

Director's Note

In this issue we highlight local and global partnerships to stimulate thinking about the wide range of possibilities for working together. Articles illustrate how partnerships in our hometown and in towns around the world can enhance teaching. In the lead article, university-based partner Gwendoline Ayuninjam and school-based partner Meribeth Gaines describe a three pronged, seminal project undertaken by the University of Kentucky and the Fayette County Public Schools to improve teacher education focusing on student achievement concerns. The article suggests how partners can make a positive difference in recruiting, preparing and retaining effective teachers. In another article, Josh Shepherd recounts what a teacher candidate gained from student teaching at one of our South African field centers. This article shows the value of expanding partnerships beyond our immediate borders. In addition to the articles, we have included recommendations from school-based partners for resources that address the issue of student assessment. Since assessment poses challenges for many novice teachers, mentors may want to make note of these references.

As you peruse the newsletter, I hope you will reflect about the various ways you contribute to our teacher education program and to the lives of students in your charge. I invite you to share your thoughts about how we might use the partnership created through our field experience program to better serve our profession. Please send ideas, concerns, suggestions and such to our office; we want to hear from you. May the spring bring the hatching of new ideas that enliven our collaborative work.

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A COMMUNITY APPROACH TO PROFESSIONAL PRACTICE The Teacher Education Model Programs Project

Contributors: Gwendoline Ayuninjam, UK TEMP Project Coordinator
Meribeth Gaines, Professional Staff Assistant, Northern
Elementary School

The Teacher Education Model Programs (TEMP) project undertaken by the UK Office of Field Experiences for the 2004-2005 school year resulted from collaboration between the Colleges of Education and Arts and Sciences and four Fayette County public schools. The project had three primary goals: to enhance efforts to increase the technological skills and competencies of all Kentucky educators, to increase the commitment and participation of university faculty from all disciplines in P-12 schools, and to increase the number of minorities in the Education profession. Faculty and students from the Colleges of Education and Arts and Sciences worked with faculty and administrators from The Academy at Lexington, Harrison Elementary, Northern Elementary, and Squires Elementary to accomplish the above goals.

To address curricular and pedagogical needs in mathematics, teachers identified areas of focus in their individual classrooms, such as building conceptual understanding of math and exposing students to meaningful math experiences as a way to increase their abilities to solve open response questions. During periodic meetings/seminars, teachers and faculty worked collaboratively at school, across-school, grade, and across-grade levels to plan, critique, and implement lessons geared at addressing the identified areas surrounding building conceptual understanding in mathematics. Peer observations and feedback were also integral to the project, as well as analyses of classroom and school data. After such observations, teachers provided feedback to one another related to classroom dynamics, such as questioning techniques, student response patterns and orientation to tasks, etc. Teacher candidates from UK were also assigned to provide tutoring support to pupils at the schools as directed by classroom teachers. Blackboard was used as the main electronic platform of communication and for storing and sharing resources.

At the end of the year, teachers remarked that the tutoring support made a big difference in helping pupils keep up with and progress through the curriculum. This effort afforded students the opportunity to receive direct, explicit, small group instruction within the areas of greatest need. In addition, UK student tutors found their involvement very meaningful and professionally fulfilling as reflected by comments such as,

UK College of Education Honors Teachers in Special Program

by Josh Shepherd
Information Specialist

tutoring provided “an opportunity to try my own ideas. . . showed me the importance of working one-on-one.” Teachers particularly appreciated opportunities for reflection and analysis of classroom dialogue that enabled them to be deliberate in building conceptual understanding in mathematics. Teachers were able to discuss successes and areas of concern across grade levels. This intentional communication proved valuable as the conversation led to changes in instructional practices that would help target and eventually eliminate existing achievement gaps. Based on the results of the project, teachers are intentionally imbedding opportunities for students to write about their learning as a result of high level dialogue and hands-on, real world experiences. Teachers have experienced the benefit of conversations with colleagues and use daily grade level planning time as a mode for continued, consistent communication about instructional practices. Teachers also perceived the “learning community” aspect of the project as the most valuable accomplishment. Through the project, they were able to establish professional connections/networks within and across schools as well as with UK faculty.

To improve recruitment of minorities into teaching, faculty from the College of Education and from Lexington Community College worked together to help students explore teaching as a career. These students were provided with opportunities to observe and minimally assist minority teachers in the schools in the hope that they would view teaching as a valuable profession and then commit themselves to becoming teachers. From their remarks offered at the end of the semester, it was evident that students who participated in these experiences got a realistic view of teaching. One student indicated that “handling a small classroom of kids can get a little . . . stressful,” but remained committed to majoring in Education and pursuing teaching as a profession.

The TEMP model of professional development for teachers proved to be quite practical and useful in enhancing teacher professional development and improving student engagement and learning. Building on what was learned from this model, a similar project was launched at the beginning of this school year at the Booker T. Washington Academy. Again, faculty from the Colleges of Education and Arts and Sciences are working collaboratively with teachers and administrators in Fayette County to enhance pedagogical skills, foster understanding of mathematical concepts, infuse technology into the teaching of mathematics, and increase the number of minority teachers in education.

