher candidates, professional development opportunities and outcomes for teachers and administrators, and school reforms efforts have fully supported the CEHD's mission to improve the quality of education and life for all.

This booklet highlights the purpose and recent work of each Nystrand Center program, and reveals some of the feedback the program directors have received from those whose lives, schools, or careers have been changed for the better. It is inspiring, and is a true testament to what those associated with the Nystrand Center strive to do every day through their work and research.

I am pleased to recognize the Center's key role in our work of the College of Education and Human Development.

—Dr. Blake Haselton, Interim Dean
College of Education and Human Development



Spirit of Collaboration Award

The Spirit of Collaboration award is given annually by the Nystrand Center of Excellence in Education to recognize an individual who exemplifies the commitment to collaboration originally demonstrated by Dean Ray Nystrand and evidenced in the work of the Center from its beginning, as it continues today, and in its plans for the future.

The 2010 winner of the Spirit of Collaboration Award was Tina Tipton, Chief Academic Officer/Deputy CEO for the Ohio Valley Educational Cooperative (OVEC). She exemplifies collaboration in her work with the 14 OVEC school districts and her commitment to the OVEC partnership with the CEHD.

Nystrand-Offutt Scholar

Funds to support the Nystrand-Offutt Scholar were established by Nancy and George Stablein through the Offutt funds named for Nancy's parents. The Nystrand-Offutt Scholar is an early career faculty member 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 the work.



The 2011 Offutt Scholar winner, Monica Delano

THE NYSTRAND CENTER

Leading the discussion
on education reform
and policy.

SPECIAL PROGRAMS AND INITIATIVES

Kentucky Reading Project

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In 1998, the Kentucky legislature established the Collaborative Center for Literacy Development (CCLD), housed at the University of Kentucky, to unite all eight public universities in addressing literacy initiatives and professional development in literacy. In 1999, the Kentucky Reading Project (KRP) began as a CCLD initiative, and the University of Louisville's College of Education and Human Development was instrumental in the conception and design of KRP at the state level.

During the summer, each state university hosts a two-week institute where teams of elementary teachers are immersed in research-based best practices in literacy instruction. The teachers create a Literacy Action Plan for their classroom or school, implement their plans during the year, and work with university directors who provide support and coaching during classroom site visits. Teachers also participate in follow-up sessions and share what they learned at a state-wide Share Fair in the spring.

In June 2011, the UofL site completed its 13th summer KRP institute. A UofL director and co-director designed an experience based on the results of a needs assessment administered prior to the two week institute. At the end

2011 Summer Kentucky Reading Project Institute participants.



of each institute, participants evaluate their experience and UofL consistently receives positive reviews. Teachers often write, "The experience has changed my professional life!"

Louisville Writing Project

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In 2011, the Louisville Writing Project (LWP) celebrated its thirtieth 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. Since LWP's beginning, approximately 700 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.

LWP was selected from among 200 National Writing Project (NWP) sites as one of a handful of projects participating in the Gates Foundation's work through the Literacy Design Collaborative (LDC). Last year, a team of middle and high school teacher leaders worked with Director Jean Wolph to develop models of instructional units or modules that demonstrate rigorous ways to meet the new Common Core Standards through writing. These teachers worked as part of the national team, joined by groups from California, New York, Idaho, and Massachusetts.

For year two of the Common Core project, LWP was asked to expand its work to the entire Kentucky Writing Project Network. Team members will not only develop modules, but also will pilot professional development support for teachers who are engaged in the LDC work (which is expanding statewide by 2012-2013). Teams are supported

by local teachers in an effort to find effective ways to help Kentucky teachers understand and meet the new standards.

LWP's participation in the National Writing Project's reading initiative through the Carnegie Foundation is in its fourth year. Teachers of all subject areas and grade levels are engaged in and benefit from the site's inquiry into content literacy. Teacher leaders sponsor study groups at area schools and provide professional development workshops that focus on meeting the new standards for literacy in history/social studies, science, and technical subjects.

With the elimination of federal funding for the National Writing Project by the new Congress, this is a year of transition. We are more than grateful for and dependent upon the University for its support. Meetings of the NWP Network in Chicago will help set the course for our future work.

