

# GEAR UP Counselor Newsletter

Volume 3/Number 1  
Tuesday, January 23, 2007

## Highlight on Best Practices.....

Congratulations to [Rochelle Garrett, GEAR UP Counselor](#) at Madison Middle School. Rochelle is a 2007 Representative on the Board of Directors with the Foothills Community Action Partnership. FCAP is a community action agency established in 1962. It embraces a philosophy of needs-based strategies and family-based services leading to family self-sufficiency and economic self-reliance. The agency provides a comprehensive range of services for low-income families and individuals in the Appalachian area of Eastern Kentucky.



On December 9th many 7th grade students from Clark-Moores took a huge step towards getting ready for college. [Clark-Moores GEAR UP](#) took 16 students to ECU to take the Duke Talent Search ACT test. After the long 4 hour test, students were able to unwind with an all you can eat lunch at the Powell cafeteria on ECU's campus. Then it was on to Hastings where each student got to pick out a couple of books of their choice as a reward for their great accomplishment. This was a great trip and good way to combine fun with preparing our students for college!

Recently, about 15 middle school students who are involved in the GEAR UP sponsored Homework Help program at [Berea Community School](#) were lucky to have a visit by



attorney and motivational speaker, Hasan Davis. Mr. Davis relayed to the students some of his life experiences and discussed times where carefully considered choices and hard work made a huge difference in his life. He also communicated how important it is to believe in yourself and to have someone in your life who believes in you.

This past semester, the students and staff at [Rockcastle County Middle School](#) have renewed their dedication and love for reading. Twice during the semester (with the help of our Gear-Up program), RCMS held book give-aways in which every student received a new book. As part of this endeavor, students were challenged to read as many pages as possible in a week. Local businesses donated money for each page read. 67,000 pages were read during the five days! With their help, \$670 was raised and donated to the Rockcastle County Public Library. Last week, the 8th grade RCMS Leadership Team presented a check to Mrs. Kathy McKibbin and the public library to purchase new books, so that our students and their families will have a greater selection when visiting the library. Members of the Leadership Team are Dalton Hutton, Ryan Roberts, Ashley Partin, Samantha Stewart, Starla Bond, Morgan Hunt, Will McClure, Jennifer Hackworth, Ella McQueary, Brandon Burdette, Sydney Arvin, and Patric Lowery.



Darlene Jewell, a 6<sup>th</sup> grade teacher at the [Lee County Middle School](#) often uses materials purchased by GEAR UP. One of those items is the Professor Noggin's series of educational games that encourages kids to learn interesting facts about their favorite subjects. Below are her comments:

*In 6<sup>th</sup> grade science we used the Professor Noggin's cards to do semester review fun! The students played musical chairs and when they didn't have a chair to sit*

*in they were given a question as an opportunity to stay in the game.*



### **Remember...../UPDATES AND CHANGES**

\***School Based Staff Meeting** at Berea College on Jan 18<sup>th</sup> 2007. This meeting will begin at 8:30 in the BARTON ROOM, ACTIVITIES BUILDING. There will be a light breakfast beginning at 8:00 a.m. We have a scheduled presentation ending at noon. There will be a NCCEP Proposal Preparation Meeting during a working lunch for those involved. We will have a second-part SBS Meeting beginning at 1:00 in the GEAR UP Offices to begin preparations for the upcoming APR. Yes, it will be a long (but productive!) day—ending by 3:00 p.m.

\***Individual Meetings with Sara** have been rescheduled for the same time and day as usual but during the week of Monday, January 22– Friday, January 26

\***School Based Staff Meeting** in Berea (location TBA) on Feb 1st 2007. More details to follow

### **Information for All .....**

#### \*From Michelle Scarberry: **Reminder to SBS**

Berea College GEAR UP is creating an Annual Report. In the Annual Report we want to highlight what you feel is your school's most unique and successful program. Please send us a couple of paragraphs about this uniquely successful program to include in the Annual Report. Sara Thilman, who is our consultant on this project, may call you with follow-up questions as she pulls the report together. We also need your pictures. Please burn your pictures onto a CD and send them into the Regional office as soon as possible. If you need technical assistance, please call. **Thanks to those of you who have already sent in your program highlight and photo CD's!**

**FREE has been redesigned!** The new design, launched last month, has improved navigation and images throughout the site. A new "subject map" shows more

than 100 topics and the number of resources for each. This is the first redesign of FREE since the site was create in 1998. The design is new, but the goal of FREE remains the same: to make it easier for you to find more than 1500 teaching and learning resources available from the federal government.

