

Western Kentucky University

Writing Project Newsletter

Spring 2005, Vol. 8, No. 1

Annual Renewal/Reunion Workshop **Gift of Writing** with Ross Burkhardt author of *Writing for Real* (Stenhouse) 2003

Have those testing blues? As you anticipate spring, is the assessment on your mind? Do you wish, instead, you could do something for yourself? This workshop has something for you: your own writing.

In thinking about this workshop, Ross wrote that three thoughts came to mind "-- my interest in poetry (I am currently working on a book -- tentative title: "How to Teach Poetry in Middle School"); the Gift of Writing (chapter 14 of "Writing for Real"); and the teacher as writer (one of my passions). These three themes intersect in wonderful ways in the Gift of Writing activity, which is appropriate for all levels. Participants first consider audience, then engage in rehearsal, drafting and revising, editing and publishing, and finally celebrating their Gifts of Writing--Participants will end the day with written gifts created especially for important people in their lives."

These important people might be

personal friends and family or they might be a broader readership reached through an editorial or letter to the editor, etc, concerning subjects that you want to speak out about and declare your opinions. Ross adds, "What's important to me in this is that the participants (the writers) consider audience, then consider the significance of a particular audience, and then compose a public piece of writing intended as a 'gift' for that specific audience."

Ross is a graduate of the New York City Writing Project and has taught in public schools for 32 years. He is past president of the National Middle School Association, has taught eighth graders operating at the 3rd grade level through the 12th grade level in terms of writing skills, and as a national consultant has seen ideas in *Writing for Real* work in first through third grades as well as in high school. He advocates the importance of teachers adapting ideas to their own students, setting and style.

More Information

Date: Saturday, April 16, 2005.

Cost: \$45 which includes a continental breakfast and hot buffet lunch in Western Kentucky University's new dining facility at Downing University Center. (Or \$65 which includes a discounted copy of *Writing for Real*.)

Location: Media and Technology Hall on Normal Drive with easy parking across the street in the Magnolia parking lot.

Registration: 8:30 to 9 am

Workshop: 9 am to 3 pm

Deadline: Until February 15, registration is restricted to Writing Project Fellows. After that date, it is open to any teacher. Deadline is April 14. Please register as soon as possible! Your check completes registration.

3 Ways To Register:

Phone: 270-745-6587

E-MAIL: writing.project@wku.edu

On-line: www.wku.edu/Dept/Academic/AHSS/English/WritingProject/

Payment: Mail to WKU Writing Project, English Department, One Big Red Way, Bowling Green, KY 42101

P.D. Credit: Check with your district's P.D. Coordinator

Book Fair/Display by Gretchen Niva of Cortland Enterprises during Registration and throughout lunch.

From the Director's Desk

As I write, spring has officially arrived. Here's to blue skies and mild temperatures as we finish the 2004/05 school year.

I hope as many of you as possible will be on campus on April 16th for Ross Burkhardt's "Gift of Writing" Saturday workshop/reunion. Your Writing Project is about to begin its 20th year in June, and that's something to celebrate. We have secured funding from the state and federal government for the coming year, and expect that state funding will return to earlier levels in 2006/07.

Thanks for your assistance in promoting the Project during the application process. We had an excellent applicant pool, and of course had the difficult job of selecting only twenty. The list of participants appears elsewhere in the newsletter.

By the way, if you like the new newsletter, be sure to tell Mary Fye, our new editor, at Glasgow High School.

Some of the results of mini-grants can be found in this issue: Denise Henry was awarded support for participation

in NCTE, Indianapolis in November, and Janet Martin was awarded support for participation in KCTE/LA in February. Both have included accounts of their experience. In addition, book focus groups were funded for Sharyon Shartzter in Grayson County and Janet Martin at Warren East High School. Finally, Donna Vincent is responsible for a professional writing group that has begun meeting to discuss writing projects. She is being joined by Linda McKinney, Vetrica Anthony, Rhonda Godby, and Sharyon Shartzter.

