

### Director's Note: Assessing the Value of Collaboration

As we were putting together this issue of *Field Notes*, a copy of our alumni newsletter arrived in the mail. Reading *Network* made me think about the role collaboration plays in shaping the practice of teaching. Several articles highlighted collaborative initiatives including one about the P-20 Innovation Laboratory. The Lab, which just celebrated its first anniversary, is comprised of eleven "experiment stations" each co-directed by a university and school-based partner and each designed to test innovative ideas about teaching in classroom settings. Based on the positive feedback received thus far, it appears the experiments are bringing good results.

You might ask what this has to do with *Field Notes*. In my mind anyway, *Network* serves as a good companion to this newsletter since both speak to the nature of collaboration. Take for example our lead article in which Angela Gonzales, a partner based at Liberty Elementary School, shares her analysis of the 2010-11 program evaluations completed by student teachers, cooperating teachers and university supervisors. Angela illustrates how the synergy that develops in these triads prepares our candidates to lead their own classrooms. Also notable is the article by Brad Duncan, Senior Information Specialist for the College of Education, in which he introduces six university-based collaborators who have just joined our faculty. These new faculty members will begin working with school partners as the school year gets underway.

The articles you will find here, as well as several featured in *Network* (which can be accessed via the web at <http://education.uky.edu/news/network-magazine>), provide a stimulus for reflecting together about the value of our collaborative endeavors as a way to strengthen teaching and improve learning. I would be grateful if after reviewing these publications you would let me know your thoughts as to whether collaboration is a useful tool for transforming practice. In particular, I would like to know how you regard our partnership, how we can strengthen our relationship, and how we can use our collective resources most effectively. I view collaboration as an important engine in fueling school success, but it would be helpful to have your perspective. I look forward to hearing from you and working with you as we move ahead.

With appreciation,  
Sharon  
sharon.brennan@uky.edu

### Experience Makes the Best Teachers

*By Angela Gonzales, Liberty Elementary School*

My son and I love to fish. The whoosh of the pole, the smack of the hook and bobber on the pond, and the waiting begins. As we sat fishing together one morning in early June, my son's pole caught a hungry, extremely tiny bluegill. We reeled it in, released it, and did it again. Suddenly I realized that fishing is a lot like teaching.

Getting ready for the first day of school—or even the first lesson of a new unit—I lay everything out, I release my lesson, and I wait. I wait for students to take to my thoughts, my plans, my ideas. I listen to them respond, I let them think, and I wait some more. I reel them in as they make connections, and I release them to try it again on their own. I do it over and over through a day, a week, a month, and a year. Some lessons leave me floating, and other lessons make me thankful that I get to reel in and cast out again.

Who would have thought teaching would be so much like fishing? Certainly not me, until I reflected on the preparation, the knowledge and tools, the anticipatory what-if's, the clean-up, the stress, and the fun involved in teaching. I have taught elementary school now for 15 years, and I am always learning, always reflecting, and always growing. Just like I am as a fisher-girl, I am learning what to do, when, and how to adjust to the needs presented in each unique situation.

After reviewing program evaluations completed by student teachers and their supervisors (cooperating teachers and university supervisors), it seems clear that UK's College of Education encourages this same type of excitement, reflection and preparedness from their program participants. This means that faculty want each one of their student teachers to cast out effective lessons into the sea of learners. The university knows that learning how to teach is a journey requiring guided practice to find new ways to "reel in" pupils. The evaluations provide a way for participants to reflect about the ST experience. These evaluations also allow the university to look at ways to improve and determine what to continue or change to address concerns.

As I think back to my fishing trip with my young son, I am reminded of the need for preparedness. We needed our poles, our bait, and our plan. The same goes for teaching, and it seems respondents to this year's survey felt the same way

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It seems most STs really enjoy their CTs but would love even more comments, more suggestions, and more conversation. This shows that the next generation of teachers wants to excel, and they are willing to listen to what it takes to actually get there. Teaching is hard work; It's encouraging that our STs want feedback to make them even better!

Another bright spot in the data revealed how the USs are viewed by both the CTs and the STs. Many said things like:

*Punctual, professional, practical, helpful, nurturing, positive, and encouraging.*

Of course there is always the desire for lesson scheduling to be smoother, email response times to be faster, or for more observations to occur, but these are typical needs. When supervising large numbers of students over numerous counties and schools, it can be hard to make every time slot work perfectly. But it seems that most USs worked to make themselves as available as possible and to provide valuable feedback in person, by phone, or by email as is evidenced by this comment:

*The US was wonderful. She was personable with the students and outstanding with the ST. Her willingness to be flexible in light of the many snow days was appreciated!*

Although the written comments were largely positive, some data suggest concern. In the spring only 35% gave an excellent rating to seminars, which seems consistent with past *Field Notes* articles I read. I am not sure if this is because STs already feel so busy with their placements that they dread the seminars and therefore rate them lower than other aspects of the experience or if the content needs to be reexamined. I trust the university will look at these data carefully and will make changes as needed. This is especially important given the changes in the state standards set for this fall and will help ensure that the COE is a great place for future teachers to “learn their trade”.

