

## In This Issue

Samuel Hinton, Eastern Kentucky University

Ellen Maddin concluded her study of teacher practice in the areas of monitoring and assessing digital story projects in “Digital Storytelling Part II: Monitoring, Assessing, and Evaluating Student Projects.” The Common Core State Standards in English Language Arts require students to use text-based evidence in their analyses of literary texts. Woven into the standards are expectations for students’ use of technology to research and communicate ideas in a variety of formats. When students construct digital stories based on literary works, they select images that visually represent characters, setting, theme, and conflict. She refers to Farmer (2004), who observed that the process of selecting images to visually represent literary elements helped students to think critically about the story and what it meant.

James Osler presented a monograph on Triostatistics (or more simply “Triostat”), the application of post hoc measures to the statistically significant outcomes of the Trichotomous-Squared Test. Triostatistics involve a variety of robust and rigorous calculations and computations to provide further insight on the inner workings of statistically significant Tri-Squared Test results. In addition, he provided two additional updated post hoc metrics. The paper described the Tri-Squared Test in explicit and implicit detail. Similarities are made between Triostat and group measures, in particular the MANOVA research statistic. Charts and detailed figures/tables are included to further clarify the Trichotomous-Squared research design.

John Maundu, Jesse Nyaga, and Nicholas Twoli reported that the performance of students studying science in Kenyan secondary schools had been consistently low over the years. They believe that one factor contributing to this was teacher-centered rather than student-centered teaching. They investigated the effect of computer-assisted instruction on science performance among secondary school students in Kenya, comparing it to the performance achieved via a combination of computer-assisted instruction and conventional instructional method. They concluded that students performed significantly better in biology, chemistry, and physics when taught using a combined approach.

Samuel Hinton contributed a commentary titled “Critical Components of Transforming Teaching and Leading: Recognizing Educational Success Professional Excellence, and Collaborative Teaching (RESPECT).” After two years of discussion with teachers, school leaders, and other stakeholders, President Barack Obama unveiled a Blueprint for RESPECT, a plan to assist educators in their work to transform their profession. The Blueprint contained “educator-led” proposals and represents a movement within the education profession to elevate and transform teaching and leading so that all of our students are prepared to meet the demands of the 21st century. As the demands of our world continue to expand, our students need educators who are well prepared, well compensated, and professionally treated. The Blueprint was organized under five major headings: (I) Education at a crossroads, (II) Developing a new vision for teaching and leading, (III) A policy for transforming teaching and leading: seven critical components, (IV) Laying the foundation for RESPECT, and (V) Next steps. Each of the segments requires some analysis and discussion. This commentary pertains to segment (III), a policy for transforming teaching and leading: seven critical components. Each of the seven components are listed, followed by relevant commentary.

Rose Skepple’s study investigated the culturally responsive experiences encountered by pre-service teachers during their student teaching, as well as the perceived influence these

experiences had on their professional preparedness to teach culturally and linguistically diverse (CLD) learners. The practical implications for teacher educators may include modifying teacher preparation curricula to include sociocultural consciousness, modeling culturally responsive pedagogical skills, increasing dialogue among pre-service teachers on diversity topics, and exposing teacher candidates to diverse students, teachers, administrators, and teacher educators throughout the teacher education program.

Doris Crawford examined “how exemplary superintendents rated their leadership competencies.” Of the five leadership practice categories, the most commonly identified and used by the forty-seven exemplary superintendents came from the category “enabling others to act.” The second set of behaviors rated most commonly used by superintendents was the practice of “modeling the way.” Another leadership practice that superintendents rated high was “encouraging the heart.”

Samuel Hinton is Professor of Education, Eastern Kentucky University, and Editor,  
*The Kentucky Journal of Excellence in College Teaching and Learning.*