

### Director's Note

Every year as I begin to prepare remarks for the Fall issue of *Field Notes*, it seems as if teacher quality is in the spotlight. Good timing for me since I am always trying to frame the back-to-school issue in a way that highlights effective teaching. So, as I began to think about how to introduce the articles that follow, I was pleased to find an editorial in the June 27 *Lexington Herald-Leader* entitled: Linchpin to education: teaching. The editorial points to a report entitled "How the World's Best-Performing Schools Come Out on Top" ([www.mckinsey.com](http://www.mckinsey.com)) which shows that high performing schools are filled with good teachers. We are certainly not surprised by these findings. But, as the articles you will read in this newsletter suggest, effective teaching must be nurtured by skilled mentors who know how to help novice teachers grow in ways that influences learning.

Susan Gordon, who currently serves as a mathematics coach at East Jessamine Middle School, shares her thoughtful analysis of last year's student teaching evaluations and her reflections about the characteristics of effective teaching. Robert Brown, Division Director of Professional Learning and Assessment at the Education Professional Standards Board, discusses changes in the Kentucky Teacher Internship Program (KTIP) that have stemmed from state level fiscal constraints. This program, which has helped shape teacher quality for more than two decades, is weathering the current economic difficulties thanks to policy makers unwavering commitment to KTIP and the dedication of school and university personnel who work with the program. I think you will find Robert's article interesting as you reflect about your mentoring role. You will also find interesting the reports about our new dean and the faculty members who will be working with our school partners this year. We are grateful that Dr. Mary John O'Hair, who has had considerable success sustaining strong partnerships in Oklahoma, will lead our college and our collaborative initiatives. We are also grateful to have faculty with strong expertise ready to work on these initiatives.

I hope reading these articles will renew your spirit as you see how much your work strengthens our profession and promotes the intellectual lives of students served by our schools. Happy reading and warm wishes for a good start to the school year!

- SB

### Characteristics of Effective Teaching: How do Student Teachers Measure Up?

By Susan Gordon, Math Coach  
East Jessamine Middle School

I was hired for my first teaching position two days before school started and didn't feel like I was prepared for the job. I student taught in 1<sup>st</sup> grade and hoped to teach in the primary grades. However, I was hired to teach a pullout program for struggling math students. Although I taught elementary level students, I saw twelve different groups of students each day. I was surprised to find that there were limited resources - a teacher desk, a few student desks, a couple of games on the shelf, and a stapler. It was not as I had imagined my first classroom and teaching job to be.

The experiences at the beginning of my career and the work I have done mentoring new teachers over the years have caused me to reflect a great deal about what it means to be an effective teacher. In my mind, characteristics of an effective teacher include: relationship building, setting expectations that all students can learn, providing a safe environment, using questioning techniques, and focusing on learning rather than grades. As effective teachers, we should ask questions as we begin planning a lesson or unit of teaching such as: "Who are my students? What will I include in my lectures and lessons? How will I get students to the deeper thinking?"

Kentucky Teaching Standards state that effective teachers design and plan instruction that develop significant objectives aligned with learning standards as well as instructional strategies that address learning styles of all students. The effective teacher also creates a learning environment that communicates high expectations and fosters mutual respects between teacher and student as well as student and student. I believe that building relationships and caring about students is second only to content knowledge. When students know teachers care about them, they are more likely to attempt difficult problems without fear of being wrong.

Continued on page 2

Teachers are expected to know their content well and their method of teaching. A teacher must also communicate concepts, processes, and knowledge in ways that connect content to life experiences of students. It is important that teachers are up to date in the knowledge and teaching practice so as to bring students to the higher-level thinking that is needed for success now and in the future. As teacher candidates progress through their preparation programs, it is important that they know what an effective teacher looks like. The cooperating teachers and university supervisors with whom they work have the enormous task of serving as models, guides and assessors during this very formative time.