Several wonderful workshops are being co-sponsored by the WKU WP this summer. **One** is a **Gender Achievement Gap Institute** to be held at Lake Barkley State Park on **June 7, 8, and 9**. Debbie Fowler is co-directing this along with two other TCs from Eastern Kentucky University and Murray State University. The workshop costs \$50, but will provide a \$300 stipend upon presentation of a PD component due in the fall, free housing and meals, mileage reimbursement, and resources/

professional books. Application details are being worked out, and I'll be sure to tell you when the process can begin. (Also part of this Achievement Gap series, sponsored by Writing Projects and the State Department, are workshops on Special Education at Butler State Park on June 20, 21, and 22; English Language Learners at Cumberland Falls State Park on June 28, 29, and 30; and Cultural/Economic Differences at Carter Caves State Park on July 18, 19, and 20. Applications details are being worked out.) **Second** is a two-day **Reading Initiative Workshop**, co-sponsored by WKU, Morehead, and the Bluegrass Projects **during the week of June 13**. It will focus on connections between the reading process and the transactive (informative) writing process. It offers a \$200 stipend and will be held in Bardstown, a central location for the three sites. Application details will be forthcoming.

Good luck with testing!
John

Check Out this Writing Video

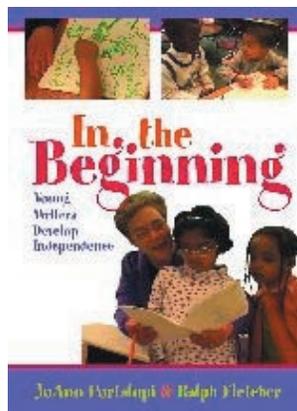
Review by Jennifer Renfrow

You might consider me a first year teacher. No, it isn't my first year. I have been teaching for 10 years, but I do consider myself to be a first year teacher. This is my first year teaching kindergarten. After years with third graders, I took a huge chance and made a huge change.

Since at least the first day of school, I have been dying for my students to write. Day after day, my fellow teachers and I have plotted. How can we get them to write their first sentence or have the confidence to sound out words?

When I was asked to review the video, *In the Beginning* with Fletcher and Portalupi visiting a kindergarten classroom taught by Emelie Parker, I jumped at the chance. I have read Ralph Fletcher's *What a Writer Needs*. I was convinced he knew what this writing teacher needed. And he did!

Watching *In the Beginning* was like



by Ralph Fletcher and
JoAnn Portalupi

reading a catchy lead to a novel. Each section of the video left me begging for the next episode.

The first section of the video was called "Word Work." In this section, Ms. Parker works on sounding out words from the students' stories. Each child had a wipe-off board where he or she

worked at his or her own level. Sounding out the word pancakes, some children had "pk." Others had sounded out "pancakes." Ms. Parker's language during this lesson was the key to help the students think through this process.

The next section of the video was entitled "Editing." This teacher's use of language again was the key to the lesson. "What do good writers do...." was in every conversation.

Another strategy shown was "Record Keeping and Quick Assessments." Using a writing folder, Ms. Parker showed strategies for record keeping that were always with the students and always at her fingertips. Her constant assessment allowed her to plan her next lessons immediately.

I would recommend *In the Beginning* and the others that follow in the series to any kindergarten teacher, but also, to all primary teachers.

You can learn more about this video at Stenhouse.com

Read Any Good Books Lately?

Partners in Poetry:

Hewitt's Guide to Slam Poetry and Poetry Slam

by Geof Hewitt and

Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards

by Sarah Holbrook

Review by Larissa Haynes

There are teachers who love poetry... and those who are completely terrified of it. Both often are looking for the same thing: fresh ideas for using poetry in the classroom.

Two recent publications on poetry provide plenty of ideas for both kinds of teachers. *Hewitt's Guide to Slam Poetry and Poetry Slam* by Geof Hewitt and *Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards* by Sarah Holbrook offer something for almost any grade-level or content-area teacher interested in adding poetry to his or her classroom.

