

Director's Note: Together We Begin Again

I recently read a book entitled *Always We Begin Again* which I found inspiring, especially its message reminding me that each day brings new and interesting opportunities. I think this positive message provides a good entrée into this issue of our newsletter. Whether we are university or school-based faculty, it can serve as a reminder that we begin each year anew ready to prepare another group of candidates for the teaching profession. We do so by reflecting about the year past and considering the possibilities that lie before us, including the opportunity to try new ideas and work with different people.

It is in that spirit that we offer three articles as *food* for launching this year's work together. Andy Smith provides the first morsel with his analysis of the surveys completed by last year's student teachers in which they shared their perceptions regarding the value of their professional preparation program. As a graduate of our secondary education program and longtime cooperating teacher, Andy understands how our program operates and knows what it takes to properly usher candidates into the profession. I am sure his insights will prove helpful as we move forward. As you read on, you will find other morsels including an article by Brad Duncan in which he introduces seven new faculty members who stand ready to collaborate with school-based colleagues on program-related issues. You will also find Amanda Nelson's update on the P-20 Innovation Lab, a generative initiative which is beginning its third year of transforming schools across the region.

I hope these articles will stir your reflective juices and generate ideas to add to the mix as the year gets underway. By sharing ideas and working together, I am confident that we will continue to usher high quality teachers into the profession this year and every year.

--SB

Field Experience Matters: Analysis of the 2011-2012 Student Teacher Perception Evaluations

By Andy Smith
*Social Studies Teacher and UK Cooperating Teacher
Woodford County High School*

Enthusiastic, confident, and even cocky describe how I felt when I entered my own classroom for the first time. I had just stopped in to what would be my "home" during my internship year to drop off a few things and get a feel for the building. There were no students, no curriculum maps. I had not yet met a parent or a student; our opening day meetings had not even taken place yet. My confidence came from knowing that I had been through a Teacher Education Program (TEP) at the University of Kentucky (UK), a program that prepared me well for the task ahead. My classroom and university supervisors had provided good guidance, and I felt ready.

But during the days leading up to the opening of school, my feelings of readiness waned. As I prepared for the students' arrival, I attended meetings where I was introduced to piles of paperwork, deadlines, handouts, fees to be collected, and initial rosters (which it seemed were being revised continuously). I attended IEP meetings and was assigned a third prep, added shortly before students arrived. All this overwhelmed me. I questioned whether I was equipped for the job. In a moment of reflection through the haze of opening day meetings, I found myself looking back on my student teaching experience. I reminded myself that, during that time, I stood in front of a classroom, managed students, organized and completed paperwork, and facilitated learning successfully. Reflecting about that field experience got me through the initial days, weeks, and months of that first *long* year. I remembered to ask probing questions, go to experienced teachers for guidance, rely on my own instinct and training, and put students ahead of all else. Now, as I prepare to move into my eleventh year in the classroom, I still anchor myself with the skills I learned in my field experience at UK; and I still get nervous as I prepare for those chaotic opening days.

As a graduate of UK's TEP, it was exciting to look at what prospective teachers reported about their own experience in UK's program. When I reviewed the perception evaluations completed by student teachers from the past

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("A New Uprising: P20 Innovation Lab" cont'd)

The Next Generation Leadership Academy – an output of the college's Kentucky P20 Innovation Lab – was a game-changer for Eminence. Berry and Coffee were already on an innovative path, but the academy allowed them to get further connected with what school could be. They say it also allowed them to think purposively about how to enact changes in a designed format that's systematic, rather than happenstance.

In one particularly eye-opening session, UK associate professor Dr. John Nash brought in some high school students and prepped the academy participants on how to ask probing questions about what they want from school.

"As we interviewed them about how to do school differently, the students were so stuck inside the model they had seen for 15 or 16 years, they couldn't think differently. It convinced me that we've got to go back to Eminence and find a way to get from students what they really want from school – not just a version of what they think school is supposed to be," said Coffee.

In 2010, the UK College of Education created a launching pad for next generation learning called the "Kentucky P20 Innovation Lab," referred to as "P20." A lot of people ask, "What is P20?" At the simplest level, it means pre-school ("P") to graduate level ("20") education. The activities that fall under the P20 label are diverse and complex, however the heart of P20 is quite simple. P20 builds a bridge between school districts and higher education. The work of the two is parallel, which begs the question, "Why don't school districts and universities – particularly colleges of education – spend more time working together?"

