

CLASSROOM TEACHERS ENACTING POSITIVE SOLUTIONS

Focused | Sustained | Professional

Focused

CTEPS teachers use design thinking and action research to focus on a challenge in their school, district or state. By working with teachers outside of their immediate environment, teachers seek a wider view and create action plans based on this richer perspective.

Sustained

Because CTEPS teachers work together for an full academic year, they cultivate deep relationships with their colleagues and form complex understandings of their challenges.

Professional

Through action research, CTEPS teachers analyze their context, research, design, implement, analyze, reflect on and publish their findings. Working together during 16 webinars and 3 face-to-face meetings, teachers receive compensation for their time and effort.



CTEPS Team 2016-17

Personalized Project-based Learning for Teachers

Teachers who engage in personalized learning that springs from their daily work, generate solutions to common challenges that are grounded in action research and sound practices. Teachers understand the context of student learning and can use that expertise to re-imagine student's opportunities to learn. This cohort saw substantial improvement in student learning and created products that will enable others to duplicate their results.

Teacher leadership

CTEPS equips teachers with the skills and knowledge necessary to emerge with the confidence to take on teacher leadership at many levels. Based on the [KY Teacher Leadership Skills Framework](#), teachers engage with self-assessment tools, as well as content-driven webinars that challenge them to grow as coaches, facilitators, community-builders, writers, and collaborators.



Mary Ann Blankenship of KEA and Brad Clark of Hope Street Group serve as critical friends.

A unique partnership

CTEPS teachers will partner with Kentucky State University to enrich both the school of education and their own work by:

- Mentoring pre-service teachers, offering them deep experiences with teaching and learning in authentic environments.
- Collaborating with KSU professors to advance research and instructional strategies.
- Cultivating a partnership with content area experts to publish action research-based learning.
- Advancing understanding of cultural competence and its application in the classroom.
- Activating an interest in teaching as a career for minority high school students.

This partnership, along with the support of business and industry, works toward the goal of offering every student in Kentucky an enriching, engaging, and challenging experience everyday.

Geographic and content diversity

CTEPS teachers apply from all nine regions of Kentucky and represent a wide range of content areas and grade levels. During the year, they collaborate with our partners and with other education stakeholders, including Kentucky State University, University of Kentucky, Hope Street Group, Bluegrass Center for Teacher Quality, Center for Teaching Quality, and the Collaborative for Teaching and Learning. This year, teachers collaborated with one another and our team on projects involving:

- Differentiation in reading, writing, and math
- Reading fluency
- Standards-based grading
- Culturally responsive teaching
- Interdisciplinary project-based learning
- Building a collaborative culture in classrooms and schools

View their products and blogs at www.kycteps.org or email lhill@kycteps.org



Lisa Clarke of National Board works with Natalie McCutchen of Simpson County on her project to implement standards-based grading.

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