Signature Partnership Initiative

Starr Lewis, Liaison for School and District Partnerships;
Dr. Christine Sherretz, Assistant Professor, Department of Early Childhood and Elementary Education

The partnership between J.B. Atkinson Elementary Academy for Excellence in Teaching and Learning and UofL began as a part of the University's Signature Partnership Initiative (SPI), which focuses on Louisville's West End community. The goals of SPI are to improve the educational attainment level, the health and well-being, and the economic viability of the community. Atkinson and the Academy @ Shawnee are two of the schools in the partnership that have been identified for university-wide support. Other SPI schools are Portland Elementary, Western Middle, and Central High. There are now CEHD Faculty Liaisons for four of the schools, and this on-the-ground presence has enabled

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the University and College to provide support for teachers and excellent placements for our candidates.

The National Board for Professional Teaching Standards cohort at Atkinson is now in its third year. During the first year, six teachers received National Board certification. Results for the second cohort will be released soon, and a third is currently being developed. In addition, the first National Board cohort is being created at Shawnee, bringing the program closer to the goal of having cohorts at each of the five SPI schools.



Teacher Candidates Jessica Hammer MAT Student Teacher of the Year and Chelsey Price BA Student Teacher of the Year

Atkinson Elementary was identified as the UofL lab school in the Jefferson County Public Schools' elementary magnet program which further establishes economic diversity in the elementary student assignment plan.

A UofL classroom was established at the school in fall of 2010 and approximately eight classes are held on site each semester. The classroom allows students to see and participate in immediate application of theories and skills being learned in class. The program also supports the teaching staff at Atkinson, offering multiple opportunities for professional development and growth. In addition, the program targets the CEHD's teacher preparation program by providing placement for methods students and student teachers in an urban setting with a diverse student population.

Teacher candidates are an essential component of the professional

development site and work with University faculty and staff to become effective teachers that prepare the best students for the future.

Ohio Valley Educational Cooperative/UofL Partnership

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The College of Education and Human Development (CEHD) has enjoyed a long and productive partnership with the Ohio Valley Education Cooperative (OVEC). CEHD staff, including Dean Blake Haselton, are key participants in the OVEC P-16 Council which is made up of member districts' superintendents, OVEC and CEHD leadership. The Council assesses regional needs and identifies supports available from the CEHD. In addition, OVEC schools provide excellent placement opportunities for our teacher candidates during all phases of our teacher preparation program.

The partnership grew in the last year with an extensive initiative centered around the new content standards in English/Language Arts (E/LA) and Mathematics. Each of the state's eight cooperatives is coordinating regional teacher leader networks focused on understanding and implementing the new standards. CEHD faculty in E/LA and math are at the center of this work both in terms of facilitating network meetings and also being participants in the sessions to ensure the standards are embedded in the teacher preparation program.

Last year, the networks concentrated on understanding the new standards, breaking the standards down into student learning targets, and delving more deeply into formative assessment. This year, the teacher leaders are grappling with integrating the new standards into their classroom instruction. Kentucky is supporting this work through a grant from the Bill and Melinda Gates

Foundation. This grant joins Kentucky to a national network of states using the Literacy Design Collaborative and Formative Assessment Lessons in Mathematics teaching templates. The teaching tasks designed by the OVEC teacher leaders will contribute to an online instructional resource repository available to educators across the nation. The involvement of CEHD faculty, as well as faculty members from the College of Arts and Sciences, provides us with the opportunity to ensure that our teacher candidates have access to the most current information and resources.

International Science Literacy Project



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Amelia, a third grade participant in the International Science Literacy Project had this insight into her work as a scientist, "You see, scientists have to ask good questions, then they have to investigate and pay close attention, writing down what they see and smell and hear and taste and touch...that is why we had to wiggle, waggle, and write today. It is all part of my scientist work."

Amelia's teacher has been implementing an innovative curriculum that integrates science inquiry with embedded language practices. In the wake of the No Child Left Behind Legislation, initiatives are appearing across the United States to help teachers learn research-based strategies to improve student achievement in all curricular areas. No area has received more attention than literacy and supporting all children to develop the necessary skills in reading, writing, listening, and speaking. The goal of this project is to enhance student learning opportunities for elementary children in both science

and language by linking science inquiry activities to literacy programs in pre-kindergarten–sixth grade classrooms using the *Science Writing Heuristic (SWH)*.