For those teachers who just adore teaching poetry and want a way to get kids as equally excited about it, Geof Hewitt has written a book that shows you how to "take it up a notch."

At first glance, the illustrations of Hewitt's book scream "middle school!" However, if you look beyond the cute cartoons, you will find a great resource for any teacher (or even student) who is interested in sponsoring poetry slams or experimenting with performance poetry in the classroom.

For most of the book, the author carefully explains the finer points of preparing for and hosting a poetry slam or performance poetry competition, including how to select judges, how to teach judges to score, how to keep scores. Hewitt rightly emphasizes the unpredictable, almost arbitrary nature of giving scores to performance poetry.

However, teachers who are hesitant to jump into slam poetry "whole hog" should be pleased by the mini-lessons and activities Hewitt provides (e.g. narrative structure, persona, confessional poems, poetic fulcrum, repetition, surprise, attitude, understatement, humor, using pauses, and parody). A handy

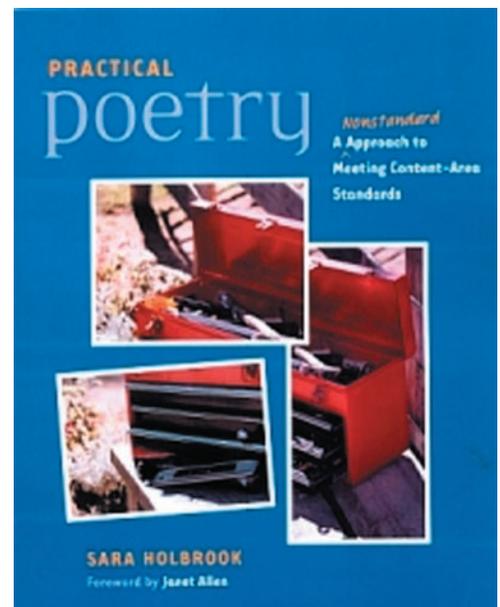
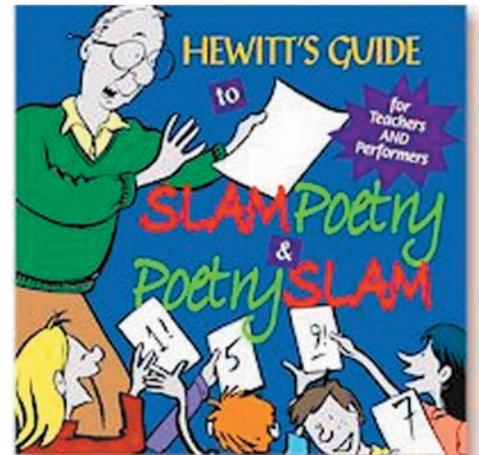
DVD of the author performing his poetry comes with the book and should prove to be a valuable resource for getting started with slam poetry.

For content-area teachers who are intimidated by poetry or just plain hate it, Sarah Holbrook, author of eight collections of poetry for children and young adults, has put together *Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards*, a resource that shows how poetry deserves a place in any standards-based curriculum, but also show just how easily poetry fits into any content-area classroom.

Holbrook first makes her case by asserting the benefits of poetry in any classroom. "Writing poetry jogs memory, demands keen observation, requires precise language, stimulates good communication skills, encourages good organization skills, encourages reading fluency, and helps us learn about ourselves and our world" (4-7).

Practical Poetry is then divided into four content-areas: Language Arts, Math, Science, and Social Studies. In each of these sections, Holbrook presents a double-fist full of poetry activities that incorporate concepts and terms from those content-areas. Perhaps the most persuasive arguments Holbrook make for putting poetry in all classrooms are the actual national standards for each of these content-areas, which she places in the margins with sections italicized to point out just how many standards can be met through the use of poetry.

Practical Poetry provides plenty of examples written both by students and the author. Holbrook's poetry and lessons are geared mainly for a middle-school audience, but even the most hesitant high school teachers could easily adapt them for use with "more sophisticated" teenagers!



April is National Poetry Month

Check out poets.org for more information on ways to celebrate poetry.

