

Director's Note

The three articles featured in this fall's *Field Notes* address a topic that is being discussed in many circles these days – teacher quality. Each article contributes to discussions about the elements of quality in a unique way. Sara Saylor, who regularly supervises teacher candidates placed in her classroom at Hattie C. Warner Elementary School in Jessamine County, proposes ways supervisors can promote quality through her insightful critique of program evaluations completed by student teachers. Rachael Humbert reflects about how student teaching in another culture transformed her teaching and boosted her confidence. And, Josh Shepherd shares news about a valuable program designed to celebrate high quality teaching.

I am grateful to Josh, Rachael and Sara for providing concrete examples about how we can promote quality and honor exemplary teachers. Their articles serve to remind us that modeling and mentoring are critical levers of quality and that collaboration is a powerful catalyst for growth. I hope you will find their contributions useful as you prepare for the year ahead. The quality of our teacher preparation program depends on the involvement of skilled mentors who are not only good models but who also know how to collaborate in ways that help candidates reach their full potential. Your faithful participation makes all the difference.

– SB

The Role of Collaboration in Teacher Development: Lessons from Student Teachers' Program Evaluations

by Sara Saylor
Hattie C. Warner Elementary
Jessamine County Public Schools

“How am I doing?” is a question frequently asked during a collaborative conference between a student teacher and his or her cooperating teacher. As any experienced classroom-based supervisor can tell you, it isn't only the student teacher who asks this sort of question. Classroom teachers who are engaged in meaningful collaboration also question their practice and, thus, can learn valuable lessons from the candidates with whom they work. The value of the new teacher's viewpoint and exposure to current researched-based pedagogy from methods courses and prior practicum experiences can be a wonderful way for the experienced teacher to pick-up some exciting new ideas. Since as educators we are interested in our own ongoing professional development, we welcome opportunities to learn from others.

At the conclusion of every student teacher's placement, each participant – student teacher, cooperating teacher, and university supervisor – completes a multi-page evaluation which serves as a reflective tool to guide and improve the Teacher Education Program (TEP). Not only are aspects of the experience rated but also space is allotted to encourage specific comments about the program quality. University and classroom-based supervisors alike can learn from these evaluations.

The data collected from this year's crop of novice teachers brought results worth noting. For example, the majority of student teachers gave an excellent rating to the overall value of student teaching in preparing them for the teaching profession (fall, 70.18 %; spring, 79.14%). One student's comment exemplifies the general sentiment:

TEP has prepared me for teaching in many ways. The classes gave me the background knowledge to be successful in the classroom; the practicum and student teaching gave me a glimpse into my future as a teacher; and all my professors and supervisors helped me develop as a teacher.

Survey responses also show that in both semesters of the 2003-2004 school year, student teachers strongly agreed that their cooperating teachers were readily available for help (fall, 79.09%; spring, 80.34%). Positive patterns of comments regarding the importance of reflecting

Learning by Leaving: What I Learned from Student Teaching in England

by Rachael Humbert

The day I left for England was unforgettable. My mother's last words to me were, "Don't forget to pluck your eyebrows", and my Dad told me that England was "not that far away." I hugged them both and chuckled inside. Then, I found my window seat and wrestled with the "happy to go but sad to leave" emotions welling up inside of me. For seven hours I stared at the light at the end of the airplane wing and thought, "What am I getting myself into?" I had joined the University of Kentucky's Consortium for Overseas Student Teaching (COST) Program and was on my way to complete my student teaching in another country. As it turned out, I learned much more than I taught – and I taught a lot.

I realized as soon as I stepped off the plane at Heathrow Airport that I had made the right choice. I was scared, nervous, alone and I loved it. To me there's nothing better than wandering outside of my comfort zone just to find out how big it really is. I learned a lot at the airport – mainly I learned to KEEP LEFT! Driving on the other side of the road means walking on the other side of the hallways and going through the other double door – not as easy as I thought but simple enough to remember. Crossing the street – now that's a bit more difficult!

After the first day ensconced in my new home in West Sussex, England, I learned to walk behind the British people when crossing the street; I could produce the right amount of pounds and pence if the cashier was patient; and I discovered the difference between trousers and pants. I slid quite easily into the social scene, following the hoards of university students to the nightclub

on the pier and meeting them the next night at the university bar or local pub.

