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**Private Institutions Collaborate in Implementing Senate Bill 1 Initiatives**

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**Abstract**

Funds were made available to each of our institutions, Campbellsville University, Lindsey Wilson College, and St. Catherine College through the Association of Independent Kentucky Colleges and Universities for faculty training for the implementation of Senate Bill 1. By pooling the funds available to each of our institutions, we designed a Senate Bill 1 Symposium, an initial six-hour workshop to introduce Senate Bill 1, tailored to the needs of our institutions that provided rich resources and a quality experience. From the core of faculty trained at the initial workshop, each institution was able to build additional training for faculty and to begin the implementation of Senate Bill 1. Working together, we create a cross-fertilization of ideas and a set of contacts for resources that strengthen not only the quality of our professional development, but also present a model for collaboration that provides smaller programs the opportunity to implement quality training. Having the resources to design an initial quality professional development event to meet the specific needs of our faculty members set the stage for our faculty to benefit from subsequent training since our workshop was the first among the private institutions and one of the first in the state.

**Keywords:** Senate Bill 1, private institutions, professional learning communities, collaboration, implementation.

**Introduction**

Teacher quality in P-12 schools is a priority of the education preparation programs at Campbellsville University, Lindsey Wilson College, and St. Catharine College that serve south central Kentucky. As the program heads of the three institutions, we recognized the scope of Senate Bill 1 (SB1) implementation and the new challenges presented for our private institutions to align course work and to equip all faculty to meet the SB1 initiatives. At a 2011 spring meeting of the Kentucky Association of Colleges of Teacher Education (KACTE), we agreed to partner through the Association of Independent Kentucky Colleges and Universities (AIKCU) for an initial workshop to equip our Education, Arts & Science, and Developmental Studies faculty members for the implementation of the initiatives of SB1. Funds were made available to each of our institutions through AIKCU for faculty training. By pooling the funds available to each of our institutions, we were able to begin our implementation of SB1 mandates by conducting a daylong workshop that included recognized state leaders to provide

training for our faculty members. This initial workshop laid a strong foundation for each institution's additional training and full implementation of the mandates.

Collaboration began with a series of planning meetings for leadership from each of our institutions to set goals and design a workshop that met the specific needs of our faculty members. A needs assessment for faculty was conducted to determine their current knowledge of SB1 and what they perceived as their needs in preparing for implementation. Using the results of the needs assessment, the following goals were set:

- increase faculty knowledge and understanding of SB1 regulations and its requirements for our institutions;
- introduce faculty to the Common Core Standards and course requirements for implementation; and
- introduce the assessment mandates of SB1 and implications of College Career Readiness.

Through this collaboration, we were able to design a SB1 Symposium, an initial six-hour workshop to introduce SB1, tailored to the needs of our institutions that provided rich resources and a quality experience. Pooling of funds allowed us to invite leadership for the workshop who are knowledgeable of SB1 mandates and the Common Core Standards. In addition, we were able to provide a greater variety of workshop options for participants that included three strands: math, English language arts/literacy, and developmental courses.

The SB1 Symposium was held on May 17, 2011 at St. Catharine College with Dr. Terry Holliday, Commissioner of Education as the opening plenary speaker. Dr. Holliday challenged faculty with the responsibility of equipping teachers to impact student achievement in Kentucky schools so that all graduates are college and career ready. Dr. Charles McGrew from the P20 Collaborative and Dr. Pam Rogers from AIKCU were also present to share expertise and expectations. Breakout sessions focused on literacy, English/language arts, math, and assessment and were led by higher education faculty from other Kentucky institutions involved in the implementation of SB1, including Dr. Bill Bush from the University of Louisville and Dr. Pam Petty from Western Kentucky University. The SB1 Responsibilities/Duties for Teacher Educators were woven throughout the workshop.

A total of 71 faculty and administrators participated in the conference, which consisted of 30 Education faculty, 25 Arts & Science faculty, eight Developmental Studies faculty, and seven administrators. Survey results from conference participants indicated growth in their understanding of SB1 mandates, the Common Core Standards, and College Career Readiness. From the core of faculty

trained at the initial workshop, each institution was able to build additional training for faculty and to begin the implementation of SB1.

### **Campbellsville University**

Campbellsville University has been involved in a variety of ongoing activities since the collaborative SB1 Symposium. In addition to the revision of all professional education and Arts and Science course syllabi, critical documents have been added, reviewed and revised for application in classrooms. The inclusion of the Characteristics of Highly Effective Teaching and Learning (CHETL), core academic standards documents (e.g., *Crosswalk*), alignment with standards documents, and revised KTIP teacher performance assessment tasks has been a priority.