You can even Adopt-a-Poet!

Rekindle Your Passion

Attend a National or State Conference

Sitting at the Feet of Masters

by Denise Henry

Lucy Caulkins, Donald Graves, Patricia MacLachian, Marc Brown, and Judy Sierra -- names that roll off the tongues of many English teachers across the nation. Where could one study with such masters of the written language, in one location, for one low registration fee? That's right, the National Council of Teachers of English Conference. With the help of a Writing Project mini-grant, I attended the 2005 conference in Indianapolis.

All teachers, of all levels, should take the opportunity to attend a national conference. What an experience to not only listen to the father of written instruction, Donald Graves, but to actually have him look at your writing! Yes, he gave participants time to write and then he conferenced with as many as possible. I felt as giddy as a teenager in the presence of a teen heart throb. Then just hours later I was sitting twenty paces from Lucy Caulkins. I believe I have read every book she has ever written, now I was hearing and seeing her passion for her craft. I was so

charged up when I left her session that I was ready to leave the conference and return to my "kids" so I could write with them.

But wait, there was more. For over twenty years I have used the Arthur and little House series in my classrooms, with students of all ages. During the conference I attended sessions by Marc Brown and Patricia MacLachian. Hearing how they generated ideas, characters, and problems helped the books become alive. Students love to hear how "real authors write and when I can use their techniques to validate what I have been teaching, writing shies.

Another benefit of attending the National Conference was the interaction with teachers from California to Maine. We all have the same issues, same problems, and even the same successes. The conversations were as learning tools, but also as validation for what I am doing in my classroom. So, consider attending the 2006 NCTE Conference or better yet, attend the 2006 KCTE/LA conference in Louisville. You won't guess who is going to be thereLucy Caulkins!■

Lighting the Imagination

by Janet Martin

February. Bleak, uninviting February. A month as slow and dark as molasses. Don't you ever long to break away? Free yourself from the endless monotony of your life at school? For a moment, have a meaningful conversation with a sane adult? KCTE/LA's annual meeting, "Lighting the Imagination," held this year in Bowling Green, was a perfect opportunity for us to break the monotony and embrace our professional selves.

With a slate of National speaker as well as hometown favorites, the two day conference was a refreshing, invigorating way to re-charge, refocus, and refresh ourselves for the remaining months of the school year.

An abundance of good workshops made it hard to decide what to attend. Veteran convention-goers have a system for such dilemmas -- divide and conquer. With a group of friends, you select which simultaneous sessions to attend, collect extra materials at the session for your pals, and get together when your sessions are over to share what you gathered over lunch or a cup of coffee.

Having so much fun in the hallway, also known as "freebie alley," some people found it difficult to get to the sessions. Book distributors and others with new, exciting educational products lined the corridor outside the meeting rooms. Burdened with bulging bags of free pencils, candies, books, and Shakespeare bobble heads, many experienced participants made repeated trips to their hotel room or car only to go back for more.

One of the best parts of the KCTE/LA for Writing Project Fellow is seeing dear friends, especially those like Sylvia Abell, Donna Vincent, and Anne Padilla whose presentations were as inspirational to "Light the Imagination" as those of their national counterparts.

Saturday's luncheon offered a splendid repast while also giving us time to honor those who serve, the organization, their colleagues, and their students. So, if you attended "Lighting the Imagination," thank you for brightening an otherwise dreary month. And for all of you, I look forward to seeing you in Louisville next February for KCTE/LA's 70th conference.■

To Add More Fuel to the Fire

2006 KCTE/LA Conference

February 24 & 25 in Louisville

Keynote speakers: Kylene Beers (*When Kids Can't Read*), John Hicks (*6 Traits Of Writing*), Lucy Calkins (*The Art Of Teaching Writing*), and Michael Degen (*Crafting Expository Argument*).

2005 NCTE Conference

On Common Ground
Pittsburgh, Pennsylvania
November 17-20, 2005

Projected Locations for Future Conferences:

2006 Nashville, Tennessee

2007 New York City

2008 San Antonio, Texas

Spotlight on Writing Project Fellows

Q & A and a selection from the anthology will help you catch a glimpse of former Writing Projects participants. Just fill out the email questionnaire for your chance to be in the spotlight!