In conclusion, it seems clear to me that student teachers become ready to teach in their own classrooms through careful preparation which includes lots of practice in actual classroom settings, guided by experienced mentors. Reviewing evaluations took me back to the edge of the pond fishing with my little boy as we learned together. I believe guided experience makes for the best teachers and fishermen.

*The charm of fishing is that it is the pursuit of what is elusive but attainable, a perpetual series of occasions for hope.*

*-- John Buchan, Scottish novelist*

## **Resources for Effective Mentoring**

**Beginning Teacher's Toolbox** includes 'Ask a Mentor' section, "Tips for New Teachers" and Beginning Teachers E-mail Discussion List. <http://www.inspiringteachers.com>

**Center for Cognitive Coaching** is the exclusive site for the Center for Cognitive Coaching. It includes trainers' profiles, events and products. <http://www.cognitivecoaching.com>

**Eisenhower National Clearinghouse for Mathematics and Science Education** provides a rich array of ideas and lots of freebies, including lesson plans, curriculum units, professional development opportunities and web links. <http://www.goENC.com>

**Mentor Support Center** hosts chatboards in category-specific chats such as "Beginning Teachers". <http://www.teachers.net>

**The New Teacher Center, University of California-Santa Cruz** offers multiple resources for mentors and beginning teachers including a free newsletter and other full-text resources. <http://www.newteachercenter.org>

**Promising Practices: New Ways to Improve Teacher Quality** includes a chapter entitled "The Induction of New Teachers". <http://www.ed.gov/pubs/PromPractice/index.html>

**Questia** hosts a comprehensive on-line library of available print resources on mentoring, including books and journal articles. <http://www.questia.com>

# Spotlight on New University-Based Faculty

By Brad Duncan, Senior Information Specialist

The College of Education is pleased to introduce six new faculty members who will work with school partners this year. They will surely enrich our collaborative endeavors. Join us in welcoming them!

**Allan Allday** comes to UK as an assistant professor in the Department of Special Education and Rehabilitation Counseling (EDSRC). He most recently held the position of assistant professor (2007-2011) at Oklahoma State University in the School of Teaching and Curriculum Leadership. He earned his bachelor's degree in psychology (1998) and his master's degree (1999) and Ph.D. (2004), both in special education, from Auburn University.

From 2004-2007, Allday was an assistant professor at the College of Charleston, and during the first half of 2008 he was a Fulbright Scholar on the Faculty of Social Pedagogy at Borys Hyrenchenko Kyiv Municipal Pedagogical University in the Ukraine. Allday spent time in Lee County Schools from 2002-2004 and Chambers County Schools from 1999-2001. While working in these Alabama public schools, he also worked as Supervisor of Field Experiences for the AU Department of Rehabilitation and Special Education. He also administered a one-month learning clinic for students with autism, academic and/or behavioral needs.

EDSRC also welcomes back **Melinda Ault** to UK from Appalachian State University as an assistant professor. She held the same position at ASU in the Department of Reading Education and Special Education. Ault earned her bachelor's (1980), master's (1985) and Ph.D. (2010) from UK, each in the area of special education.

After earning her BA, Ault was a teacher for Boyle County Public Schools from 1981-1985. She then spent the next 15 years working in EDSRC. Her roles included research associate, field test coordinator, practicum supervisor, field studies specialist and project director. Projects that Ault has worked with include: Comparison of Instructional

Strategies, Time Delay Computer Assisted Instruction, Developmental and Behavior Disorders Project, Teaching Rural Educators in Kentucky, National Assistive Technology Research Institute and the IES Grant "Evaluating the Effectiveness of Enhanced Anchored Instruction for Middle School Students with Learning Disabilities in Math".

The newly created Department of STEM Education adds **Cindy Jong** to its staff as an assistant professor. Jong, whose expertise lies in mathematics education, comes to UK after two years as an assistant professor at Virginia Commonwealth University. Her education began in Las Vegas where she earned bachelor's (2002) and master's (2004) degrees at the University of Nevada, Las Vegas, and she received her Ph.D. (2009) at Boston College.

Jong began as an elementary teacher in the Clark County (Nev.) School District. She moved on to practicum supervisor at the Boston College Lynch School of Education which led to a position there as a math labs and methods instructor. While at Boston College, she also served as a research assistant on a National Science Foundation project in which she played a role in the implementation of the educational science video game Quest Atlantis in Boston Public Schools and the project Teachers for a New Era.

**Amy Spriggs** is the third addition to EDSRC as an assistant professor. Most recently a teacher at Oakwood (Ga.) Elementary School, she earned her bachelor's (1999) and master's (2002) degrees in special education with an emphasis in intellectual disabilities from the University of Georgia and will receive her Ph.D. in special education with an emphasis in autism spectrum disorders and technology in August 2011.