The International Science Literacy project is a collaborative endeavor, combining the content areas of science and literacy and qualitative and quantitative research methodologies. Participating teachers are involved in a three-year implementation and analysis cycle. They participate in a yearly summer institute that includes a science content update, critical reading experiences, and science inquiry teaching strategies. Teachers and project staff work together throughout the year planning SWH units, implementing this curriculum in the classroom, and contributing to ongoing data collection and analysis.

The project is led by three universities and is working with teachers in six states, (over 200 elementary teachers), and has impacted the learning of more than 3,000 students. The work of the International Science Literacy Project has now expanded to include research studies that are ongoing in Taiwan, Turkey, Australia, Korea and locations across the United States and Canada.

Cognitive Coaching



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Cognitive CoachingSM 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.

The University of Louisville has offered 10 Cognitive Coaching Seminars[®] since 2009. Participants include 64 JCPS elementary principals, 133 JCPS resource teachers, and 27 principals from Oldham County. In conjunction with the Ohio Valley Educational Cooperative (OVEC) an additional 101 participants (administrators, coaches, and teachers) from eight counties have completed the training. Over 40 classroom teachers have taken the Cognitive Coaching Seminar[®] for graduate level credit at UofL.



Participants in a Cognitive CoachingSM Seminar.

These are just a few comments from participants who attended the Cognitive Coaching Seminar[®]:

"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."

"This professional development has improved my ability to best serve teachers."

Minority Teacher Recruitment Project

LeDita Howard-Hobbs, Interim Director



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Established in 1985 to address the shortage of minority teachers, the

Minority Teacher Recruitment Project (MTRP) began with a collaborative partnership between JCPS and UofL. Since then, the program has expanded to include the schools within the Ohio Valley Educational Cooperative (OVEC).

Through its many educational programs, middle and high school students, college students and second career students have been able to realize their goal of becoming a teacher. Over 800 MTRP participants have been certified to teach as a result of this collaborative partnership.

Some of the ongoing projects of MTRP include: Summer FEA Camps, Regional and State FEA conferences and annual high school campus days for students interested in becoming teachers; regular College Preparation Workshops for high school students; and ACT and GRE Workshops for the college students.

Lohelen Hambrick was director of MTRP for 10 years before retiring earlier this year. Her work with the program was crucial in expanding its reach into the local and broader community. She organized the first Black High School Student Summit in the state during the summer of 2010. It was attended by nearly 100 students from around the state and opened up a dialogue between students, teachers, local leaders and faculty that proved to be a great teaching moment for everyone.

LeDita Howard-Hobbs was recently named interim director of MTRP. Her career in education spans over 30 years.

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She just retired but was recruited back in to service by the CEHD. LeDita will strengthen the collaboration with district partners and bring more students into the program. "We will continue to strive diligently in identifying, recruiting and supporting a diverse population of students and teachers who will meet the changing needs of our global society," stated Howard-Hobbs.

Many MTRP graduates have stories of how the program has impacted their lives. Here are just a few examples:

"MTRP helped me to become a teacher. Without it, I would not have been teaching for nine years and counting."

Keary Walker, H.S. Mathematics Resource Teacher

"The Minority Teacher Recruitment Project changed the direction of my life. The scholarship funding made it possible for me to pursue my dream and the mentoring helped me to fulfill it. Upon the completion of my Master of Education, I taught for eight years as a middle school teacher in Jefferson County. I then served for five and a half years as a Literacy Resource Teacher, and I now have the outstanding opportunity to serve as a Literacy Consultant for the Kentucky Department of Education. None of this would have been possible without the people and funding from the Minority Teacher Recruitment Project. Thank You!"

Synthia Shelby, Literacy Consultant
Kentucky Department of Education

"MTRP allowed me to view and understand the world of education prior to being in a classroom which gave me an advantage among other beginning teachers."

Kumar M. Rashad

Kentucky Principals Academy



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The Kentucky Principals Academy (KPA) is a joint venture between the University of Louisville and the University of Kentucky and is funded by

the Kentucky Legislature and awarded by the Council on Postsecondary Education.

KPA provides Kentucky school principals, who have three or more years of experience as a principal, a specialized professional development in a cohort model that will inspire, enhance, and lead principals to improve student learning. Principals learn about what it means to have a learner-centered culture, collaborate and learn from one another, implement leadership development that reinforces beliefs and practices, enhance the knowledge of teaching and learning through assessment, and to be leaders who inspire and engage others to learn and lead.