Writing Project XVI Shanan Mills

Favorite writing project memory:

When Beverly Brown read her memoir of going to Grandmother's house and falling into the pond out back in her Sunday's best dress. It was a joy to get to know her and her heritage in the month we spent together. A gift.

Most influential text: *Mosaic of Thought* (professional) and *Literature Circles*.

The best writing assignment ever:

After the children read *Walk Two Moons* they selected favorite phrases and sayings from the text and wrote poems about the book...or characters.

How has being a writing project consultant impacted your teaching?

My practice is more centered toward the needs of the students and empowering them to become life long learners.

Are you living life as a writer?

I think as a writer and I read as a writer with my new position as Reading Coach...I haven't taken the time to write as much as I want. I have several ideas brewing, perhaps steeping is a better word.

Best writing war story: Finding a way to reach a reluctant writer. I finally used a version of four-square to help him organize each event in his short story after he drew a cartoon of the adventures of his dog. Speaking of a labor of love---I think that the brainstorming, planning and coaching of this piece took 3 months.

Other thoughts, memories, comments, etc.: Writing Project changed my professional life for the better.

Summer Memories by Shanan Travis Mills

It's 7:30 on a Saturday morning and I have to go to one soccer game, do laundry, attend one baseball game, stop by the dry cleaners, shop at Kroger's, and hopefully have a moment to catch a few minutes working in my herb garden. As I sit in traffic on Campbell Lane enduring the third light change, the radio begins to play, "There's a Summer Place."

Suddenly the list in my mind fades into a lure, and the smell of baby oil mixed with iodine drifts into my awareness. The warmth of the rough boards on the swaying dock radiates through the red towel. My skin is at that point right before being too hot. My life is at a juncture where I may need to roll over or get on with whatever I have to do. My hand lazily drops over the side of the familiar creaking dock into the cool water. Music of the summer floats across the rippling waves. My toe is tapping mindlessly to the rhythm.

Finally, I get up and take a plunge into the cool lagoon-like water into another world of swirling hair where the sunlight is like shafts of yellow corn husks cutting through the mossy green water. I propel myself back to the surface of the water, my eyes squinting at the bright blue June sky.

It's the summer before college and I am about to take my plummet into adulthood away from the carefree summer days which were just a brief interlude to rest and reflect back to my carefree youth when the mark of successful summer was your tan. A car horn blasts behind me which interrupts my memory as abruptly as that plunge into the water.

And then I remember that sunbathing causes melanomas. Lake water has carcinogens and I still have five more stops on my list before I can go work in my garden.



Sharing Our Students' Work

All the Luck in the World

by Mary Fye

I am an extraordinarily gifted writing teacher. It's not what you're thinking -- I'm not that conceited. My gift is in the area of luck. Oh I will plan and execute the most well-constructed writing lesson, only to have it fall flat. But every now and then, I stumble on to something. In this case, I did little more than step out of a student's way.

Take Corey, for instance. I assumed the role of Newspaper advisor this year. It is the first time in over a decade that Glasgow High School has had a student newspaper. I was the obvious choice for an advisor not because of my experience in journalism, but because I have the annoying habit of saying "Yes" more often than "No." And I like a challenge.

And a challenge it has been. The first step for me was to pick a staff three weeks before school started (the day I learned of my newest teaching gig). After frantic calls to my colleagues, I began dialing up potential staffers. I realized that being on the phone makes my ears hurt after the first four hours, but they get numb after that. I found four staff members this way. I also realized that I would have to try another method, so I called the guidance counselor and asked about study hall students. Out of the twelve students signed up for study hall during my journalism period, I recognized only one name: Corey's.

I had had Corey in class for two years, and I knew he was a talented artist with some experience in Adobe Photoshop. When I called his house, the conversations went something like this:

Me: Corey, this is Mrs. Fye. Would you

like to be on the newspaper staff next year? Instead of study hall?