The Teacher Education Program (TEP) at the University of Kentucky (UK) provides a variety of opportunities for teacher candidates to see effective teaching throughout the program through their field experiences especially during student teaching. Candidates also have opportunities to evaluate their field experience as do their supervisors. Each year student teachers (STs), cooperating teachers (CTs), and university supervisors (USs) reflect about their experiences in the TEP by completing an evaluation survey.

This past year, 252 student teachers responded to the survey. In reviewing the survey data, I noted that several STs mentioned they wish they had begun their student teaching assignment at the beginning of the school year so they could gain the experience of setting up a classroom and getting to know their students. Having said that, most STs felt they were prepared for student teaching since they had support from cooperating teachers and university supervisors during the placement. The mean score for the question about the CT's role was 3.59 on a 4-point scale. Many commented that the CT was a good or excellent mentor. One student teacher responded:

*She showed me how to manage classroom behavior, while keeping a positive learning environment.*

While another student said...

*She really helped me practice adapting instruction to meet the different needs of students.*

Students who responded to the survey identified many benefits of the UK TEP including: *learning how to manage classroom behavior while keeping a positive environment, receiving supportive feedback outlining specific strengths and areas of growth, developing skills to adapt activities to meet the needs of diverse learners, and acquiring tools to design, plan, and implement instruction.*

The survey also provided an opportunity for students to let the university know areas of concern. The majority of students answered the question: *what additional guidance or assistance did you need from your CT?* saying *none* or *my*

*CT provided everything I needed.* However, some indicated they would like more specific feedback from the CT as well as suggestions for how to "fix" any problems. One response summarizes this sentiment:

*I think I would have benefitted from receiving more thorough feedback, and being given more specific expectations, rather than being left to figure things out on my own...*

Student teachers were asked to evaluate their placement, the role of the CT and the US, as well as the quality of the preparation they received in UK's program. STs gave a mean score of 3.38 for the overall rating of the TEP. Some aspects of student teaching they indicated were most beneficial were: *being in a "real" classroom, planning a unit, collaborating with other teachers, forming relationships with students and families, learning how to keep children on task in the classroom, knowing what to expect, observing others, and learning the "extras" of teaching, and actually teaching.* One ST stated:

*The outside observations were beneficial because I was able to observe another teacher and their methods of running a classroom.*

And from another...

*I benefitted from helping my CT when she taught and from observing others. Sometimes you don't know what kind of teacher you truly are until you see others in action, then you can decide if that's you or not.*

In addition to the student teacher evaluations, cooperating teachers evaluated the university supervisors. CTs rated the USs with a mean score of 3.54 as an overall evaluation of their performance. Some beneficial descriptors of the US are: *available, cooperative, easy to work with, encouraging, excellent communicators, friendly, guiding, knowledgeable, positive, and professional.* Additionally, CTs were very positive about the STs they mentored. Descriptors include: *well prepared, excellent, ready to be a teacher, strong in content knowledge, arrived ready to teach, and showed growth over time.*

The 2008-2009 program evaluations indicate that student teachers, cooperating teachers, and university supervisors alike are serious about teaching students effectively. It is imperative for all teachers to become experts in content and pedagogical knowledge as well as to learn to successfully manage instruction to actively engage students while addressing their diverse needs. They must also learn to differentiate instruction so that each student has an opportunity to succeed. It appears that this year's class of student teachers is up to the task as they enter the profession.

# Kentucky Teacher Internship Program Update

By Robert Brown, Director  
Division of Professional Learning and Assessment  
Education Professional Standards Board

Kentucky is facing an approximate \$1 billion short fall in funding for fiscal year 2009-2010. These are tough economic times, not only in Kentucky, but across our nation. The Kentucky Teacher Internship Program (KTIP) is experiencing its share of constraints due to the budget. However, it is reassuring that those who have been involved – universities, districts, and other state organizations – are committed to the process of ensuring that we continue to offer a quality KTIP experience for our beginning teachers.

The Education Professional Standards Board (EPSB) is committed to the support of all KTIP partners. Several decisions have been made to help support these partners.