We hope you'll stop by and take a look: <http://free.ed.gov>

On February 26<sup>th</sup> the [Arts & Humanities Collaborative](#) will be hosting a hand's-on or maybe that should be "feet-on" workshop for dance. Below is the description and registration information can be obtained from Sarah Evans, Arts & Humanities Collaborative Coordinator at 859-622-8488.

### **Teaching the Teachers to Dance!**

**Audience:** K-12 Teachers

#### **Description:**

Learn about the elements of dance and movement and music! This workshop will teach you some fundamental movements of dance that will cross over the various styles of dance and movement. You will also be introduced to the basic step patterns for both the leader and the followers role for dances in the Latin, Swing, and Ballroom style of social ballroom dancing.

You will be given a dance combination that utilizes 3 or 4 dance patterns in each dance style. This workshop will prepare you for teaching your students how to dance, other items you will learn:

\*How to rotate dance partners

\*How to start your students along with the music \*Dance etiquette \*How to prepare dance lessons as to not overwhelm your students.

\*How to hear the music and recognize what type of song is playing.

Children really enjoy dancing, and you can help them learn how to do it! This workshop can help school teachers learn how to teach dance, even if you have never danced before! Yes, even if you have two left feet!

**Presenter:** Renee Brice is a US National Professional Rising Star Champion in the American Rhythm Style of Ballroom Dancing. She has owned 2 successful dance studios in California and currently resides in Richmond Kentucky where she runs her new studio Bluegrass Dance Center.

Renee is certified with the I.S.T.D. and DVIDA dance programs to teach ballroom dancing. Many of her students have gone on to become dance instructors and professional performers.

### **Good Reads:**

WHY WE HONOR DR. MARTIN LUTHER KING, JR.

Between 1955 and 1968, Rev. Martin Luther King, Jr. helped change America. He brought to the world's attention to the unfair and immoral treatment of blacks in the United States and around the globe. He had the help of millions of Americans, but his strong leadership and unprecedented power of speech gave people the faith and courage to keep working peacefully even when others did not. This led to new laws that ended legal discrimination, legal segregation, and other practices of keeping people of different backgrounds apart. America will always remember the work of Martin Luther King, Jr. Each year, on the third Monday in January, we celebrate his birthday and pause to honor his life and dreams of equal opportunity and liberty

for all. This is the first national holiday to honor an individual black American. The legacy of Dr. King lives in each of us and we are responsible to promote, teach and live the American Dream. Many classroom teachers also pause in the weeks leading up to Martin Luther King Day to take advantage of an opportunity to teach about the King legacy of tolerance, equality, and respect. The life of American hero Martin Luther King Jr. offers many teaching opportunities. In this article, Education World presents cross-curricular and cross-grade lessons teachers can use to share King's life and legacy with students.  
[http://www.education-world.com/a\\_lesson/lesson248.shtml](http://www.education-world.com/a_lesson/lesson248.shtml)

#### A MARSHALL PLAN FOR TEACHING

Research indicates that expert teachers are the most important -- and the most inequitably distributed -- school resource. However, in the United States, schools serving more than one million of our highest-need students are staffed by a parade of underprepared and inexperienced teachers who know little about effective instruction, and even less about teaching English-language learners and students with disabilities. Many of these teachers enter the classroom with little training and leave soon after, creating greater instability in their wake. Meanwhile, affluent students receive teachers who are typically better prepared than their predecessors, further widening the achievement gap. If we are serious about leaving no child behind, we need to go beyond mandates to ensure that all students have well-qualified teachers. In Education Week, education professor Linda Darling-Hammond outlines several solutions. First, the federal government should establish service scholarships to cover training costs in high-quality programs. Second, recruitment incentives are needed to attract and retain expert, experienced teachers in high-need schools. Third, as is true in medicine, the Marshall Plan for Teaching should support improved preparation. Fourth, providing mentoring for all beginning teachers would reduce attrition and increase competence. Finally, preparation and mentoring can be strengthened if they are guided by a high-quality teacher-performance assessment that measures actual teaching skill. In the long run, these proposals would save far more than they cost. The savings would include the more than \$2 billion now wasted annually because of high teacher turnover, plus the even higher costs of grade retention, summer school, remedial programs, lost wages, and prison sentences for dropouts (another \$50 billion, increasingly tied to illiteracy and school failure).  
<http://www.edweek.org/ew/articles/2007/01/10/18hammond.h26.html>

