

GEAR UP Counselor Newsletter

Volume 2/Number 17
Tuesday, May 01, 2007

Highlight on Best Practices.....

LIFE'S TOO SWEET . . . BE DRUG FREE! This was the catchphrase on a zip-lock bag of candy with the following sentiments presented as a souvenir from the recent Drug Awareness and Parent Event at the **Rockcastle County Middle School**.

LIFE'S TOO SWEET . . . BE DRUG FREE!

You were “**Mint**” to be Drug Free.
Don't do Drugs, “**Now or Later.**”
Hugs & “**Kisses**” . . . not Drugs.
“**Smarties**” don't do Drugs.
Be a “**Life-Saver**” . . . don't do Drugs.
DON'T DO DRUGS.

Recently we asked the GEAR UP School Based Staff to reflect on what made their GEAR UP program unique. During the next weeks, I will continue to include their answers. This week we hear from Fred McQueen in Jackson County.

Jackson County Middle School has experienced some very exciting field trips through the GEAR- UP Program. We want our students, living in rural Eastern Kentucky to have unlimited opportunities to travel and to have hands-on educational experiences. I meet this goal through scheduling field trips.

One exciting field trip we made was taking both the students and the parents to college. We had an exciting Saturday Evening on campus at Berea College. A chartered bus picked the families up at the middle school and transported them to Berea College.

While at Berea College, the students and their parents had the opportunity to tour the college campus, eat in the college food service cafeteria and listen to a wonderful Appalachian concert held in the Phelps Stokes Chapel. This unique Mom & Dad Go To College field trip gave the students and parents a great taste of college life!

Remember.....

***GEAR UP Alliance Meeting** in Somerset on May 3rd. SBS attendance is encouraged. More information regarding meeting times and directions will follow.

***School Based Staff Meeting** in Berea May 7th (location TBD)

***School Team Meetings (location TBD) May 10th**

***Year 3 Spending Plans** due to the Regional Office May 31st

Information for All

GEAR UP TEACHER EXTERNSHIPS, SUMMER 2007

The Berea College GEAR UP Partnership Teacher Externships will connect classroom teachers with business/non profit professionals to make student's learning more relevant to the workplace.

The 2007 GEAR UP Teacher Externs are:

Regina Burton

Rockcastle County Middle School

Externship site: Southern Kentucky Area Health Education Center, Mt. Vernon

Marilyn Bailey

Madison Middle School

Externship site: Madison County District Court, Richmond

Larinda Hodson

Foley Middle School

Externship site: Department of Criminal Justice/Vehicle Collision Investigation Course, Richmond

Debby Jones

Estill County Middle School

Externship site: Kentucky Music Hall of Fame, Renfro Valley

Laverne Lindquist

Madison Middle School

Externship site: Sherwin Williams, Richmond

Jessica Napier

Lee County Middle School

Externship site: Marcum Wallace Hospital, Irvine

Robin New

Clark Moores Middle School

Externship site: Flying High Design, Berea

Michelle Robbins

Berea Community Middle School

Externship site: The Learning Common at Berea College

Rebecca Schwab

Foley Middle School

Externship site: Appalachia: Science in the Public Interest, Mt. Vernon

Eddie Sexton

Berea Community Middle School

Externship site: Peoples Rural Telephone, McKee

Good Reads:

INVESTOR ED 101: BEST CLASSROOM TOOLS

If you are a teacher who has had a hard time finding quality investor education content for your middle school or high school classroom, your search is over! The nonprofit Alliance for Investor Education (AIE) today is highlighting ten of the best available investor education classroom resources for teachers and students. AIE is a 22-member organization of the United States' leading financial-related foundations, nonprofit organizations, associations and governmental agencies.

<http://www.investoreducation.org/investoredclassroom>

PARENTS WHO WON'T PLAY ACTIVE ROLE ARE FAILING THEIR OWN KIDS Mary Schultz can think of no greater disservice to children than to fail to equip them with a good education. A good education begins before children enter school, with involved parents encouraging them to learn and try new things. Once a child has entered the school system, too often parents think it has become the school's job to educate and promote education. Schools must provide quality teachers and mentors for our children, but parents must establish attitudes about school and the importance of achievement. The more support and encouragement children get from their parents, the more likely they are to continue. Parents must provide an environment the puts education first -- putting homework before television and praising good grades, not just the number of tackles in a football game. Parents must set achievement standards and be willing to help their children when additional support is needed. Parents must be connected with the school and familiar with school policies and activities. If a child does not feel confident and encouraged while at school, a parent has the right to know why. That is best done when a parent has established a relationship with and respect for the school. Motivating students starts at home. Parents must be willing to get know the school, faculty, administration and other students. In this article from Lafayette/West Lafayette (Ind.) Journal & Courier, Schultz writes that parents must encourage their students to see education as an asset.