Corey: Newspaper staff? When did we get a newspaper?

Me: Well, the school board .. the Alumni Association .. we decided .. Nevermind. We get to have a newspaper and I need a staff. I saw you on the study hall list -- are you interested?

Corey: Would I have to write?

Ahhh! He had me there. I did the only thing I could do to add one more person to my staff. Who cares if he didn't want to write -- there's more to a newspaper than writing, right?

Me: No -- not at all. You can be the photographer and the photo editor.

By the time school started, I had a whopping eight staff members, so I didn't worry too much about Corey's lack of enthusiasm for writing. I let him play around with the page layout program and take the necessary photos.

Once, out of a sense of fairness to the other students, I did suggest to Corey that he should write one article. He glared at me and vehemently replied, "You said I wouldn't have to write." I backed down -- I had sort of promised him.

Remember the part about me being the luckiest writing teacher ever? Well, during one staff meeting, the student editor mentioned our need for more editorials. It was a new term for Corey (remember, he hates writing), so he asked, "What's an editorial?" The editor gave examples, saying that it could be a chance for the staff to voice their opinions on things that concerned or bothered them. That did it. For ten minutes Corey ranted and raved over the deplorability of the school lunch-

room -- specifically the severe rationing of ketchup. Then he stopped, looked at me, and said, "Can I write one of those editorials on the ketchup?"

[Sound of heavenly chorus] "Why, yes, you can!" At this point, I was tempted to launch a mini-lesson on editorials. My luck was with me, and I had the good sense to just step out of the way and let him write.

Corey spent about twenty minutes writing furiously. The next day he typed, then gave me his first editorial. I admit I didn't expect much -- he had so often stated his hatred for writing that I assumed he would be a bad writer. But when I read his editorial, I was floored. It had purpose, audience, voice! [More of the heavenly choir.] I conferenced with him to smooth out a few rough spots -- careful not to break his spirit by overwhelming him with suggestions. Truth be told, the piece needed very little work.

The rest of the story plays out like a teacher's fantasy. His editorial was the hit of the paper, inspiring him to write even more. In addition to his monthly editorials, he co-writes a column with his brother, another staffer. While I cannot take credit for Corey's newfound talent -- it was there all along -- I am extremely proud of him and the fact that he is on my little newspaper staff. As a teacher, I learned that sometimes a student just needs space and time to find his voice.

A Final Note: After you read Corey's first editorial, you will be pleased to know one thing: within one month, the school's ketchup rationing had ended. And although ketchup might not be divied out with bucket and ladel, students can get all the packets they desire.

The Pen is Mightier than the . . . Fork?

A comic celebrating Corey's cafeteria crusade. The artist just happens to be his younger and equally talented brother, C. J. Buford.



Would you like Ketchup with that?



By Corey Buford
A senior at Glasgow High School

I remember the good times when I started out as a freshman at Glasgow High School. I'd wait in the hamburger line, smelling the fries. I'd get my burger and fries, move to the end of the food bar and find a huge bucket of ketchup. Then, we had a dipper in the bucket to scoop out our ketchup. We could pour as much ketchup as we needed onto our tray and burger. Those were the golden days. This lasted up until my junior year when the ketchup was confined to little plastic containers.

With these containers you got lucky if you could finish your fries with out running out of ketchup, much less your burger too. I remember witnessing friends of mine taking ketchup from other containers and pouring it into their own when Bobbi the Lunch Lady wasn't looking. How sad is that? Students having to creatively manipulate the ketchup system. That's crazy!

Now this year the cafeteria has switched to ketchup packets. We only get three packets with our lunch, four if we get a burger. With only four packets of ketchup you don't have enough to finish your fries by themselves, much less use it for your burger. And if you want any more ketchup you have to pay.

Isn't it sad that students have to pay extra for ketchup? I mean, with all the stuff the school has us paying for now like parking permits and school fees, shouldn't we at least get enough ketchup for our burgers AND our fries?

