

Director's Note: Partnerships Build Strong Teachers

This issue of *Field Notes* launches the new school year by highlighting a few ways program partners contribute to the preparation of our teacher candidates -- candidates who are fully equipped for successful practice when they enter the profession. Featured articles are written by partners about the work we do together to address critical programmatic issues.

To start off, school partner Susannah Kilbourne, who has played various program-related roles including cooperating teacher and university supervisor, shares her analysis of the perception evaluations our student teachers completed last year. Susannah's report targets specific areas student teaching supervisors emphasized to help candidates grow into strong practitioners. Notable among them are: designing student assessments, interpreting data, and differentiating instruction to meet individual student needs.

Further on, partners representing state policy-making agencies -- Donna Brockman, Amanda Ellis, and Terry Hibpshman -- explain an initiative aimed at strengthening the profession generally: coupling KTIP with PGES. The intent of their article is to enhance understanding of this collaborative effort and provide food for thought about how to integrate aspects of it into supervision.

As you continue perusing the newsletter, you will also learn about an initiative connecting one public school, the STEAM Academy, to UK's campus, and you will be introduced to several new UK faculty members who plan to work in schools this year. Tucked among these informative articles are tidbits including resources offered to support your supervisory efforts.

The pieces assembled for this issue serve as a reminder that the synergy created by university, school, and state partnerships results in the development of meaningful tools that help build and maintain a strong teaching force. We appreciate your participation in this endeavor and look forward to another productive year of collaboration!
--SB

Practice Makes Better: Analysis of the 2013-2014 Student Teacher Perception Evaluations

By Susannah Kilbourne
English Teacher and Literacy Interventionist
Lafayette High School, Fayette County

A couple of months ago I found myself watching the PBS documentary *The Address* on the recommendation of what I would consider some pretty reliable critical sources -- *The New York Times*, NPR, and my younger brother among them. For those unfamiliar, *The Address* documents The Greenwood School in Vermont as several elementary and middle school students (and their teachers) undertake a common enterprise: student memorization and recitation of Lincoln's Gettysburg Address. Now I, like millions of other students educated in the American school system, engaged in this same rite of passage. Like all of those students in *The Address*, I (and probably you as well) know what it is to attempt perfection through repetition, observation, and preparation. Our processes as teachers and learners follow all these same moves made by so many anxious, determined students in *The Address*. We watch. We listen. We study. We plan. We perform. And yet, as one teacher in *The Address* tells his students in their own moments of frustrated doubt, we must remind our students and ourselves that perfect is the enemy of good. Perfect suggests an endpoint; good suggests a point of beginning. Good is our goal because it leaves room (however big or small) for reflection and development. Good is the preface to better.

In this spirit of getting good (or very good or even great) rather than being perfect, the data collected from student teachers (STs) in the teacher education program (TEP) for the Fall 2013 and Spring 2014 semesters evidences what can only be described as a very good year. Rating the overall value of the student teaching experience, 91.58% of STs identified their placement as good (22.28%) or excellent (69.30%), and the ST comments provide narrative support for these impressive numbers. Many responses cited the student teaching placement generally, and the "solo week" specifically, as the most eye-opening and functional areas of their preparation for professionalization, and interestingly, various responses include references to a sort of productive unpredictability and necessary flexibility associated with administration of the classroom space:

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"The solo week is definitely the most useful experience of student teaching because it shows future teachers the struggles and benefits of having our own classroom."

"I think really just being thrown into situations you never would have thought you would be in so soon is the best practice anyone can have. It is the only way to be forced out of your comfort zone and to grow."

"Student teaching forced me to really expand my overall repertoire of activities and helped me learn what worked and what did not."

"I think working with the students was the most helpful. Experience in the classroom is so important. No matter how much knowledge you have, it can't replace experience. I think that was the most beneficial because it helped me see what teaching was really going to be like."

"I feel that I am very flexible in the classroom now. I have had to teach at the drop of a hat and I have performed well under pressure. I now know that it's not the end of the world if a lesson goes wrong or if a student gets mad at me. I feel more confident and ready to tackle any classroom dynamic."

In reflecting on overall program effectiveness, 92.18% of responders rated the TEP as good (31.92%) or excellent (60.26%), indicating a noteworthy level of satisfaction with the structure and organization of the program as a whole. Though a number of STs named the importance of being prepared to run a classroom independently as the most significant program component, an equal share pointed to collaboration and communication with teachers, administrators, and instructional support staff as vital to their effectiveness in matters related to not only classroom contexts but also student data analysis and assessment:

"Two things that I felt were most beneficial were collaborating with fellow teachers and learning how to differentiate among students. Every class will be different, but if you can work well with others and ask for help, you can accomplish anything. Differentiation is specific to each class, but if you understand the basic concept of how to appropriately differentiate, you can only grow from practice."