At the end of two weeks, I successfully used the train to get to Cardiff and back, although I must admit that my new friends had more to do with it than I did. As I began student teaching in two classrooms – years 3 (2nd grade) and 4 (3rd grade) at the Westbourne House School, I struggled with a new school, new curriculum, new schedule, new handwriting and new accents. Now, when I say "struggled", I don't mean it was difficult, but adapting to a new culture presents its own challenges. Every day I came home with all this new information in my head and my brain said, "Hmmm, now where shall I put this? It doesn't quite fit here, so I'll put it there." I found these new experiences invigorating!

I spent the next three weeks getting comfortable. Finally, I could get through a whole day at school without asking someone for an explanation. I could tell my kids to "use a rubber" (eraser) without thinking twice, and I could chit-chat in the staff room as if I had been there for years. I always welcomed the opportunity to talk about Kentucky, but I never pressed my "American-ness". My teachers became my friends. They invited me out for "Skittles Night" and were excited for me to go "on holiday" to France.

By the midterm "holiday", my brain had magically sorted it all out. I could feel the gears turning, forcing me to adapt, adjust and carry on using everything I know combined with everything I was learning. I stopped converting every pound to dollars. I knew that the answer to "Are you all right?" wasn't

"Yes, I feel fine – why, do I look sick?" but rather, "Yes, thank you. And how are you?"

A two-week Easter break gave me the opportunity to stretch my comfort zone again. Two days alone in London taught me how to protect my belongings and myself. I learned how to hop on and off "The Tube" at the right place and find my way to the hostel before dark despite my tendency to turn the wrong way when crossing the street. After using five forms of transportation, I found myself in France where I learned how to keep my mouth shut and listen. I made friends who didn't speak my language and I even learned how to salsa dance.

My last two weeks in England taught me more than the first 13 combined. I discovered that I had a life there. I learned that people cared about me and I cared about them as if they were my own family. I learned that no matter what country you're in, children still like to dance and hear different accents. They all get tired at the end of the day and they all want to know that they're important. I learned that when I don't know what they're talking about, it's okay to let them teach me.

My evaluation report says my teaching has improved, but it was one of my students that made it clear that I've gotten better. Tom, one of my year four students with a learning disability, asked me every single day if I'm with them for a certain lesson. About five weeks ago, I passed him outside on break and he said, "Miss Humbert, will you be taking us for literacy?" "Yes, Tom, I'll be with you for literacy." He looked disappointed. "Is that good or bad", I

asked. "Eh", he said. "It's all right, I guess." Tom had continued to ask the same question every day. So every morning, I went to his classroom, and let him look at my timetable. On Friday, I was sitting at the teacher's desk trying to get my binder in order, and Tom came over to look at my schedule. I looked at him while he was reading it, putting one finger on the day and one finger on the time, working the plans out in his head. I sat patiently. "Hmmm", he said. "Looks like you'll be with us for literacy." I got nervous. "Oh good, and you'll be here for Maths." This is a little better. "Oh", he sounded surprised, "You'll be with us nearly all day! Hooray!" "Is that good, Tom. Can you handle having me here all day again?" "Yes, I believe that works out quite well for me", he said. And he smiled. I was relieved and very proud of myself.

Those four months in England taught me that I am independent, resourceful and creative. Student teaching abroad taught me about another culture and that teaching children in another culture is both different and similar to teaching students at home. I learned that I can be successful anywhere.

Most importantly, I learned through the COST experience that I am a teacher. I teach myself, I teach my friends and I teach my students. Every experience has added to my growing and changing perspective. My life – from my Old Kentucky Home to my English seaside town and everything in between – has prepared me for my next amazing adventure – bringing the world to the children I teach in my very own classroom.

Editorial Staff:

Sharon Brennan
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Patricia David

UK College of Education Honors Teachers in Special Program

Was there a teacher who made a difference in your life? Was there an educator who opened doors for you and showed you the way toward your future? Have you always wanted to thank them, but never found the time to do it?

If your answer is "yes" to any of those questions, the University of Kentucky College of Education and UK Men's Basketball Coach Tubby Smith invite you to participate in the Teachers Who Made a Difference (TWMAD) program on Saturday morning, November 6, 2004.

"Too many times we don't realize the difference teachers make in our lives until long after we're grown. The Teachers Who Made a Difference program gives everyone the opportunity to thank that one special teacher in their life. I'm proud to offer my support to this outstanding recognition program for teachers," said Coach Smith.

In 2003, Kentuckians honored 92 teachers. Most were from the state of Kentucky, but recognition was also given to educators in California, New Mexico, and Georgia. The Teachers Who Made a Difference program, sponsored by the UK College of Education, gives Kentuckians an opportunity to thank the teachers, principals, college professors, or counselors in our state for the way they have inspired and motivated students to succeed.