<http://www.jconline.com/apps/pbcs.dll/article?AID=/20070418/OPINION/704180314>

MINDING MYSPACE

Schools are hard-pressed to balance the benefits and risks posed by kids' online social networks. Web sites such as MySpace, Facebook, LiveJournal and Xanga make it easy for students to post photos, personal information video clips and music files, and to build networks of "friends" across the country. But they also pose an irresistible lure to pedophiles, and they can be abused by children who use them to post scurrilous attacks on teachers, administrators and other adults. They also contribute to "cyberbullying" attacks by students on their peers. Carol Brydolf surveys the terrain of this brave new world for the California School Boards Association's "California Schools" magazine, offering school governance teams expert opinions on how to work with the emerging technology.

<http://www.csba.org/csmag/csMagStoryTemplate.cfm?id=168>

URBAN SCHOOL PROGRESS CONTINUES ON STATE TESTS

The nation's big-city school districts continue to improve in reading and mathematics on state-mandated tests, with evidence of racial achievement gaps narrowing and low-performing students making gains, according to a new study. Students in 67 major city school systems in 37 states posted substantially higher test scores in 2006 than in 2002 in fourth- and eighth-grade mathematics and reading on state assessments, according to "Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments" by the Council of the Great City Schools. Although urban school achievement is advancing, it still lags behind state averages. However, 20 percent of big-city school systems scored at or above their respective states in fourth-grade math, while 16 percent did so at the eighth-grade level. The new report also indicates that racial gaps in math achievement in urban schools appear to be narrowing.

<http://www.cgcs.org/publications/achievement.aspx>

TEACHERS: THE NEXT GENERATION

Generation Y, the 40 million people born between 1977 and 1986, is dramatically changing the composition of today's teaching staffs. Demographically, women continue to dominate the profession, but as millions of baby boomers enter retirement age, the faces of today's K-12 teachers are younger than ever. In New York City public schools more than half of the teachers have less than five years experience. The U.S. education system typically views teachers as independent operators, encouraged to be creative and expected to do a good job behind closed doors. Collaboration is rare. Worse yet, new teachers seldom see another classroom in action. Loneliness and lack of support further exacerbate the frustrations of beginning teachers. In ASCD Express, Harry K. and Rosemary T. Wong write that induction programs that foster collaborative work and are structured around learning communities can be an effective means of mentoring young teachers. Most young teachers are receptive to the wisdom of older, seasoned teachers. They crave the guidance of knowledgeable, confident administrators and coworkers. They also want their contributions appreciated and their ideas heard by expert listeners. The newest generation of teachers is perhaps the most intelligent, talented, competitive -- and compulsive -- group this country has seen. It's a renaissance generation with great potential. Most are well-educated, thoughtful, confident, and creative. The grandeur of the future is in their capable hands. Let them work together.

http://www.newteacher.com/pdf/ascd_express_wong_teachers.pdf

RESOURCE FOR YOU — Outstanding School-Community Efforts

Some 27 school-community initiatives that deliver meaningful benefits to both students and adults were honored as 2007 National Civic Star Award winners. The national competition by the American Association of School Administrators and Sodexo School Services seeks to recognize outstanding school-community efforts. Get a profile of the winning entries: <http://aasa.files.cms-plus.com/PDFs/Awards/Civic/Winners%20Supplement%20for%20Web.pdf>

CULTURAL MISUNDERSTANDINGS CAN HINDER PARENT INVOLVMENT:

While there is no question that parent involvement is crucial for a child's academic success, not all parents share an understanding of what being involved means. According to a report from Bridging Refugee Youth & Children's Services, while many Americans may think of "involvement" as having a presence at their children's schools, as opposed to doing things at home, many refugees may not understand that they are expected -- let alone permitted -- to come to school, meet with teachers, and ask questions. A lack of cultural understanding on the part of school staff may further complicate matters, with staff members misinterpreting parents' absence from school as disinterest rather than adherence to cultural beliefs and practices. http://www.brycs.org/brycs_spotspring2007.htm

You Gotta Read:

VANDERBILT TURNS RURAL STUDENTS' BUSES INTO MOBILE CLASSROOM:

School Administrators typically worry that their students will bring distracting iPods and laptops to school, but one Arkansas school district has welcomed them. Some of the students spend as many as three hours each day commuting from rural Grapevine to school in Sheridan, about three hours south of Little Rock. Now they can use that time to learn science and math thanks to a bus with a wireless Internet connection and Billy G. Hudson, a biochemist at Vanderbilt University and a Grapevine native, who conceived the project.

"I just had the concept of one-room schoolhouses in my head, and then I rode the bus and I saw kindergarten through 12 on a bus with nothing to do, and the bus driver had absolute control on their lives for an hour and a half each way," Mr. Hudson said in an interview. "I thought, well, this is a schoolhouse."

Vanderbilt donated 15 laptops, which a group of sixth through 12th graders began using on April 10, and shared the remaining equipment costs with the school. Right now, the school controls what students put on their laptops or iPods, but students who complete the initial three-year program will get to keep the technology. Mr. Hudson's currently seeking funds to strengthen and expand his [program](#).

"Vanderbilt has an outreach center, but it's been inner city," Mr. Hudson said. "This is taking it to rural America."

The Last Thing:



**ANOTHER GREAT SHOT FROM THE GEAR UP
SPRING BREAK TRAVELS!**