AMERICANS WANT TO SPEND MORE ON EDUCATION, HEALTH Overall, the American public favors more government spending, particularly for education and health, areas that have consistently lead the public's spending priorities in recent years, according to a new survey from the National Opinion Research Center (NORC) at the University of Chicago. The findings come from NORC's General Social Survey, which asks people for their opinion on a wide variety of subjects, including spending priorities. When questioned about spending on education for the 2006 survey, 74.1 percent said the government is spending too little, while 5.4 percent felt the government is spending too much, creating an overall score of +68.7. Support for health spending came in second at +66.4. Other top priorities in spending are assistance to the poor (+62.0), the environment (+61.9), social security (+59.2), dealing with drug addiction (+54.8) and halting crime (+54.6). Near the bottom of the priority ranking, was spending on the military. The latest survey shows that 26.8 percent of Americans feel the government is spending too little on national defense, while 33.8 percent feel it is spending the right amount and 39.4 percent feel too much is spent, earning military spending a score of -12.6 on the scale.  
<http://www-news.uchicago.edu/releases/07/070110.gss.shtml>

DISTRICTS ARE GETTING TOUGH WITH PARENTS WHO HOP BOUNDARIES TO ENROLL STUDENTS School districts, education agencies, and even municipal governments are increasing their attention on the practice of falsifying residency status to attend a specific school, according to the cover story of the January issue of American School Board Journal. "With fewer than a quarter of states offering open enrollment programs, the only choice for most families, at least as far as they can see, is to cheat the system," writes ASBJ senior editor Naomi Dillon in "Crossing the Line." Different reasons drive different families. For many, it is purely about providing their children with a better education, which may translate into better services, more rigorous academics, or specialized programs. "All districts aren't the same and parents see that," says Hank Langhals, director of student services for Gahanna-Jefferson Schools in Ohio. "They can't afford to move, but they want to do what's best for their child." The Journal examines how school districts across the country are addressing the border issue and dealing with the growth in illegal registration, which often involves the use of a friend's or relative's address, but can also include fake leases and false identification. Dillon writes that the main reason for enforcing student residency requirements is the cost to local taxpayers of educating out-of-district students. But some district officials are just as anxious about what outsiders do to their test scores.  
<http://www.asbj.com/current/coverstory.html>

### NCLB CALLED "BEYOND REPAIR"

A former Bush administration education official has fueled the No Child Left Behind debate by withdrawing his support of the controversial education reform law. Michael Petrilli was a U.S. Department of Education associate assistant deputy secretary who helped promote the education reform law. But as Bush officials were hailing the law on its fifth anniversary Monday, blogs buzzed about an article Petrilli released Friday, reports Nicole Stricker in the Salt Lake Tribune. "I've gradually and reluctantly come to the conclusion that NCLB as enacted is fundamentally flawed and probably beyond repair," Petrilli, the current vice president at the Fordham Foundation, wrote. "NCLB has 'changed the conversation' in education . . . But let's face it: It doesn't help the dedicated principal who is pulling her hair out because of the law's nonsensical provisions." Petrilli's criticism was a sea change. He characterized himself as a "true believer" in the law, which can withhold federal funding from schools if too many students flub standardized math or reading tests. Although Petrilli spent five years promoting it, he said he had doubts about aspects of the law from the beginning. Among them: requiring districts to hire only "highly qualified teachers" who had degrees in their subject areas, and allowing states to define "proficiency" as they saw fit. "Other flaws," Petrilli wrote, "took me longer to appreciate." He still agrees with the spirit and goals of the law, but realized the federal government can't force states and school districts to do things they don't want to do and "it's impossible to force them to do those things well." [http://www.sltrib.com/education/ci\\_4976188](http://www.sltrib.com/education/ci_4976188)

