

Director's Note The Value of Field Experiences

We all know that field experiences are important. Every professional education course includes a significant field component. And, of course, the capstone experience--student teaching--is completed entirely in the field. During this time, candidates spend the whole semester working in schools under the careful supervision of master teachers and skilled mentors.

But what makes these experiences so valuable? To what extent do they accomplish the intended goal of transforming neophytes into competent professionals--practitioners who have the skill needed to prepare all students in their charge for productive citizenship? These and other related questions have been the subject of much discussion among policymaking groups of late, and we address them with the help of several program partners in this edition.

Sarah Ryder, long-time cooperating teacher and recent award winner, leads with her thoughtful analysis of the program perception evaluations that student teachers submitted at the end of their placements during the 2012-2013 school year. Kim Walters-Parker, Director of the Division of Educator Preparation at the Kentucky Education Professional Standards Board (EPSB), follows with an overview of recent revisions to state regulations governing teacher education. To augment Kim's article there is a short informational piece with details about the supervisors' training requirement that is embedded in the regulation. Also augmenting Kim's article is one contributed by Tom Stull, who served as a cooperating teacher and EPSB board member last year. In it, Tom shares his insights about the value of *co-teaching*, a supervisory strategy which is part of the revised regulation.

Further on in the newsletter are profiles of new university-based faculty members as well as a description of recognition recently given by the Fayette County Education Association to Sarah and to Susan McLaughlin-Jones, another program partner, for excellence in teaching. Congratulations to both for this well-deserved honor!

I hope perusing the newsletter will serve as a reminder that we greatly value your work with our candidates during their school experiences. As Kim's article suggests, a key factor in the success of any teacher education program is having a strong support team to guide the student teaching experience. We are confident that our candidates are well prepared for their classroom roles when they enter the profession, in large part because of the synergistic efforts of the university and school-based partners.

We look forward to another good year of working together. Please feel free to contact me or any member of my office team if you need more information or want to share ideas about how we can make our good program even better. Your thoughts are always welcome!
--SB

Recipe for Success: Analysis of the 2012-2013 Student Teacher Perception Evaluations

*By Sarah Ryder
Art Teacher and UK Cooperating Teacher
Deep Springs Elementary, Fayette County*

I can read a cookbook like some people read suspense novels. Nestled down in a comfy chair I devour every picture, recipe, and comment as I imagine creating delicious dishes. When I have combed through recipes and have found one worth trying, I begin gathering my ingredients and imagining the final outcome. I seek out the best herbs, local fruits and vegetables, best cuts of meat, and freshest fish. I love gathering ingredients and enjoy the time and effort it takes to make something special.

As I read the comments from students about their teacher education experience, I was reminded of the process of using a recipe. The teacher education program (TEP) follows a kind of recipe for success with students using their methods classes, practicum placements, and observations as ingredients. The student teaching placement is where they really get "cooking", and all of these carefully chosen ingredients come into play. The courses that students have taken, their observation experiences, and the seminars they attend are all important parts of this meal; essential ingredients, but it is clear that the student teaching experience itself is the most important element of preparation.

At the end of the Fall 2012 and Spring 2013 semesters, student teachers were asked to provide feedback based on their experiences. The survey asked them to rank various aspects of the TEP on a scale of 1 (poor) to 4 (excellent). For both semesters, the mean score in every area overall was above a 3.0. The second semester showed a bit of a drop in the overall value of the seminars on students' experiences but still ranked well as being beneficial.

Time and time again the students reflected that just being in the classroom was by far the most important part of their career preparation. Some comments that sum this up:

"I believe just having the experience was the best thing."

"Being in the classroom I learned more than I did any other semester."

"The whole experience was beneficial. Going to the school and being their teacher helped me get in the routine of doing this on my own. Also, getting to watch the students take two steps forward, and sometimes one step back, helped me see how this will happen all of the time in my classroom and how to accommodate to their needs. Getting to see the day-to-day procedures of a classroom was extremely beneficial."

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The Benefits of Mentoring a Teacher Candidate Through Co-Teaching

By Tom Stull

**Kentucky Education Professional Standards Board Member
Mathematics Teacher, Dixie Heights HS, Kenton County*

For twelve weeks during the 2012-2013 school year, I hosted a teacher candidate named Joe, and we used the co-teaching model recently adopted by the Kentucky Education Professional Standards Board (EPSB) as a vehicle for mentoring. The experience, which proved to be quite pleasant, surpassed my expectations.