After finishing her undergraduate education, Spriggs taught at elementary and middle school levels in northeast Georgia before arriving at Oakwood in 2009. During those years, Spriggs also held positions at UGA while earning her advanced degrees, including teaching

assistant, student supervisor, instructor and academic adviser. In addition, she helped develop a distance education course titled "Characteristics of Learners with Mild Disabilities".

The Department of Educational Leadership Studies (EDL) welcomes two associate professors to the college. With the Center for the Advanced Study of Technology Leadership in Education (CASTLE) moving to the UK College of Education from Iowa State University (ISU), the center's **Scott McLeod** and **John Nash** join the EDL faculty.

McLeod, who has been an associate professor at ISU since 2007, will be UK's first remotely based professor, spending time each month in Lexington while maintaining his home in Ames, Iowa. McLeod earned his bachelor's degree (1990) in history and master's (1992) in secondary administration from the College of William and Mary. He went on to earn a J.D. (1998) and Ph.D. (2000) from the University of Iowa.

Nash will be located in Lexington full time and comes to UK from his associate professor position at ISU. He received his bachelor's degree (1984) in developmental psychology from the University of California, Santa Barbara, and his master's degree (1989) in special education from the University of Louisiana at Monroe. He then traveled to the University of Wisconsin-Madison where he earned his Ph.D. (1992) in educational administration.

McLeod began the CASTLE initiative at the University of Minnesota in 2002 as the School Technology Leadership Initiative, with the support of a U.S. Department of Education grant. In 2005 the University Council for Educational Administration granted center status to the initiative and renamed it CASTLE. The center moved to Iowa State University in 2007 and collaborations began with UK in 2009. In Iowa, CASTLE led many initiatives, partnered heavily with regional education organizations, and provided support to schools and leaders engaged in technology implementation.

**Course Announcement**  
**EDC 724: Guiding and  
Analyzing Effective Teaching**

2011 Fall Semester  
(August 24 - December 14)  
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.

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 Martin Mills:  
Phone (859) 257-1857 or e-mail:  
sharon.brennan@uky.edu or  
martin.mills@uky.edu.

## Award-winning Alumnae

Kudos to **Nami Stager** who is Kentucky's latest recipient of the Milkin Family Foundation National Educator Award. She is a graduate of UK's Elementary Education program and has taught 4th grade science at Northern Elementary in Fayette County for three years. She collaborates with fellow teachers to create cross-curricular units, working to integrate science into other subject areas. She also serves on the Fayette County Superintendent Advisory Council.

**Erika Webb**, another UK COE alumna, earned two titles: Kentucky High School Teacher of the Year and the overall Kentucky Teacher of the Year award. Erika has taught English for ten years at East Jessamine High School and has won other local and regional awards during that time. In addition to her service to several professional organizations, she has served as a cooperating teacher to student teachers in UK's Secondary MIC English program.

Please join us in congratulating them!

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

Please register online:

<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.

## Workshop/PD Opportunity for Field Supervisors & Cooperating Teachers

**“Tools for Effective Supervision: Preparing Supervisors to Work with Teacher Candidates”**

Wednesday, September 14, 2011  
Southern Middle School  
4:30 - 7:30 p.m.

**If this is the first time you have ever supervised a student from the University of Kentucky,** we urge you to attend our supervisors' orientation. 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. Registration and refreshment service will begin at 4:30 p.m.

To register in advance, contact Mary Hrabak:  
859-257-1961, mrhrab0@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. In your experience, what works and doesn't work 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](mailto:mrhrab0@uky.edu). We welcome your contributions!

## 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 the 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/SB77/info.html> or by contacting:

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

## Upcoming Events

<b>June 30</b>	Last day to apply for a December 2011 undergraduate degree (online in myUK)
<b>August 22</b>	University-Based Supervisors' Meeting - 122 TEB
<b>August 23</b> 9:00-12:00 Noon	Student Teacher Orientation Meetings - Taylor Ed. Auditorium
<b>August 24</b>	First Day of Student Teaching
<b>September 5</b>	Labor Day
<b>September 14</b> 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
<b>September 20</b>	Last day to apply for a December 2011 graduate degree (online in myUK)
<b>October 17</b>	Dual placement students begin 2nd half placements
<b>November 11</b> 8:00 a.m. - 12:30 p.m.	<b>Professional Seminar for all Student Teachers</b> Grand Ballroom - Old Student Center
<b>November 23-26</b>	Thanksgiving holiday
<b>November 30</b>	Last day to apply for a May 2012 undergraduate degree (online in myUK)
<b>December 9</b>	Last day of student teaching. <b>Final evaluations must be submitted to Student Teaching Office - 107A TEB.</b>

University of Kentucky  
Office of Field Experiences and School Collaboration  
104 Taylor Education Building  
Lexington, KY 40506-0001