Was there a teacher who made a difference in your life? Was there an educator who opened doors for you and showed you the way toward your future? Have you always wanted to thank them, but never found the time to do it?

If your answer is “yes” to any of those questions, the University of Kentucky College of Education and UK Men’s Basketball Coach Tubby Smith invite you to participate in the Teachers Who Made a Difference (TWMAD) Program on Saturday morning, March 25, 2006. The deadline to name a teacher to be honored is February 17, 2006.

“Too many times we don’t realize the difference teachers make in our lives until long after we’re grown. When I look back on my days at Great Mills High School and George Washington Carver Elementary, the teachers sure made a difference in my life. The Teachers Who Made a Difference program gives everyone the opportunity to thank that one special teacher in their life. I’m proud to offer my support to this outstanding recognition program for teachers,” said Coach Smith.

In 2004, Kentuckians honored 95 teachers. The Teachers Who Made a Difference program, sponsored by the UK College of Education, gives Kentuckians an opportunity to thank the teachers, principals, college professors, or other educators in our state for the way they have inspired and motivated students to succeed.

Teachers Who Made a Difference is not a contest. The event does not select winners from a pool of nominees. Rather the college created the program to give people a means to express their thanks to the educator who meant the most to them. The event will honor the first 100 teachers officially submitted for recognition, so participants should not delay submitting the official TWMAD form. Organizers ask that people limit themselves to recognizing one teacher each year.

Visit the College of Education’s web site at www.uky.edu/Education and fill out the online form. Since the program’s inception, over 800 teachers have been honored. The Teachers Who Made a Difference program includes a special recognition event and a morning reception.

For more information, please contact Lindsey Clem at j.lindsey.clem@uky.edu or by phone at (859) 257-2666.

Student Teaching in South Africa: A Unique Partnership to Promote Teacher Learning

by Josh Shepherd

The UK College of Education participates in a unique partnership – the Consortium for Overseas Student Teaching (COST). This association, comprised of fifteen schools of education throughout the US, was created to give aspiring teachers an opportunity to complete their student teaching in a foreign country.

For decades, the UK College of Education’s Office of Field Experience has arranged for hundreds of students to experience cultures in locations as diverse as South America, Europe, and Australia. After working and living for a semester at schools in those areas, students return to the United States with an enhanced perspective on their world and experiences that contribute to their skills as professional educators.

Organizers talk about how COST augments a teacher candidate’s ability to view education globally. The program promotes greater respect for classroom diversity and inspires education students to adopt multiple teaching styles that impact a greater number of students. But in personal conversations with the teachers, they often relate insights that go well beyond the intended goals of the program.

Bridget Hummel, a former graduate student of the College of Education Master’s with Initial Certification program, participated in the COST program during the spring of 2005. In an interview just weeks after she returned home, Hummel shared some of the insights that grew out of her experiences.

“I always wanted to spend a semester studying overseas so I was thrilled to find out about the COST program,” Hummel began. She contacted Julie Cleary, placement coordinator of the COST program at the UK College of Education. By November, the COST office told her she had been assigned to teach history and social studies at Alexander Road High School in Port Elizabeth, South Africa.

Her parents, she admitted, experienced a moment of apprehension at the news she would be traveling very far from home. However, once they realized Bridget was serious about going, they ceased worrying and advised her not to waste the opportunity for growth.

The city of Port Elizabeth, nestled in the coast that runs along the Indian Ocean, is a popular tourist destination. It is famous among surfers for its blue waters, choice waves, and long stretches of white sand beach.

Hummel describes the downtown as similar to metropolitan Cincinnati in size. The architecture is a blend of modern business offices and historic buildings bearing the distinctive imprint of European colonization. The contrast between Port Elizabeth and the northern Kentucky suburbs where Hummel grew up was the virtual absence of “sprawl.”

“I’m used to miles and miles of strip malls and suburban developments. Compared to Lexington or northern Kentucky, Port Elizabeth’s suburbs are sparse. There’s practically

no development beyond its borders,” Hummel explained.

“Alexander Road High School is about the same as any city high school in the United States,” she said. To her eighth graders, having an American teacher was a novelty. Students asked if Bridget knew movie or pop stars and seemed skeptical when she told them she didn’t. However, she was surprised to discover that being a Kentucky native further enhanced her standing among students and teachers.

“I was amazed how popular Kentucky Fried Chicken was over there,” Hummel joked. “They all loved Kentucky Fried Chicken. The chicken or the Kentucky Derby were the first things they asked about when I told them where I was from.”

Despite the shared love for fast food, though, there were some interesting differences Hummel found between the familiar world of home and the one where she was teaching. The largest disparity, surprisingly, had little to do with the school or the students; rather, it was with the faculty.