The co-teaching model allowed Joe and me to establish a culture of checking for mistakes. From the first day, we provided feedback to each other during instruction, and we encouraged the students to do so as well. Everyone was free to interject information at any time. Pausing instruction to clarify an error or ask a question was easy for the students, because Joe and I used this approach from the very beginning of the placement.

The co-teaching model also created an environment where either one of us could determine the pace of instruction, even when the other was the lead instructor. Naturally I controlled the pace more during the first few weeks, but I gradually allowed Joe more control as the semester progressed. The model we used allowed me to coach Joe as he was practicing. I didn't have to wait until classtime was over to discuss pacing, questioning, etc. Joe was able to lead instruction more because there was no period of "Watch me, then you do it."

Joe and I could signal each other during instruction to indicate when we needed to talk. Students thought nothing of us having brief private conversations during class. It became part of the routine. Co-teaching created an environment in which he could ask questions of me anytime during instruction. Joe never seemed to feel "alone." In fact, he said his concerns about surviving as a teacher were eliminated on the first day!

The co-teaching model made it easy for me to move easily between leader and follower roles. There was no "on" and "off"; we were both "on" all the time. Self-reflection became easier for me, because I had to verbally explain what I was doing and why I was doing it. I was constantly sharing my rationale for instructional, curricular, and management decisions.

There were also many benefits for the students. Their questions were answered faster, sometimes even while instruction continued. Housekeeping tasks were completed while instruction was carried out. There were always two content experts in the room. Joe and I were also able to better assist some of the students who were more difficult to reach.

Although I am far from being an expert on co-teaching, I can offer some suggestions for success to other cooperating teachers based on this experience: Meet the teacher candidate prior to the experience. I spent two days of professional development with Joe during the summer before school was in session. That time also allowed me to introduce Joe to key personnel in the building before the students arrived. My classroom was already set up with a desk and workspace that we shared. Prior to Joe's arrival I acquired a designated parking space for him and sent him a series of emails giving him information concerning what I wear, what I do for lunch, and providing him with a seating chart with the students' pictures for each class. He learned their names before I did!

FCEA Recognizes Two Teachers for Excellence

By Tammy L. Lane

*Communications Specialist & Website Editor
Fayette County Public Schools*

Science teacher Susan McLaughlin-Jones of Lafayette High School and art teacher Sarah Ryder of Deep Springs Elementary are recipients of the inaugural FCEA Award for Teaching Excellence, presented at a May 16 reception.

"Out of our 3,400 teachers, you're the best of the best," Superintendent Tom Shelton told the pair. "I appreciate what you do every day in our schools."

McLaughlin-Jones, who has been with Fayette County Public Schools since 1996, earned her doctorate in educational leadership studies at the University of Kentucky in 2012. "I am a life learner, focused on meeting the needs of all students who walk through my classroom door," she said.

Ryder, who has also taught English as a second language, recently received a \$2,000 fellowship to the National Gallery of Art's summer teacher institute. "Art is a powerful way to make each student feel important and welcomed at school," she noted.

All current members of the Fayette County Education Association are eligible for this excellence award, and each school's local representative may submit one nomination per year. Recipients are chosen based on professional practice, advocacy for the profession, community engagement, leadership in professional development and attention to diversity. The goal is to honor someone at the elementary, middle and high school level each spring; the award includes a \$500 check.

*Reprinted with permission from Fayette Co. Public Schools' website:
<http://www.fcps.net/news/press-releases/2012-2013/fcea-excellence>*

Obviously this was a very positive experience for Joe, for our students, and for me. After his twelve-week experience was over, I found myself looking around the room wondering where he was. I believe a combination of Joe, the students, and our co-teaching approach is what made the experience so positive. Whatever the case, 112 students experienced a wonderful twelve weeks.

**At the end of the 2012-2013 school year, Mr. Stull retired and completed his term on the Kentucky Education Professional Standards Board.*

Spotlight on New University-Based Faculty

By Amanda Nelson

Communications Director

University of Kentucky College of Education

The UK College of Education is pleased to introduce three new faculty members who will be working with school partners this year. They will surely enrich our collaborative endeavors. Please join us in welcoming them!