"One of the most beneficial aspects was working with the instructional assistants as the head teacher in the

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KTIP TPA Training 2014-2015 University of Kentucky Service Region

Please register online:

<http://education.uky.edu/OFE/content/ktip-registration>

Unless otherwise noted, training sessions are held 9:00 - 5:00 at the Central Kentucky Educational Cooperative (CKEC), 2331 Fortune Drive, Suite 110 in Lexington, KY.

An online "Face-to-Face Training Homework Assignment" must be completed ahead of time for entrance to the training.

classroom during my solo week. One of my responsibilities was to direct them and tell them what I needed them to do throughout the day. I was also able to communicate with parents and go on a few home visits."

"Working with the literacy coach at my school was helpful. From this I learned about reading interventions, RTI, multi-tiered support, and assessments."

"I believe that the aspect of teaching that I improved on the most was designing and interpreting assessment data in order to make instructional decisions. Before coming to this placement I had a difficult time analyzing assessment results and letting them guide my teaching and lesson plan designs. Now I understand how to use the information that is given to me in these assessments to help me further develop what I need to teach."

Though STs expressed clear satisfaction with the TEP, suggestions for areas of improvement or change often related to pragmatic matters of preparation for employment following the program. Comments focused on professional considerations such as the organization of teaching portfolios and résumés as part of the program structure:

"I think there should be a class that focuses strictly on the professional aspect of teaching: the current state of the profession, how to get a job, applications, and résumés."

Like the Gettysburg Address, the TEP is, by design, a study in brevity and intensity, a distillation of so much that can only be fully realized in the events that follow, through application and use. Consequently, teaching (and the teaching of teachers) can only be understood as a constant work in progress in which the objective is not perfection but movement from good to better. Through their responses these newly minted teachers have already begun this bettering as an act of reflective practice yielding information that will, no doubt, inform the teaching practices within the TEP itself. And we teachers – just like those committed students in *The Address* – know that practice makes...better.

Full STEAM Ahead

By Jenny Wells

Senior Information Specialist

University of Kentucky Public Relations

Just because school is out for summer doesn't mean every student is taking a break from learning. Many students from the Fayette County Public Schools' (FCPS) STEAM Academy have participated in labs and even undergraduate research at the University of Kentucky to further enhance their already innovative educational experience.

The STEAM Academy (which stands for science, technology, engineering, arts and mathematics) opened in Lexington last fall, offering its students a blended learning instructional program focusing on mastery learning, personalized instruction, and opportunities to engage in resources at UK. The school functions under a partnership between FCPS and UK (led by the College of Education), offering dual/college credit opportunities in UK courses taught by UK faculty and "near peer" instructors (undergraduate and graduate students majoring in education). The program is temporarily housed in the old Johnson Elementary School on East Sixth Street.

Student agency is one of the key elements of STEAM, as students take ownership of their learning by choosing the instructional delivery, schedule, and learning style that involves real-world problem solving, in topics that are of interest to them. One of the students, Stephanie Bamfo of Lexington, did just that. She is interested in pursuing a career in pharmacy one day but wasn't quite sure where to start. At the end of the school year, Sylvie Garneau-Tsodikova, associate professor in the UK College of Pharmacy, came to STEAM to work with the students. Bamfo got her email address and took the initiative to ask if she could work with Garneau-Tsodikova over the summer. To her delight, Garneau-Tsodikova invited Bamfo to work with her in her lab full-time for the summer.

"We get so many more opportunities (in STEAM)," Bamfo said. "And because we are connected to a school like UK, we are more likely to get to do more things than a student that has to wait until they graduate high school before they can get out and do anything. By the time we are in college, we'll have so many tricks up our sleeves that most people don't learn until their second or third year of college."

The opportunity solidified Bamfo's decision to pursue pharmacy. "I am a science geek, and I just love the idea of researching and getting further into something. With pharmacy you have to go so deep into it and try to analyze every aspect of whatever the drug is or whatever the chemical is, so just working with that and being more hands on and using my critical thinking is something great."

Bamfo and some of her peers from STEAM also participated in a chemistry lab workshop at UK shortly before the school year ended in May. "At the beginning of this semester they

chose a few of us to come here, because next year we will do chemistry, and now we will have a leg up," she said. "We get to practice being chemistry students as if we were UK students taking chemistry. It has been really helpful even if we aren't taking this for credit. Just having the chance to go out and get comfortable in the lab helps."

For most of the students, it was the first time they had ever been in a chemistry lab and worked with the equipment. Bharath Kumar, a doctoral student in STEM education at UK, helped set up the course for the students along with Christina Munson, part-time clinical faculty in the College of Education's Department of Curriculum and Instruction, and April French, from the Department of Chemistry in the College of Arts & Sciences.

