

Director's Note

This issue of *Field Notes* is about looking back and looking forward; it is about ending and beginning. Sarah Zehnder, mathematics teacher at Paul Laurence Dunbar High School (Fayette County) and graduate of UK's teacher education program, focuses our attention on looking back through her analysis of last year's evaluations of our teacher education program. In an article entitled, *From Good to Great Teaching, the Benefits of Personal Reflections*, Sarah reflects about her own experience as a student teacher and then highlights the reflections of our most recent program graduates and their supervisors.

Brad Duncan, who is the senior information specialist for the College of Education, helps us look ahead as he introduces several new university-based faculty members who will begin working with our school partners in the coming year. The intent of these articles is to help us think about how our collaborative work shapes the lives of new teachers and strengthens our own. I hope you find that to be the case as you read on.

Assembling an issue about endings, beginnings and new teachers, reminds me that this is a time of ending and beginning for a special member of my office team who is entering our profession. Patricia David, who has served as the technical editor of this newsletter as well as coordinator of student teaching placements and student in the college, is ending her tenure on campus to begin her career as a teacher. She will serve as an early start teacher this year.

The timing of the newsletter allows me to publicly express my deep appreciation to Patricia for her many contributions to our program. While I will miss her presence in the office, I take comfort in knowing that she will enrich the lives of many children and families in the years ahead. I also take heart imagining her work with partnership efforts from the school side with other school-based colleagues in the future. I trust you will join me in wishing her much success and satisfaction in this new venture. I look forward to working with Patricia and with all of you as we journey together to help our candidates develop effective teaching practices. Here's to a good year of leading and learning together.

- SB

From Good to Great Teaching: The Benefit of Reflection

By Sarah Zehnder
Freshman Academy Mathematics Teacher
Paul Laurence Dunbar High School

I remember it all too clearly. Butterflies in my stomach, I slowly walked into the school building where I would spend my next sixteen weeks in someone else's classroom learning to teach and reflect about my practice. Since I was in a graduate level teacher education program, it was nearly seven years since I had graduated from high school, a school very different from the one I was entering. I had graduated from an all girls Catholic school and was going to be student teaching in one of the more diverse public high schools in the city. The curiosity of what was in store for me was almost overwhelming.

Would I really like this teaching "thing" that I was certainly committed to now that I was approaching the end of *this* college experience? How would I interact with the students who weren't far from my own age but were different from my own background? Would my cooperating teacher (CT) and my university supervisors (US) provide me with the support and guidance I needed so that I could become one of the inspirational teachers? So many student teachers have felt those butterflies and asked those questions as they embarked on the same journey I did years ago.

Fortunately, not much has changed in the ability of the US to choose outstanding CTs who help make each student teaching experience effective. Through my analysis of the ST's evaluations of their experience, I found many similarities with my own. Like the STs this year, one of my most valuable learning opportunities was the experience in the classroom. After overcoming the initial fear of the unknown, I became at home in my placement and learned more from my CT and US than I ever thought possible. While we read book after book and listened to lecture after lecture in our university courses, the real learning occurred when I stepped into the school. I can recall some of the same feelings as I worked through my own student teaching. I learned far more than just how to plan lessons

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like the STs commented this year. Some of their comments highlight this point.

- *The most beneficial thing I learned from this experience was how to believe in myself.*
- *Getting up in front of the students has helped me build confidence, and become more comfortable as a teacher.*
- *There is nothing like the classroom that prepares you for teaching.*
- *I found that by teaching abroad, I will be a much more culturally responsive teacher.*
- *My CT helped me grow more confident as a teacher over my eight weeks.*

In their evaluations STs commented about a variety of educational experiences while working in their placements yet learning to reflect stood out from all the rest. In my years teaching, I have found that personal reflection is one of the most valuable tools to possess especially in the first years. Through my analysis of the STs comments I saw that the US and the CT were able to evaluate the ST's performance in the classroom giving both positive feedback and constructive criticism. This enabled the STs to become comfortable with their own reflections of teaching and continue to improve long after their time at the university. I believe that the ability for teachers to be receptive to and seek out constructive criticism is what makes a good teacher great. Based on comments included in their evaluations it seems that our STs this year learned invaluable advice from both the US and CT. The following examples illustrate that point:

- *I benefited professionally because with each aspect of my teaching it was communicated to me how I could try something different and improve.*
- *She gave me great feedback in all lessons taught and made me feel very confident in my behavioral management practices.*
- *He also had a vast knowledge of the content and always pushed me to think in ways I might not at first and always kept me on my toes.*

- *She was really good about providing constructive criticism and lots of praise.*
- *I benefited from working with my CT by all of the evaluation and constructive criticism she gave me every time I worked with the students....she would always sit me down, tell me what I did well, and then proceed to tell me what I could work on...*

These student teachers have learned, first hand, the importance of reflecting. It seems clear that through the help of their CT and US they have become better teachers and been able to acknowledge their ability to improve through reflection. The STs this year are on the way to becoming the great teachers of the future.

Since 1923 when the College of Education (COE) was established, the faculty has nurtured a sense of professionalism in their candidates so they are prepared for their student teaching placements. CTs expressed their gratitude to the college with the following comments:

- *The STs that I have had from UK have been very prepared and extremely professional. The program has done an excellent job of preparing them for the profession.*
- *It was obvious that the level of instruction the ST received from the University staff in both the School of Music and College of Education was outstanding!*
- *I have always been very pleased with the level of professionalism the STs have when they arrive... The university has done an excellent job preparing them for this placement.*

I am confident that the COE has and will continue to provide schools with exemplary professionals. The focus of the college is one of guided reflection on the art of teaching. The data I analyzed from the evaluations provided by the STs shows that the STs this year have begun to learn their own style of teaching through reflections and critical feedback from the US and CT. Using this valuable experience as a starting point, these STs are beginning the journey from good to great teaching by learning to reflect carefully about all aspects of their practice.

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Parker Fawson Selected as New Curriculum and Instruction Chair

By Brad Duncan
Senior Information Specialist

After an exhaustive search that went through a year of an interim dean and the first year of a new dean, a chair for the Department of Curriculum and Instruction (EDC) was appointed. Parker Fawson joined the College of Education as EDC chair effective July 1, 2010. Fawson comes to the Bluegrass after eight years at Utah State University.

"The College of Education at the University of Kentucky has a long history of quality engagement designed to improve education regionally, nationally and internationally," Fawson said. "Teacher education is an exciting area

to be engaged in with great opportunities to address pressing issues in schooling. It will be a privilege to work with the faculty and staff to support their efforts to provide the very best education to our students."

Upon earning his bachelor's degree in elementary education (science/German) at Weber State College (Utah) in 1983, Fawson worked as an elementary school teacher. In 1986, he earned his master's degree in educational leadership at Brigham Young University (BYU), where he also earned his Ed.D. in reading and language arts in 1989 while teaching in the Nebo (Utah)

School District. He joined the faculty of Central Washington University that same year before moving on to Arizona State University-West in 1991 and BYU in 1993. In 1995, he was promoted to associate professor in literacy at BYU, a position he carried over to Utah State in 2002. He has served as associate department head in the Utah State School of Teacher Education and Leadership and chair of the Elementary Education Program since 2009. He earned the rank of professor in 2009.

We look forward to working with Dr. Fawson and know he is eager to work with our school partners.

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

Spotlight on New University-Based Faculty

By Brad Duncan
Senior Information Specialist

The College of Education is pleased to introduce three new faculty members who will be working with school partners this year.

Victoria F. Knight comes to the University of Kentucky (UK) as an assistant professor from the University of North Carolina at Charlotte (UNCC). Knight, who will join the Department of Special Education and Rehabilitation Counseling (EDSRC), received her Ph.D. in special education from UNCC in May 2010. She received her bachelor's degree in biology from the University of California at Santa Cruz in 1997 and her master's in special education from the University of Northern Colorado at Greeley in 2005.

From 2000-2002, Knight was the director/inclusion teacher for students with severe/profound disabilities for the Mountain Board of Cooperative Educational Services in Basalt, Colo. In 2003, she moved on to the role of autism behavior specialist and classroom teacher for students with autism in the Pinellas County (Fla.) Schools. Knight then arrived at UNCC in 2006 where she became a Snyder Distinguished Graduate Fellow, served as a graduate assistant for Project MASTERY and co-developed a doctoral Web-based course in severe disabili-

ties. In 2009, she helped develop UNCC's Autism Graduate Certificate.