Kara Ackerman comes to UK as a lecturer in the Department of Early Childhood, Special Education, and Rehabilitation Counseling. She most recently was a faculty member at Midway College (2006-2013) where she taught a variety of courses, including several in the area of learning and behavior disabilities. She earned her Bachelor's degree in Special Education: Severe Behavior Handicap (1995) and her Master's degree in Special Education (1999), both at the University of Akron.

From 1995 to 2006 Ackerman was a special education teacher in Ohio, Wisconsin, South Carolina, and Kentucky. Her most recent school position was at Beaumont Middle School (2005-2006). She is currently secretary of the Kentucky Council for Exceptional Children, Teacher Education Division.

Brett Criswell is joining the college's Department of STEM Education. He comes to UK from Georgia State University (2010-2013) where he most recently held the position of Assistant Professor of Science Education. Prior to that he was a faculty member in the Department of Chemistry and Biochemistry at Kennesaw State

University, with teaching responsibilities in both education and chemistry. From 1988 to 2005 Criswell was a chemistry teacher at Pennsylvania's Central Columbia High School. He held graduate assistant positions at Pennsylvania State University from 2005 to 2008.

Criswell earned his Bachelor's degree in Chemistry Education at Indiana University of Pennsylvania (1988). His Master's degree is in Science Education from the University of Pittsburgh (2003). He completed his Ph.D. in Curriculum and Instruction, with an emphasis in Science Education, at Pennsylvania State University (2009).

Gene Wilhoit comes to UK as a Clinical Assistant Professor in the Department of Educational Leadership Studies. He is the executive director of a newly established center at the UK College of Education -- the National Center for Innovation in Education. With \$1.4 million in initial funding from the Gates and Hewlett foundations, this center underscores the leadership position the college is taking in school innovation efforts.

Wilhoit served as Executive Director of the Council of Chief State School Officers (CCSSO) from 2006 until 2013, having spent his entire professional career serving education at the local, state, and national levels. At CCSSO, Gene spearheaded the states' collective action to adopt the Common Core State Standards, marshaled a comprehensive restructuring of teacher

and leader supports including consensus on preparation reform, stimulated state action to improve data systems, and founded the multi-state Innovation Lab Network.

From 1994 to 2006, Wilhoit led two state education agencies as Director of the Arkansas Department of Education and as Deputy Commissioner and Commissioner of the Kentucky Department of Education. In those positions he shepherded finance reform, led equity initiatives, designed and implemented assessment and accountability systems, advanced nationally recognized preschool and technology programs, and reorganized state agencies to focus on service and support.

Gene began his career as a social studies teacher in Ohio and Indiana. He served as a program director in the Indiana Department of Education, an administrator in Kanawha County West Virginia, and a special assistant in the U.S. Department of Education before assuming the position of Executive Director of the National Association of State Boards of Education (NASBE), which he held 1986-1993.

Wilhoit holds degrees from Georgetown College and Indiana University. He has also studied education administration at the West Virginia College of Graduate Studies. He is a member of numerous education organizations, serves on several boards, has served on national and state commissions, and has written and spoken on a variety of education issues.

PD Opportunity: EPSB Mandated Training for Student Teacher Supervisors

The University of Kentucky will host this face-to-face training session to help cooperating teachers comply with *16 KAR 5:040 Admission, Placement, and Supervision in Student Teaching (Revised)*. Registration and refreshment service will begin at 4:30 p.m.

Wednesday, September 11, 2013
Southern Middle School
4:30 - 7:30 p.m.

To register, or for more information, contact Martin Mills: 859-257-1857, martin.mills@uky.edu

Regulatory Changes Related to Teacher Education: An Overview

*By Kim Walters-Parker
Division of Educator Preparation Director
Kentucky Education Professional Standards Board*

As the regulatory body charged with overseeing educator preparation and certification in Kentucky, the Kentucky Education Professional Standards Board (EPSB) has a clear vision: "Every public school teacher and administrator in Kentucky is an accomplished professional committed to helping all children become productive members of a global society." Schools, children, and our global society change, so the EPSB must continually revisit its regulations, policies, and procedures in pursuit of this vision.