Kentucky is one of seven states chosen by the Council of Chief State School Officers (CCSSO) to participate in an Innovation Lab Network (The Partnership for Next Generation Learning) to strategically work together to design new systems for learning to more fully prepare ALL students for college and

career. This partnership seeks to spark a broad-based educational transformation through the establishment of state-based networks to create proof points of scalable initiatives and system redesigns that deliver the educational outcomes we seek. UK is working collaboratively with the Kentucky Department of Education to lead this work throughout the state.

Kentucky is the only state among the CCSSO network that has a high level of involvement between P-12 and a university. Collaboration with a tier-one research university allows our schools to deeply analyze prototypes and research the impact on student achievement. As for Eminence, here are some of the ideas that are being implemented within their schools:

- Partnership with Bellarmine College to offer college-level courses to qualified students, at no cost to students
- Redesigned Master Schedule (Core classes three days per week. Benchmark-ready students take classes two days a week on Bellarmine's campus.)
- Wi-Fi on school bus transporting students to Bellarmine College in Louisville
- One-to-one technology devices (MacBook Pro) for all high school students
- Students trained to give feedback on educational experiences using Twitter
- Student and teacher "Voice Teams" for input in district decisions
- Standards-based report cards
- Working with sister school in England on using results from student aspiration surveys to better engage students in learning.

Featured Resource: *Educational Leadership*, May 2012

The May 2012 issue of *Educational Leadership* features some helpful articles for school teachers and leaders. The following articles can be accessed through the publication's online archive:

<http://www.ascd.org/publications/educational-leadership/archived-issues.aspx>

Stop the Exodus by *Katy Farber* offers ideas for encouraging talented educators to stay.

Preparing Technology-Connected Teachers by *Shelly Blake-Plock* tells us why the 21st century teacher needs a personal learning network.

How to Think Like a Master Teacher by *Robyn R. Jackson* provides tips on making the first year on the job less frustrating.

Spotlight on New University-Based Faculty

By Brad Duncan, Senior Information Specialist

The College of Education is pleased to introduce seven new faculty members who have joined the college this year. Please join us in welcoming them!

Jonathan Campbell joins UK's Educational, School, and Counseling Psychology faculty as a full professor after serving as associate professor in the University of Georgia (UGA) College of Education's Department of Educational Psychology and Instructional Technology (2006-2012). Campbell earned his Ph.D. from the University of Memphis in 2000.

He has served as director of the UGA School Psychology Clinic and program coordinator of the college's School Psychology Program. He has also been named associate editor or editorial board member of five different national and international journals. His public service includes involvement with three Autism groups in Georgia.

Sara Flanagan comes to the Special Education and Rehabilitation Counseling (EDSRC) department as an assistant professor from Purdue University where she will receive her Ph.D. in special education.

While working on her master's degree, Flanagan served as a teaching assistant in educational technology. From 2008 to 2010, she taught third through sixth grade students digital photography and basic web design through the Purdue University Gifted Resource Institute. During the fall semesters of 2009 and 2010 she held a teaching apprenticeship in the Purdue Department of Educational Studies.

Brad Fleenor joins the Kinesiology and Health Promotions (KHP) department as an assistant professor from the University of Colorado at Boulder (UCB) where he was a research associate in the Department of Integrative Physiology. He earned his Ph.D. in biomedical sciences from the University of Missouri (UM) in 2008.

During his master's work at Ball State University, Fleenor served as a graduate assistant in both the Adult Fitness Program in the Human Performance Laboratory and in Cardiac/Pulmonary/Cancer Phase II/III Rehabilitation at Ball Memorial Hospital. He was an exercise physiologist/rehabilitation assistant at Southern Indiana Rehabilitation Hospital from 2003-2004 and a graduate research assistant from 2004-2008 in the Department of Biomedical Sciences at UM before his recent position at UCB.

A certified rehabilitation counselor, **Allison Fleming** joins EDSRC as an assistant professor from Michigan State University where she will receive her Ph.D. in rehabilitation counselor education.

From 2004 to 2006, Fleming worked as a vocational rehabilitation counselor with the Massachusetts Rehabilitation Commission in Boston where she counseled transition-aged youth and individuals in recovery from substance abuse and mental illness. During 2006-2008, she served as a training associate with a number of grants through the Institute for Community Inclusion (ICI) at the University of Massachusetts in Boston. Since 2009, she had been a research team staff member on a number of ICI grants.

Donna Lee comes to EDSRC as an assistant professor from Western Michigan University where she served as an assistant professor from 2009 to 2011 and most recently was a program co-coordinator of the Teaching Children with Visual Impairments and Orientation & Mobility program. Lee will receive her Ph.D. in special education with an emphasis in visual impairments and educational leadership from the University of Louisville.