**MORE CHILDREN LEARN MORE THAN ONE LANGUAGE** In today's globalized world, according to USA TODAY, many American parents insist that the education of their young children include foreign languages. Not only is learning a foreign language easier for children than it is for adults, but children who are exposed to other languages also do better in school, score higher on standardized tests, are better problem solvers and are more open to diversity, says François Thibaut, who runs The Language Workshop for Children. [http://www.usatoday.com/news/education/2007-01-09-language-children\\_x.htm](http://www.usatoday.com/news/education/2007-01-09-language-children_x.htm)

**NUMBER OF NATIONAL BOARD CERTIFIED TEACHERS TOPS 55,000** Nearly 7,800 of the nation's top teachers achieved National Board Certification in 2006, a 7 percent increase over the number of teachers who earned certification in 2005. The cumulative total of National Board Certified Teachers stands at 55,306. The states with the highest number of teachers who recently attained National Board Certification were North Carolina (1,525), Florida (1,513), South Carolina (636), Illinois (431) and Washington (407). Among evidence that the National Board Certified Teacher movement is growing: (1) The number of National Board Certified Teachers has more than tripled in the past five years; (2) Nineteen states have at least 30 percent growth in the number of new 2006 National Board Certified Teachers; (3) There is a westward increase in new National Board Certified Teachers. North Dakota, Utah, Texas, Colorado, South Dakota, Arizona, and Wyoming show the highest percentage growth of National Board Certified Teachers; (4) While the number of Caucasian teachers achieving National Board Certification remained steady between 2005 and 2006, other racial/ethnic groups increased. During the same period, African American National Board Certified Teachers increased 24 percent, Hispanic teachers increased 13 percent and Native American teachers increased 50 percent. National Board Certification is the highest credential in the teaching profession. A teacher-driven, voluntary process established by NBPTS, certification is achieved through a rigorous, performance-based assessment that typically takes one to three years to complete and measures what accomplished teachers should know and be able to do. As part of the process, teachers build a portfolio that includes student work samples, assignments, videotapes and a thorough analysis of their classroom teaching. Additionally, teachers are assessed on their knowledge of the subjects they teach. [http://www.nbpts.org/about\\_us/news\\_media/2006\\_score\\_release](http://www.nbpts.org/about_us/news_media/2006_score_release)

## **You Gotta Read:**

### A NEW DAY FOR LEARNING

No one believes that when the bell rings at the end of the school day, children stop learning. Curiosity bubbles inside the minds of children from the moment they wake in the morning until they go to bed at night. Our challenge is to encourage, connect, and foster learning throughout a child's day. How do we help children make sense of all the information and experiences in their lives? Policymakers face a challenge: How do we ensure that all children have opportunities to reach their full potential in a competitive world where thinking skills are the most important asset of a society? According to an urgent report from the Time, Learning, and Afterschool Task Force funded by the Charles Stewart Mott Foundation, we can start by organizing learning time more effectively. The paradigm in this report is unique. It requires us to think beyond our individual responsibilities and consider the organizational, policy, and traditional barriers we impose on creating a seamless learning day for children. We are not getting very far, very fast because we persist in placing all the responsibility for teaching on the schools and on a short school day. The aspirations

of every community -- affluent to low income, homogeneous to widely diverse -- are limited by these habits. Without a broader view of learning, all American school-age children will be denied access to experiences that will help them be successful lifelong learners. Based on extensive research and emerging policies and practices, the Task Force envisions a system rich with multiple ways to learn and develop, anchored to high standards, and aligned to educational resources throughout a community.

<http://www.edutopia.org/pdfs/ANewDayforLearning.pdf>

## **The Last Thing:**

*For every \$1 invested in high-quality early care and education, society saves \$7.16 in welfare, special education and criminal justice costs.* -taken from Indiana's Education Roundtable, appointed and co-chaired by the Governor and Superintendent of Public Instruction, serving to improve education for all Hoosier students. The Roundtable is a committed group of diverse stakeholders including key leaders from K-12 and higher education, business, industry and labor, parents and community, and the Indiana General Assembly. Their purpose is to focus collectively on critical issues in education and to set and maintain a vision for educational change and student success in Indiana.