At its May 18 regular meeting, the EPSB thoughtfully discussed how to address the shortfall and made important and difficult decisions concerning KTIP. Due to budget constraints, the EPSB has decided to reduce the resource teacher stipend to \$1,250 for a full-year intern for 2009-2010. This reduces the hourly rate from \$28 per hour for out-of-class mentoring to \$25 per hour.

The cap on the total number of full-year interns has been set at 2,404. Although current district budget constraints may result in a historically low number of new teachers entering the work force, this cap may still prevent some new teachers from entering KTIP. As with last year, once all KTIP funds have been committed, the EPSB will provide a provisional certificate for the new teachers unable to enter KTIP. Do-

ing so will permit those teachers to be paid at the appropriate rank. Those new teachers unable to be placed in KTIP will receive priority placement the following school year.

Recognizing the strength of collaboration within the mentoring process, the EPSB also approved a regulatory change allowing a resource teacher to mentor up to two interns. For those interns who would benefit from a collaborative model, as indicated in their Professional Growth Plans (PGP), the resource teacher may serve the interns concurrently. Two separate time sheets will be completed for the interns, and those hours that the resource teacher spends in collaboration may be charged to both time sheets. This change will permit a district to utilize its best mentors and allow the mentors to receive \$1,250 per intern for a total of \$2,500.

It is important to reiterate, that for those interns who will be working collaboratively, justification for the collaboration must be indicated on the PGP. Even with the collaborative model, there will be a need for the resource teacher to work individually with the intern. Post-observation conferences and development of the PGP will still need to remain confidential in nature. A good rule of thumb would be to use forty (40) hours of collaborative out-of-class hours, and ten (10) hours of individual time.

Should additional funds become available, the EPSB has established the following priorities:

1. Ensure that all interns are served for 2009-2010.

2. Return the resource teacher stipend to \$1,400.

In addition to the funding changes, KTIP training has also been revised. The training is now focused on guiding the intern through the development of all tasks. Resources and mentoring activities are infused throughout the entire training model. To complete the training, participants must:

1. Register with their regional university for a face-to-face session.
2. Register online for the homework assignment at KyEducators.org as directed by the university. (Note: a password will need to be created).
3. Complete the entire face-to-face session.
4. Return to KyEducators.org online and complete the training post-assessment.
5. Print the KTIP training certificate once the post assessment has been completed.

The new training model will be used to train all new KTIP committee members. All new beginning teacher committee members will receive the new training model. Committee members trained after July 2006 will not need the new training. However, we do welcome anyone who wishes an update.

We want to thank all who continue to support our new teachers through their first year. This support not only provides a meaningful experience for our first year teachers, but also ensures our students are provided teachers who are focused on continuous improvements in student learning.

*Field Notes* is published twice a year by the Office of Field Experiences and School Collaboration  
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# Mary John O'Hair Named Dean of the College of Education

By Jenny Wells  
UK Public Relations

Mary John O'Hair has been named the ninth dean of the University of Kentucky College of Education. O'Hair comes to UK from the University of Oklahoma in Norman, Okla., where she has served as vice provost for school and community partnerships since 2006. She has been with OU since 1994, and has held the positions of professor of educational leadership and policy, director of educational administration, curriculum and supervision, and associate dean of research and graduate studies in the OU College of Education.

"I am extremely excited and honored to join UK's College of Education as dean," O'Hair said. "What attracted me to this college was not only the rigorous academic environment, innovative programs, and world-class researchers, but the college's strong commitment to explore and address critical issues affecting learning and education. The dedication and passion to making an excellent education a daily reality for every student in every community across Kentucky and beyond was contagious for me."

"I look forward to developing strong educational partnerships that help ensure our students become leaders in their schools, organizations and communities, and I look forward to work-

ing collaboratively with President Todd, Provost Subbaswamy, and the college's faculty, staff and students in support of academic excellence and the university's Top 20 vision."