Brooks R. Vostal also will be joining EDSRC as an assistant professor this year. Vostal will receive his Ph.D. in special education in August 2010 from The Pennsylvania State University (PSU). After receiving a bachelor's degree in teaching of English at the University of Illinois – Urbana in 1997, Vostal earned his master's degree in school psychology at Miami University in Oxford, Ohio in 2001.

Vostal served as an intervention coordinator and special education teacher at Talawanda High School in Oxford, Ohio, from 2005-2007 before becoming a graduate teaching assistant and instructor at PSU in 2007. From 2008-2009, Vostal also served as principal investigator for "Project LAFF: Preservice Special Education Teachers' Use of a Communication Strategy," and since January 2009 served as research coordinator on the project "Effects of High-p Fluency on Low-p Task Completion."

The Department of Curriculum and Instruction welcomes Susan N. Wood as an associate professor. Wood comes to the Bluegrass from Florida State University (FSU) where she was

an associate professor, coordinator of English education and director of the FSU Writing Project. After receiving her bachelor's and master's degrees in English in 1976 and 1980, respectively, at Eastern Kentucky University (EKU), she received her Ph.D. from the University of Florida (UF) in 1997.

Wood's teaching career began as a composition instructor at EKU from 1976, and during 1978 she also worked as an English as a Second Language teacher at EKU. For two school years (1980-1982) she was an elementary teacher at Irvine (Ky.) Elementary School before becoming a middle school teacher and writing consultant at Estill County (Ky.) Schools from 1982-1991. In August 1991, Wood became a regional writing resource teacher for the Kentucky Department of Education's Kentucky Writing Program. She moved on to UF in 1992 where she was a teaching and research assistant and then became an assistant professor at Western Oregon University in 1996. FSU was her next stop in 1999 where she also served as an assistant professor in English education before moving up to associate professor in 2005.

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

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 15, 2010 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 Mary Hrabak at mrhrab0@uky.edu.

Need Help With Technology? Here are Some Additional Resources

Ferriter, B. (2009). Taking the digital plunge. *Educational Leadership*, 67(1), 85-86.

Ferriter, B. The Tempered Radical Blog. (2009, July 13). Leadership Day 2009: Why Digital Change Efforts Fail.... Retrieved from http://teacherleaders.typepad.com/the_tempered_radical/2009/07/leadership-day-2009-why-digital-change-efforts-fail-.html#more

Jaschik, S. (2009, February 24). Writing the book on clickers. *Inside Higher Ed*. Retrieved from www.insidehighered.com/layout/set/print/news/2009/02/24/bruff

Tucker, B. (2009). *Beyond the Bubble: Technology and the Future of Student Assessment*. Washington, DC: Education Sector Reports.

Tucker, B. (2009). The next generation of testing. *Educational Leadership*, 67(3), 48-53.

Tuttle, H. G. (2008, March 15). Digital age assessment: Part 1. *Technology & Learning*. Retrieved from www.techlearning.com/article/8592

Villano, M. (2006, January 15). Assessing formative assessment. *Technology & Learning*. Retrieved from www.techlearning.com/article/5146

Education is not the filling of a pail, but the lighting of a fire.

--William Butler Yeats--

Course Announcement EDC 724: Guiding and Analyzing Effective Teaching

2010 Fall Semester (August 25 - December 15)
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 Mary Hrabak: Phone (859) 257-1857 or e-mail: sharon.brennan@uky.edu; mrhrab0@uky.edu.

**University of Kentucky Service Region
KTIP TPA 2010-2011 Training**

Please register online at:
<http://education.uky.edu/OFE/content/ktip-registration>

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 Mary Hrabak at mrhrab0@uky.edu. We welcome your contributions!

UPCOMING EVENTS

August 23 9:00-10:00 a.m.	University-Based Supervisors Meeting - 109 DH
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 15 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
October 18	Dual placement students begin 2nd half placement
November 5 8:00 a.m. -12:30p.m.	Professional Seminar for all Student Teachers Grand Ballroom - Old Student Center
November 24-26	Thanksgiving Holiday
November 30	Last day to apply for a May degree - 166 TEB
December 10	Last day of student teaching. Final evaluation must be turned into Student Teaching Office 107A TEB

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