"The Teachers Who Made a Difference program is not a contest. The event does not select winners from a pool of nominees. Rather the program was created to give

people a means to express their thanks to the educator who meant the most to them," said Mary Ann Vimont of the College of Education and one of the event's organizers. The event will honor the first 100 teachers officially submitted for recognition, so participants should not delay submitting the official TWMAD form. Organizers ask that people limit themselves to recognizing one teacher each year.

Visit the College of Education's web site at www.uky.edu/Education and fill out the on-line form. Educators do not have to be affiliated with the University of Kentucky to receive recognition at the event.

Since the program's inception, over 700 teachers have been honored. The Teachers Who Made a Difference program includes a special recognition event and a morning reception.

For more information, contact:
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Opportunities to Promote Experienced Teacher Growth

Cooperating and Resource Teacher Tuition Waiver Program

As provided for in Senate Bill 77, state universities will provide resource teachers a tuition waiver for up to six credits for each intern supervision (KTIP) they complete.

A cooperating teacher, upon completion of supervision of a student teacher, will also be eligible. To qualify you must:

- *enroll within one calendar year after completing the supervisory assignment;*
- *complete the supervisory assignment after August 1, 2000;*
- *be admitted to one of the eight state universities and be a student in good standing.*

For further information, contact the College of Education at the state university of your choice.

At the University of Kentucky, contact:

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You may obtain a copy of the application at: <http://www.uky.edu/Education/SB77info.html>

Course Announcement EDC 724: Guiding and Analyzing Effective Teaching

2004 Fall Semester (August 30 - December 13)
Monday Evenings 5:00 - 7:30 p.m.
Southern Middle School

This course is designed to assist educators who are interested in supervising teacher candidates and intern teachers. Course participants will examine theoretical principles, research findings, and develop techniques to critically analyze practice. Through class activities, participants will be introduced to National Board Certification requirements and will be certified to serve on KTIP committees.

For more information, contact Sharon Brennan or
Patricia David:
Phone (859) 257-1857 or E-mail: sharon.brennan@uky.edu

Kentucky Teacher Internship Program

University of Kentucky Service Region
2004-2005 KTIP Training Schedule

August 21
September 11
September 25 - KTIP/IECE
October 9 - KTIP/IECE

All training sessions are scheduled to begin at 8:00 a.m. and end at 5:00 p.m. in Room 109 Dickey Hall on UK campus. A Workshop Preparation Assignment must be completed for entrance to the training.

Please register on-line at www.uky.edu/Education/OFE/ofektip.html. For more information, e-mail Julie Cleary at jsclea01@uky.edu or call (859) 257-1857.

Attention New Cooperating Teachers and Field Supervisors

If this is the first time you have supervised a student from the University of Kentucky, we urge you to attend our supervisors' orientation, *Tools for Effective Supervision: Preparing Supervisors to work with Teacher Candidates*. This seminar will provide a good basis for working with student teachers and university supervisors, as well as an opportunity to examine other issues related to supervision. It will be held at Southern Middle School in Lexington on Monday, September 20, 2004 from 4:30 - 7:30 p.m., with registration and refreshments available at 4:00 p.m. To register, in advance, please call the Office of Field Experiences at 257-1961 or contact Patricia David at patricia.david@uky.edu.

Collaborative Connection: Sharing Ideas

One way to sustain the collaborative connection between university and school-based partners is to share ideas about teaching and learning. What works and doesn't work in your experience to promote quality teaching and foster student learning? What changes, challenges, "ah aha's" have you experienced that colleagues might find interesting or helpful. Please send your thoughts, ideas, suggestions, concerns, etc., to Julie Cleary at jsclea01@uky.edu. We welcome your contributions!

UPCOMING EVENTS

August 24 9:00-12:00 Noon	Student Teacher Orientation Meetings Taylor Ed Auditorium
August 25	First Day of Student Teaching
September 6	Labor Day
September 20 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
September 23	Last day to apply for a December degree - 166 TEB
October 14 4:00 - 5:00 p.m.	Fayette County Student Teacher Workshop - Conference Room C, Central Office Bldg.
October 18	Dual placement students begin 2nd half placement
October 22 8:00 a.m. -12:30p.m.	Professional Seminar for all Student Teachers Small Ballroom - Old Student Center
November 25-26	Thanksgiving Holiday
December 10	Last Day of Student Teaching. Final evaluation must be turned into Student Teaching Office 104 TEB

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