"We had four months of chemistry classes in W.T. Young Library, and toward the end of the year they wanted some hands-on experience, so we gave them the opportunity to be part of a lab," Kumar said. "We helped arrange the experiments, but we didn't give too much information because we want them to explore a few things on their own. We want them to get the exposure and learn how it is being in a university lab this size."

Kumar says that even before they began the lab session, the chemistry classes were never set up like a "traditional classroom." "If they wanted to have a group discussion about a problem, they were welcome to go to a different part of the library, have a discussion, and then come back," he said. "They thoroughly enjoyed that freedom that they were getting. A theme behind doing this chemistry process was not to dump them with chemistry stuff — we wanted them to gradually progress and get a feeling for what to expect. So, it's more of a head start towards chemistry, not just a pure chemistry class."

Transitioning from high school to college can be a struggle for many students, and Kumar believes these types of programs, like the chemistry lab in the STEAM Academy, should be incorporated into all high schools. "Students need to get this type of exposure," he said. "They can do well in chemistry in high school, but they don't know what to expect in college. These students in the program benefitted a lot."

"Personally, I can say that STEAM Academy truly is a school to look out for in the future, because even though it is our first year, we have accomplished so much that people wouldn't believe high school freshmen have already done," Bamfo said. "It's been a great experience to get out there."

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Spotlight on New University-Based Faculty

By Amanda Nelson

Director of Communications

University of Kentucky College of Education

The UK College of Education is pleased to introduce several new faculty members who will be working with school partners this year. Please join us in welcoming them.

After serving for five years as superintendent of Danville Independent Schools, **Carmen Coleman** joins the Educational Leadership Studies department (where she earned her Ed.D. in 2009) as a clinical associate professor. She will help lead the UK College of Education's Next Generation Teacher Leader Academy. Coleman will work alongside district leaders and teachers state-wide to provide support and professional learning communities on issues that help schools meet the unique needs of 21st century learners.

Coleman began her education career in 1994 as a teacher, and later became a principal, in Scott County. From 2006 to 2009 she was director of elementary schools in Fayette County.

Ryan Crowley joins the Curriculum and Instruction department as an assistant professor. In May he received his Ph.D. with a concentration in social studies from the University of Texas at Austin.

He taught social studies at high school and middle school levels from 2002 to 2007. While at the University of Texas at Austin he served as a teaching assistant and instructor for several social studies courses and received a continuing fellowship award.

Also joining Curriculum and Instruction is **Regina Dawson**, who will be a clinical assistant professor. She served as principal of Shearer Elementary in Clark County starting in 2012. Dawson holds a master's degree in Educational Leadership from UK. She has a strong background in elementary curriculum and instruction, as well as Common Core Standards in English/Language Arts and Math. Additionally, she is well-versed in 4.1 Core Content for Science and Social Studies. She has also taught at Clays Mill Elementary and served in various roles at Julius Marks Elementary, including administrative dean.

Ellie Holliday will be a lecturer in the Educational Policy Studies and Evaluation department. She is a graduate of the UK Patterson School of Diplomacy and International Commerce, where she studied international relations and international education/higher education. She received the Otis A. Singletary Fellowship during her master's studies at the Patterson School. She previously was an Education Abroad Peer Ambassador Coordinator at UK.

Lisa Krause is joining UK's STEM Education faculty with a doctorate from University of Illinois at Urbana-Champaign. She also holds master's degrees in Math and Computer Science Education and Educational Administration from Eastern Illinois University. Krause has experience teaching at the elementary, middle school, and university levels.

Kelly Sampson is joining Early Childhood, Special Education, and Rehabilitation Counseling as a lecturer. She has a master's degree in Level 2 administration/principal certification from Eastern Kentucky University. Sampson recently retired as principal of the Jessamine Early Learning Village, where she worked since 2000. She served as an adjunct instructor at Asbury University in the Department of Elementary Education from 2009 to 2012 and has held numerous teaching positions in Fayette County, Hardin County, Jessamine County and Danville. In 2013 she received the Fidelity Award from the International Invitational Education Alliance.

Kim White-Zeigler also comes to the Department of Early Childhood, Special Education, and Rehabilitation Counseling as a lecturer. She holds an Ed.D. in Early Childhood/Elementary Education from the University of Georgia. White was a first grade teacher at Booker T. Washington Primary Academy in Lexington for the 2013-14 academic year and has also taught courses at Bluegrass Community and Technical College in early childhood education, program administration, and business management. She was previously on faculty at Ball State University in Indiana and Olympic College in Washington.

We look forward to collaborating with these distinguished colleagues in preparing our students!