Recent regulatory revisions exemplify the EPSB's commitment to its vision and reflect the importance of P-12 partnerships in educator preparation. Acting on recommendations made by a committee comprising P-12 practitioners, higher education faculty, and other partners, the EPSB has revised two key educator preparation regulations, enacted by the Kentucky legislature, with an eye toward strengthening educator preparation, educator effectiveness, and student learning.

In September 2011, the EPSB approved revisions to 16 KAR 5:020, raising standards for admission to initial certification programs. Effective September 1, 2012, applicants must present a cumulative college GPA of 2.75/4.0 or a 3.0/4.0 on the last 30 hours of college credit completed; meet pre-professional skills requirements; demonstrate critical thinking, communication, creativity, and collaboration; and meet requirements related to the Professional Code of Ethics for Kentucky School Certified Personnel and the EPSB's character and fitness questionnaire.

These higher standards for admission to initial certification programs complement changes to 16 KAR 5:040, which governs admission, placement, and supervision in student teaching. Candidates are now required to complete at least 200 field experience hours in a variety of P-12 settings prior to student teaching admittance. These experiences are designed to ensure candidates understand the array of responsibilities and settings with which teachers must be familiar. Teachers who host field experience students in their classrooms contribute to a young professional's growth and, as a practical matter, have an extra set of hands in the classroom.

The theme of partnering with practicing teachers extends into the student teaching experience itself. In fact, student teachers are now required to co-teach, just as practicing teachers often do. To ensure the best possible support for student teachers' development, cooperating teachers must demonstrate instructional effectiveness and familiarity with responsibilities of a cooperating teacher, including strategies for co-teaching and knowledge of effective assessment of student teachers. Additionally, 16 KAR 5:040 establishes complementary requirements for university supervisors, strengthening the support team for student teachers and cooperating teachers.

Through regulations, accreditation, and strategic initiatives with its partners, the Kentucky EPSB is ensuring that Kentucky's educator preparation programs prepare effective teachers for Kentucky schools.

Regulatory Changes and Supervisors' Training: What Program Partners Need to Know

The EPSB regulation 16 KAR 5:040, as described by Kim Walters-Parker, stipulates that, beginning September 1, all university and school-based student teaching supervisors must complete a two-part training. This training addresses three areas:

- (a) Basic responsibilities of cooperating teachers and university supervisors
- (b) Best practice in supporting student teachers
- (c) Effective assessment of student teachers

Part (a) focuses on basic supervisory responsibilities and involves completion of an 18 question survey which can be accessed through the Edmodo website. Note: In order to complete this part of the training, CTs and USs must go to www.edmodo.com, create accounts for themselves, and then join either the CT or US group.

Part (b) focuses on best practices in supervision, including an introduction to the co-teaching strategy described in Tom Stull's article. It can be completed by attending one of the several face-to-face sessions held across the state, or eventually, through an online module.

Part (c) will be introduced during the part (b) training and will be extended through the orientation university supervisors traditionally provide at the beginning of the placement period. University supervisors will work with cooperating teachers on this.

See Section 2 (5) and Section 5 (6) for details: <http://www.lrc.state.ky.us/kar/016/005/040.htm>

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 Henderson 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 KTIP intern supervision 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 Innovation
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 2013 undergraduate degree (online in MyUK)
August 23	University-Based Supervisors' meeting - 9:00 a.m. in 122 TEB
August 26	Student Teacher Orientation Meetings - Taylor Ed. Auditorium
August 28	First day of student teaching <i>*except Art & KHP</i>
September 2	Labor Day
September 11	Cooperating Teacher Training at Southern MS
September 20	Last day to apply for a December 2013 graduate degree (online in MyUK)
October 21	Dual placement students begin 2nd half placements <i>*except Art & KHP</i>
November 8 8:00am - 12:30pm	Professional Seminar for all 2013-2014 Student Teachers Grand Ballroom - Old Student Center
November 27-30	Thanksgiving holiday
November 30	Last day to apply for a May 2014 undergraduate degree (online in MyUK)
December 20	End of Fall 2013 semester

**Art & KHP placements start 8/14 & 10/14*

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