The cafeteria should switch back to the bucket and dipper and let the students determine how much ketchup they need instead of leaving them with half their fries and an uneaten burger.

Reprinted from the October 2004 edition of Glasgow High School's student paper, The Blueprint.

Checkin' your Strips

By Corey Buford

Did anyone notice how during the first week of school we had the nice, plump, juicy, golden brown chicken strips that seemed to be made for a godly feast? Then two weeks later we were back to the skinny, dry chicken strips that look like burnt fries and should be eaten with a pair of tweezers.

I don't understand why the School Lunch Powers would change such a good thing. Chicken strip day was THE moneymaker for the cafeteria, so why change it? Are we making more money this way? I seriously doubt it. Every student I know has complained about how the new strips, if you can call them strips, are too small and too dry. They remind us all of the fingers from a zombie straight out of "Dawn of the Dead."

But wait, a lot of people are under the impression that the chicken strip decision was made by Bobbi and her

team of cafeteria ladies. But in fact, it wasn't them who took our beloved strips away from us. It was actually The District who took our only ounce of happiness during school hours away.

Back in the day, I knew of students who would spend all their money in their account on extra chicken strips, and even hid them under their mashed potatoes if they had to. Now, students don't even want to stand in the chicken strip line! They have migrated to the pizza line, which use to be completely empty when the REAL chicken strips were being served.

I think the cafeteria and the district should surprise us every once in a while and serve the real chicken strips instead of the poseur chicken. This way students could be happy at least some of the time. As for the ketchup dilemma, you'll have to carry your own bottle of Heinz until I can come up with a solution for that one.

Reprinted from the November 2004 edition of Glasgow High School's student paper, The Blueprint.

Another Note: You are not going to believe this, but every word is true. As of March 10, 2005, the Glasgow High School Cafeteria served the glorious, large-sized chicken strips of old.

Coincidence, or Corey?

In His Own Words

When Mrs. Fye called and asked me to join the Glasgow Newspaper Staff I hesitated at first, not wanting to have to write article after article. So I was given the job of going out and taking pictures, doing student polls, and working with the Adobe program. But no one ever need a poll.

I was sitting in the conference room discussing our first paper when the cafeteria was brought up. The cafeteria was rationing out ketchup packets and making the students pay for extra packets.

I was very passionate about the ketchup situation we, the students, were put in, and quickly let my staff members know how I felt about the situation. That's when the editor, Mary Helen Nunn, suggested that I write an editorial on the topic. I cleared it with Mrs. Fye and my first piece was written in the matter of twenty minutes. With a few minor changes, my piece was ready to be sent and printed. When the paper came out my article was a hit. I followed it up with my chicken strip piece which was another hit. Now I have my own section in our monthly newspaper.

This experience has helped me tremendously with my portfolio and confidence level in writing. I now have a little bit of a soft spot for writing, as long as I get to speak my mind.

--Corey Buford

Writing Project XX

Congratulations to the following teachers who have accepted an invitation to join the June Institute of Writing Project XX:

Krysti Estes	Daviess County Middle
Terri Fields	Butler County High School
Diana Flener	Morgantown Elementary, Butler County
Kathy Holfelder	Barren County Middle School
Bert Holtzman	Grayson County Middle School
Lee Ann Hurley	LeGrande Elementary, Hart County
Sara Jennings	Morgantown Elementary, Butler County
Meg Johnson	Hancock County High School
Michele LeNoir	Warren Central High School
Lara Mattingly	T.C. Cherry Elementary, Bowling Green
Renee' Minyard	Briarwood Elementary, Warren County
Susan Nelson	Allen County Primary Center
Elizabeth Payne	Owensboro High School
Abigail Phillips	Moss Middle School, Warren County
Kristina Rice	LaRue County High School
Sherry Roberson	Allen County Primary Center
Holly Ringo	Rockfield Elementary, Warren County
Angie Skaggs	Edmonson County 5/6 Grade Center
Teresa Smith	College View Middle School
Krista Soelke	Butler County High School