Particular attention has been given to ensure that annual meetings with Arts and Science methods faculty and adjunct faculty in early childhood education and special education include discussion of implementation of these resources. Faculty continues to participate in trainings both on campus and in network settings, sharing handout and PowerPoint documents with colleagues and students. For example, trainers from the Green River Regional Educational Cooperative (GRREC) are working in a long-term, campus-based professional development program with education faculty and mentors who work with candidates in our alternative certification special education program.

Three trainings were scheduled in 2011-12 addressing deconstruction of standards, lexiles, and math standards. Continuing sessions are being scheduled for 2012-13 to include literacy content design. Another significant area of focus in the curriculum is assessment. Faculty teaching initial certification assessment courses reached an agreement on the same text

utilized by state trainers in P-12 teacher and administrator regional networks.

In the fall of 2011, four Education faculty participated in a training in Minnesota on the St. Cloud co-teaching model and proposed implementing that model in collaboration with local school districts. At the state conference on “Architecture for Implementing the Common Core Standards: Strategies, Partnerships, & Progress” in February 2012, where opportunities were provided for idea and information exchange with P-12 partners, the Dean mentioned to school district representatives the possibility of working together in a co-teaching pilot program. A follow-up meeting with key administrators from two local schools districts, Campbellsville Independent and Taylor County Schools, was scheduled and resulted in confirmation of partnership to implement a pilot program in fall 2013.

A series of planning meetings are now in progress with eight teacher representatives (four from each district) to prepare for implementation of the pilot. The pilot is being designed to insure that best practices and critical SB1 resources are applied in planning, delivering, and evaluating instruction.

### **Lindsey Wilson College**

During the summer following the symposium, Lindsey Wilson College provided training for nine additional education faculty members with a campus workshop. A series of luncheon meetings were conducted throughout the 2011-12 academic year with Arts and Science faculty to further the dialogue for implementation of SB1 and requirements for courses. Faculty have also participated in a variety of training sessions including online training modules, webinars, CPE sponsored workshops, and other training. Personnel from partnering P-12 school districts have come to campus

providing information at faculty meetings and in professional development activities for students.

Education faculty at Lindsey Wilson College have worked together to ensure that course materials include instruction and assessment that will prepare teacher candidates for the requirements of SB1. Changes have been made to course requirements. A new course was implemented in the fall of 2011 for all middle, secondary, and P-12 programs in reading and writing in the content areas. A major focus of the course is College Career Readiness literacy skills and how to incorporate these in all content teaching. Following this initial year, additional workshops will be planned for 2012-13 for the next phase of implementation.

Collaboration with teachers in the schools and focusing field experiences of candidates on SB1 mandates will prepare teacher candidates to teach in Kentucky schools.

### **St. Catharine College**

St. Catharine College continued meetings between the Teacher Education Department and the departments of Math and English to discuss the KY Common Core Standards during the 2011-12 academic year. Two faculty members of the Math Department and the Chair of the Teacher Education Department attended three different professional development sessions held at the Washington, Marion and Nelson County Schools to observe math strategies and to discuss the deconstructed standards.

A joint professional development session was held between St. Catharine College and the Washington County High School faculties on June 15, 2012 with English, Math and Teacher Education faculty in attendance. The topic, “What Does It Actually Mean to be College and

Career Ready?” allowed participants to examine the Kentucky Common Core Standards in their respective areas and come to an agreement on those standards, which they believe are leverage points (i.e., the key standards for successful transition into college). From this determination, they will select one “leveraging” standard to focus on during the next professional development session.

During 2012-13, several half-day joint workshops will occur as an “out-flow” of the summer professional development session. The first session is planned for Friday, September 14<sup>th</sup>. The topic will be the standard, which the group selected as one of the key leverage points for successful college transitioning. It is planned that each faculty member from both the high school and the college will collect student work on this standard during August and early September so that the professional development session can focus on the examination of student work. Plans for future workshops during the year include a similar focus on student work in other key standard areas.

### **Conclusion**

At all three institutions, 100% of education faculty and leadership faculty in the Arts and Science have been trained.

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Collaboration with public schools is in place and plans have been made for implementation of SB1 during the 2012-13 academic year. The opportunity to collaborate in SB1 implementation has allowed us to share ideas and resources as well as develop strategies that will benefit each of our institutions. It also provided the opportunity to create a network.

As small, private institutions, we do not have large faculties or programs that give a range of expertise and experience. Working together, we create a cross-fertilization of ideas and a set of contacts for resources that strengthen not only the quality of our professional development, but also present a model for collaboration among institutions that provides smaller programs the opportunity to implement quality training.

Having the resources to design an initial quality professional development event to meet the specific needs of our faculty members set the stage for our faculty to benefit from subsequent training since our workshop was the first among the private institutions and one of the first in the state. Our faculty members are able to build on the foundation that the collaboration provided and we are experiencing successful implementation of SB1 mandates in each of our programs.