From 2002 to 2007, Lee was both a teacher of the visually impaired and an orientation and mobility specialist. Since 2007, Lee has served as a consultant in this area throughout Kentucky. Holding a national certification in literary Braille,

she also has worked with the American Printing House for the Blind in Louisville on product design, development, and beta testing in areas of early childhood and technology for the blind and visually impaired.

Kristen Mark comes to KHP as an assistant professor from Indiana University (IU) where she recently earned her Ph.D. in health behavior from the Department of Applied Health Science.

Mark has served as a research assistant at Kingston Penitentiary Regional Treatment Center (Kingston, Ontario), in the Relationships Research lab at Queen's University, in the School Social Sciences and Humanities at the University of Ontario Institute of Technology (OIT), and in the Department of Psychology at the University of Guelph. Since 2009, she has been an associate instructor in the IU Department of Applied Health Science and project coordinator in the Center for Sexual Health Promotion. Since 2011, Mark has served as a statistical consultant with the IU Center for Sexual Health Promotion.

Jackie Rogers is not new to the UK College of Education having served as an adjunct assistant professor since 2000 and distance learning program coordinator of the graduate program in rehabilitation counseling since 2004. Rogers earned her Ph.D. in educational psychology (2001) from UK, and she now joins the faculty as a full assistant professor.

In 2000, she joined EDSRC as a university instructor and adjunct assistant professor and took over the role as distance learning program coordinator of the graduate program in 2004. Rogers also has served as a vocational expert with the Social Security Administration Office of Hearing and Appeals from 1985 to 1988 and 1995 to the present.

A New Uprising: P20 Innovation Lab

By Amanda Nelson, P20 Communications Director

When students in Eminence, Ky. recently took to Twitter to protest a decision made by their town's officials, school leaders held their breath. Perhaps the new culture they had created – one where it's OK to do things like bring an iPhone to school or voice to teachers and administrators how you want to be taught – had opened the doors to "student voice" a little too wide.

Nobody could argue the cause wasn't good-hearted. The students were rooting for a man in town who helped make ends meet by collecting cans to recycle. Some residents were concerned about him coming onto their properties, so he'd been told he was no longer allowed to pick up cans.

As it turns out, the students acted maturely during their cyberspace campaign. The town altered its decision, and school officials, proud of their students' responsible use of social media, breathed a sigh of relief.

It's commonly said it takes years for a trend to reach Kentucky. Someone merely passing through Eminence, population 2,200, might describe it as a sleepy little town. But Eminence students' impromptu Twitter campaign is just one example from among the forward-thinking Kentucky schools on track to become models for the state, nation, and perhaps even the world.

Given their innovative spirit, it is no surprise that when the College of Education at the University of Kentucky created a program last summer to build capacity in leaders to design new systems for learning, Eminence's superintendent, Buddy Berry, and instructional supervisor, Thom Coffee, were among the first participants.

(Continued inside)

Course Announcement

EDC 724: Guiding and Analyzing Effective Teaching

2012 Fall Semester
(August 22 - December 12)
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

Workshop/PD Opportunity for Field Supervisors & Cooperating Teachers

"Tools for Effective Supervision: Preparing Supervisors to Work with Teacher Candidates"

Wednesday, September 19, 2012
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. We welcome your contributions!

Cooperating and Resource Teacher Tuition Waiver Program

Senate Bill 77 stipulates that state universities will provide a tuition waiver for up to 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 (KTIP) they complete.

To qualify you must:

- use your credits within one calendar year of completing the 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 form to the Associate Dean's office prior to the first day of classes for each semester of enrollment.

Visit <http://education.uky.edu/ADeanRI/students/sb77-tuition-waiver> for information and application. If you have questions, contact:

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

Upcoming Events

June 30	Last day to apply for a December 2012 undergraduate degree (online in myUK)
August 20	University-Based Supervisors' Meeting - 122 TEB
August 21 9:00-12:00 Noon	Student Teacher Orientation Meetings - Taylor Ed. Auditorium
August 22	First Day of Student Teaching
September 3	Labor Day
September 19 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
September 20	Last day to apply for a December 2012 graduate degree (online in myUK)
October 15	Dual placement students begin 2nd half placements
November 9 8:00 a.m. - 12:30 p.m.	Professional Seminar for all Student Teachers Grand Ballroom - Old Student Center
November 21-24	Thanksgiving holiday
November 30	Last day to apply for a May 2013 undergraduate degree (online in myUK)
December 7	Last day of student teaching. Final evaluations must be submitted to Student Teaching Office - 107A TEB.

University of Kentucky
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