The academy requires an application and interview process, two days of independent preparation, two days of orientation, a five day summer institute, and cohort follow-up meetings as needed. Session leaders/presenters are successful principals, superintendents, university professors, and regional and national consultants.

The academy has had a tremendous impact on principals and the schools they lead. Dr. Powers shared the note below from one of the first academy graduates:

"My school, Mary, Queen of the Holy Rosary (MQ), was named as a 2011 National Blue Ribbon School last week by the US Dept of Education.

I attended the first KPA in 2008, and worked with a temporary principal at MQ after completing the academy. We came into a broken school which had just lost 20% of it's enrollment. We started rebuilding. I helped the new, permanent principal transition in 2009 and we have begun to increase enrollment in a depressed economy. We brought the school to Blue Ribbon status in two years.

My KPA experience genuinely contributed to the reconstruction of staff morale, improvement of student achievement, and the reestablished trust of the parents.

Thank you for allowing me to be a part of

a life-changing opportunity. It filtered down to each and every staff person and student at my school."

Darren Norton

Center for Learning Excellence

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The College of Education and Human Development's Center for Learning Excellence (CLE) partners with the Kentucky Department of Education (KDE), the Jefferson County Public Schools and the Ohio Valley Educational Cooperative (OVEC) to provide support to schools in need of turnaround. The program is funded by a grant from KDE for \$250,000 over a three year period. The project is currently in year two. The CLE will serve all Tier 1, 2 and 3 schools.

The CLE began providing services to schools in fall 2010 such as professional development designed to address the unique needs of each school as well as professional development support for the Educational Recovery staff working in the schools within the region. CLE has also assisted with student data analysis, curriculum alignment, literacy and numeracy, response to intervention, policy review, instructional turnaround leadership, and formative assessment strategies.

The CLE work is organized into four strands of the School Improvement Grant (SIG): effective teachers and leaders, instruction and assessment, optimizing teaching and learning, and planning and stability.

Office of Educator Development and Clinical Practice

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The Office of Educator Development and Clinical Practice (OEDCP) collaborates with district partners to place

teacher candidates in field and clinical placement sites that are aligned with the College of Education and Human Development's mission statement and Conceptual Framework. In addition, the OEDCP facilitates teacher placements for candidates seeking an alternative route to certification (Alternative Certification Initiative) and the placement of teacher educators who help in guiding the progress of teacher interns in the Kentucky Teacher Internship Program (KTIP).

Placement Office

The OEDCP coordinates support provided to candidates by course instructors, university supervisors and mentor teachers in the schools.

The OEDCP is engaged in a variety of partnerships in Jefferson County Public Schools (JCPS) and the Ohio Valley Education Cooperative (OVEC) districts, facilitating over 1,500 placements a semester for candidates in every phase of the program including a number of certified teachers returning to add certifications. The OEDCP is involved in regular and frequent communication concerning student placements with the JCPS Director of Human Resources, Coordinator of the Kentucky Teacher Internship Program (KTIP), and the Coordinator of Student Teachers as well as the OVEC Director of District Support and the OVEC Director of Special Initiatives.

Kentucky Teacher Internship Program

Peggy Brooks, Director



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Since 1985, the Kentucky Teacher Internship Program (KTIP) has

supported beginning teachers in the Commonwealth in an effort to stabilize the first year of the professional experience. The transition from teacher preparation to induction can be overwhelming. KTIP facilitates the appointment of a three-member committee to mentor the new teacher and provide direction for continuous professional growth to alleviate stress that may detract from the focus of teaching. In school year 2010, the UofL KTIP office facilitated placement for 632 interns in six districts of this region – Anchorage, the Archdiocese of Louisville and other parochial and private schools/districts as well as Bullitt, Jefferson, Oldham, and Trimble Counties. Twenty-four CEHD faculty members participated in the process by serving as teacher educators on 43 intern committees.

Research indicates that instructional mentoring programs provide a powerful resource 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 at employment of best teaching practices.

Alternative Certification Program

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The University of Louisville Alternative Certification program, now in its

tenth year, is designed to provide aspiring middle, secondary and special education teacher 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 300 teacher leaders in the local area, including schools in Jefferson County Public Schools, Ohio Valley Educational Cooperative, outlying counties, and private and parochial schools.

Teacher candidates in the UofL 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.

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