As a former teacher, faculty member and administrator, O'Hair has shown a commitment to educational excellence through her academic and professional achievements, and she brings a strong background of experience in teaching and learning, research and innovation, and professional practice.

From 1989 to 1994, before locating to Oklahoma, O'Hair served as assistant and associate professor in the Division of Educational Psychology and Leadership at Texas Tech University, earning tenure in 1993. Prior to her time there, O'Hair taught as an assistant professor and served as director of secondary teaching in the Department of Curriculum and Instruction at New Mexico State University. In addition, she worked as a graduate research assistant and also taught eighth grade reading in New Mexico prior to earning her Ed.D.

O'Hair's research and teaching interests lie in school-university-community partnerships, learning communities in the STEM disciplines (science, technology, engineering and math) and in-

ternational education networking. She has received over \$40 million in funding and grants to support her research.

"Mary John O'Hair has a long history of marshaling a research university's resources to transform school systems in Oklahoma," UK Provost Kumble Subbaswamy said. "She also has been very successful in tapping federal support for developing evidence-based interventions. I believe her background and experience will serve not only our College of Education well, but also K-12 education in the Commonwealth."

Receiving her bachelor's degree in speech communication from Texas Tech University in 1979, O'Hair went on to receive her master's degree in communication from the University of Oklahoma shortly thereafter. In 1984, she received her M.Ed. from Texas Christian University as a reading specialist and then received her Ed.D. from New Mexico State University in 1987, focusing on educational management and development. She is involved in multiple professional associations including the American Educational Research Association and the University Council for Education Administration, and was the founding director of International Networks for Democratic Education in 2001. She also has served as an executive board member for the Association of Teacher Educators.

## 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 Wednesday, September 16, 2009 from 4:30 - 7:30 p.m., with registration and refreshments available at 4:30 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](mailto:patricia.david@uky.edu).

## Spotlight on New University-Based Faculty

By Brad Duncan  
Information Specialist

The College of Education is pleased to introduce four new faculty members in the Department of Curriculum and Instruction who will be working with school partners this year.

Molly H. Fisher comes to the University of Kentucky (UK) from the University of North Carolina at Charlotte (UNCC), where she will receive her Ph.D. in curriculum and instruction, math education in August 2009. She received her bachelor's (mathematics) and master's (mathematics education) degrees from UNCC in 2000 and 2005, respectively.

After receiving her B.A., Fisher taught mathematics at David W. Butler High School in Matthews, N.C., and then moved on to Lake Norman High School in Mooresville, N.C., after earning her M.A. In addition to teaching, she also served in a number of extracurricular roles, including mentoring students, serving on her school leadership team and the gifted instructional support team. At UNCC her assignments included serving as teacher-in-residence (2006-08) and lecturer (2008-2009). She also worked as a mathematics curriculum reviser, a mathematics teacher and the mathematics department chair for the North Carolina Virtual Public School. She will serve as an assistant professor in Mathematics Education.

Dr. Christine Mallozzi received her Ph.D. in language and literacy education from the University of Georgia

(UGA) in May 2009. Prior to that, she earned a bachelor's degree (1997) in elementary education and clinical psychology from Alfred University in Alfred, N.Y., and a master's degree (2003) in literacy from the University of Cincinnati.

From 1999-2004, Mallozzi taught fifth and sixth grades at Cincinnati's Mariemont Elementary School before moving on to UGA where she was an instructor and graduate teaching assistant. She is a member of a number of professional organizations including the American Education Research Association and the National Reading Conference. She has served in a variety of roles with professional and student groups. She will be an assistant professor at UK

Dr. Christine Schnittka comes to UK via the University of Virginia (UVA) where she received her Ph.D. in science education in May 2009. She also received her master's degree in mechanical and aerospace engineering from UVA in 1992, and she was awarded a bachelor's degree in mechanical engineering from Auburn University in Auburn, Ala., in 1986. She will serve as an assistant professor in science education.