PD Opportunity: EPSB Mandated Co-Teaching Training for Student Teacher Supervisors

If you are interested in mentoring student teachers in your classroom, but you have not yet fulfilled the co-teaching training requirement outlined in *16 KAR 5:040 Admission, Placement, and Supervision in Student Teaching*, you are invited to attend a face-to-face training session hosted by the University of Kentucky. Registration and refreshment service begins at 4:30 p.m.

Wednesday, September 10, 2014

Southern Middle School

5:00 - 7:30 p.m.

Contact Martin Mills for information or registration: 859-257-1857, martin.mills@uky.edu

KTIP to be Connected with PGES: A Collaborative State Endeavor

By Donna Brockman, NBCT - Kentucky Education Professional Standards Board;

Amanda Ellis, Ed.D. - Kentucky Department of Education; and

Terry Hibpshman - Martin School of Public Policy and Administration, University of Kentucky

The Kentucky Teacher Internship Program (KTIP), which has been in existence for 30 years, will this year pilot the use of the Kentucky Department of Education's Professional Growth and Effectiveness System (PGES) as an intern performance rating protocol. Prior to this year, KTIP has used an internship rating method developed by the Education Professional Standards Board (EPSB) and partners, but with the development and rollout of PGES as a standard statewide teacher performance rating methodology, adopting PGES for use by KTIP became an attractive step.

In July 2013, EPSB instructed its staff to revise the internship program to assure that tasks required of interns are the same as those required by the PGES methodology. PGES is based on Charlotte Danielson's Framework for Teaching, the most widely used teacher performance rating methodology in the nation. Earlier this year, the Kentucky Advisory Council for Internship (KACI) and EPSB personnel began working to make these revisions. KACI members include representatives from higher education, KDE, Kentucky Education Association, public school and district personnel, as well as education cooperatives. An overview and schedule of activities for all KTIP committee members, including the intern, the school principal, the resource

teacher, and the teacher educator, were developed as a result of these efforts.

In general, raters using PGES have access to the Continuous Instructional Improvement Technology System (CIITS), which contains templates and other tools necessary for administration of the system. Because neither private school educators nor university personnel can access the tools housed in CIITS, templates for use by intern committee persons were created by EPSB staff. As with PGES generally, professional practice sources of evidence for KTIP include Professional Growth Plan/Reflection, Observation, Student Voice Survey, Lesson Plan, and Collaborative Leadership. Student Growth Goal-Setting will also be a source of evidence for interns.

Twenty one public school districts and one private school have agreed to pilot the new KTIP in the coming school year. Feedback and data submitted during the pilot year will be used by EPSB staff to make revisions as needed before the new KTIP measurement methodology is implemented statewide in 2015-16. KTIP pilot training is currently underway across the state and is being conducted jointly by EPSB and KDE staff.

Toward Building Strong Professionals: Resources for University and School-Based Student Teaching Supervisors

Berry, B., Byrd, A., & Wieder, A. (2013). *Teacherpreneurs: Innovative teachers who lead but don't leave*. San Francisco, CA: Jossey-Bass.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Edwards, M. A. (2014). *Every child, every day: A digital conversion model for student achievement*. Boston: Pearson.

Schwahn, C. J., & McGarvey, B. (2011). *Inevitable: Mass customized learning - learning in the age of empowerment*. Lexington, KY: Chuck Schwahn & Bea McGarvey.

Stiggins, R. J. (2013). *Productive classroom assessment in college courses: A practical guide for community college, college, and university faculty*. (n.p.): (n.p.).

Stiggins, R. J. (2014). *Defensible teacher evaluation: Student growth through classroom assessment*. Thousand Oaks, CA: Corwin.

Stiggins, R. J. (2014). *Revolutionize assessment: Empower students, inspire learning*. Thousand Oaks, CA: Corwin.

These resources were drawn from two partnership initiatives: The **Next Generation Leadership Academy** and the **P20 Innovation Lab**. For more information about the initiatives and/or resources, email questions to: fieldx@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 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

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Upcoming Events

June 30	Last day to apply for a December 2014 undergraduate degree (online in MyUK)
August 15	University-Based Supervisors' meeting - 9:00 a.m. in 122 TEB
August 18	Student Teacher Orientation Meetings - Taylor Ed. Auditorium
August 19	First day of student teaching <i>*except Art & KHP</i>
September 1	Labor Day
September 10	Cooperating Teacher Training at Southern MS
September 20	Last day to apply for a December 2014 graduate degree (online in MyUK)
October 20	Dual placement students begin 2nd half placements <i>*except Art</i>
November 7 8:00am - 12:30pm	Professional Seminar for all 2014-2015 Student Teachers Grand Ballroom - Old Student Center
November 30	Last day to apply for a May 2015 undergraduate degree (online in MyUK)
December 19	End of Fall 2014 semester

**Art placements start 8/13 & 10/13.
KHP first placement start dates may vary;
consult with your program coordinator.*

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