Schnittka began her teaching career as a science teacher at the Village School in Charlottesville, Va., in 1995. She also was an administrator and co-founder of the middle school for girls in grades 5-8, where she worked with a

team of teachers to research, establish and administer the highly successful school until 2004. In addition, Schnittka served as a science teacher during the UVA Summer Enrichment Program from 1997-2004.

Also serving on the science education faculty as an associate professor will be Dr. Jennifer Wilhelm, who comes from Texas Tech University (TTU) in Lubbock, Texas. At TTU, Wilhelm also was the program coordinator for science/mathematics education. She received her Ph.D. in 2002 from the University of Texas at Austin (UT) after receiving her master's in physics at Michigan State University (1991) and her bachelor's in physics from Bowling Green State University in 1988.

Wilhelm's experience has included work as a mathematics and/or physics instructor at Montcalm Community College (Sidney, Mich.), Western Kentucky University (Bowling Green, Ky.), Lansing Community College (Lansing, Mich.), Austin Community College (Austin, Texas) and Travis High School (Austin, Texas). She started at UT in 1998 as a graduate research assistant and moved on to TTU in 2002 as an assistant professor of science/mathematics education.

Please help us welcome these new additions to our community. They bring expertise that will surely enrich our collaborative endeavors.

### Course Announcement

#### EDC 724: Guiding and Analyzing Effective Teaching

2009 Fall Semester (August 26 - December 16)

Wednesday Evenings 5:00 - 7:30 p.m.

Southern Middle School

This course is designed to assist educators interested in supervising teacher candidates and intern teachers.

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

## Cooperating and Resource Teacher Tuition Waiver Program

Senate Bill 77 stipulates that state universities will provide a tuition waiver for 6 credits to a cooperating teacher who supervises a student teacher for a full semester. Teachers supervising for only 8 weeks will be eligible for 3 credits. Resource teachers can also receive a tuition waiver for up to 6 credits for each intern supervision they complete.

To qualify you must:

- *enroll within one calendar year after completing the supervisory assignment,*
- *gain admission to the university and be a student in good standing,*
- *complete the tuition waiver form prior to each semester you plan to enroll, and*
- *submit waiver to the Associate Dean's Office prior to the first day of classes for the semester of enrollment.*

Information and application are available at: <http://www.uky.edu/Education/SB77info.html>  
or by contacting:

Michelle Traynor  
Office of the Associate Dean for Research and Graduate Studies  
107 Taylor Education Building  
Lexington, KY 40506-0001  
Phone: (859) 257-9795 or e-mail: [traynor@uky.edu](mailto:traynor@uky.edu)

## University of Kentucky Service Region KTIP TPA 2009-2010 Training

Please register online at: <http://www.uky.edu/Education/OFE/ktipreg.html>

All training sessions are scheduled to begin at 9:00 a.m. and end by 5:00 p.m. in Room 109 Dickey Hall on the UK campus. An online Face-to-Face Training Homework Assignment must be completed for entrance to the training.

## 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 have you made; what challenges have you experienced that colleagues might find interesting or helpful. Please send your thoughts, ideas, suggestions, concerns, etc., to Patricia David at [patricia.david@uky.edu](mailto:patricia.david@uky.edu). We welcome your contributions!

## UPCOMING EVENTS

<b>August 24</b> 9:00-10:00 a.m.	University-Based Supervisors Meeting - 109 DH
<b>August 25</b> 9:00-12:00 Noon	Student Teacher Orientation Meetings Taylor Ed Auditorium
<b>August 26</b>	First Day of Student Teaching
<b>September 7</b>	Labor Day
<b>September 16</b> 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
<b>October 19</b>	Dual placement students begin 2nd half placement
<b>November 6</b> 8:00 a.m. -12:30p.m.	<b>Professional Seminar for all Student Teachers</b> Grand Ballroom - Old Student Center
<b>November 25-27</b>	Thanksgiving Holiday
<b>November 30</b>	Last day to apply for a May degree - 166 TEB
<b>December 11</b>	Last day of student teaching. Final evaluation must be turned into Student Teaching Office 107A TEB

## Field Notes

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