Overseas travel fulfilled an aspiration Bridget Hummel had since entering the College of Education, but it is not a path many future teachers in the United States follow. The majority of the faculty at Alexander Road, she was surprised to discover, spent a semester or more of their education outside their country. The teachers felt their study abroad experiences were natural and routine aspects of their preparation as educators.

Kappa Delta Pi Returns to the College of Education

by Josh Shepherd

“Global education is a concept the South African teachers embrace across the board. Even the students display a solid perception of the world around them and where South Africa fits in. In a lot of ways, the teachers’ ability to appreciate diversity in their teaching was much more sophisticated than my own. That fact impressed me a great deal,” Hummel commented.

Perhaps, because the dissolution of apartheid was barely a decade old, the racial makeup of the high school was a mixture of white, black, and colored -- a term used in South Africa to identify students of Indian or Pakistani heritage. There was no doubt that embracing diversity was of critical importance to the changes ongoing in the country.

“There is a generation of children in South Africa’s schools whose personal knowledge of apartheid is as a subject of study in history class. They did not grow up in it. And they are among the first to attend schools in racially diverse classrooms,” Hummel added. There was so much to absorb and learn during her time in South Africa that four months went by all too quickly.

Bridget is back in Kentucky this year beginning her career as a social studies teacher at Larry A. Ryle High School in Boone County. There is no doubt she will incorporate her experiences in South Africa into her teaching in Kentucky. Hopefully, her students will leave her class with a sense of what the experience of living and teaching in another culture meant to their teacher. Hopefully, they will gain a new understanding of life outside the United States.

After an absence of nearly 10 years, the UK College of Education officially re-installed a chapter of a prestigious international honor society in education this December.

The Kappa Delta Pi (KDP) International Honor Society in Education first installed a chapter in the UK College of Education in May 1924, a year after completion of the Taylor Education Building. KDP remained active through the 1920s and 30s. However, after succeeding decades of decreasing participation and activity, the society officially withdrew the chapter from UK in 1996.

There has been renewed interest in bringing Kappa Delta Pi back to the College of Education. College of Education assistant professors Lee Ann Jung and Kelly Bradley are the faculty sponsors leading the effort.

Kappa Delta Pi International Honor Society in Education is a national organization dedicated to scholarship and excellence in education. In 2004, the honor society celebrated its 100th anniversary. Interestingly, from the time of its founding, KDP was a co-educational society. It affirmed its stance in 1912 when the honor society, Phi Delta Kappa, rejected a proposed merger because KDP admitted women as members.

The re-activated chapter at UK appointed officers last October. At the same time, potential new members attended an informational meeting about

the society. Undergraduate students of at least a sophomore standing having a minimum 3.5 cumulative GPA are eligible for membership. Graduate students eligible for membership should have completed 12 hours of coursework towards a master’s degree and have a cumulative 3.75 GPA.

“Membership in KDP provides numerous opportunities for professional development and support,” commented Jung.

“Members of University of Kentucky’s Alpha Gamma chapter will have the opportunity to apply for scholarships through the organization, connect with teachers across departments and across the nation, and benefit from job seeking databases and resources. Colleges across campus recognize their top-performing students through awards and honors; such recognition will once again be given to very deserving College of Education students,” Jung said.

The UK College of Education installed its Alpha Gamma KDP chapter officially on Wednesday, December 7th in the Taylor Education Auditorium.

Editorial Staff:

Gwen Ayuninjam
Sharon Brennan
Julie Cleary
Patricia David
Kathy Heineman

NOTEWORTHY REFERENCES FOR MENTORS

http://captain.park.edu/facultydevelopment/summative_assessment.htm

This Park University resource includes advantages and disadvantages of summative assessment, giving the reader the opportunity to see both the pros and cons of this type of assessment. Also included is a sampling of the benefits summative assessments provide, as well as guidelines for enhancing summative assessments. Embedded links guide the reader to other studies regarding both summative and formative assessments.

<http://fcit.usf.edu/assessment/basic/basic.html>

This collaborative effort between the Florida Center for Instructional Technology and the University of South Florida gives clear definitions for both formative and summative assessment. The results and goals of both types of assessment are also discussed, along with a chart comparing different methods of formative and summative assessments. At its conclusion, this resource also poses queries that invite the reader to challenge the findings in the study and to reflect upon his or her own use of formative and summative assessments in the classroom.

References provided by: Jennifer Jones, Elementary Education
Veterans Parks Elementary

Chapman, C., & King, R., (2005). *Differentiated Assessment Strategies: One Tool Doesn't Fit All*. Thousand Oaks, CA: Corwin Press, Inc.

Easy-to-use assessment strategies are critical to providing adequate and effective means of assessing all types and levels of learners. Assessment should come before, during, and after the learning occurs. The book includes research-based assessments which support each individual's achievement and offers a system that teachers may use to plan effectively.

Earl, L. M., (2003). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, CA: Corwin Press, Inc.

This is an excellent resource that shows teachers how to use assessment to motivate, make connections, extend learning, and provide personal reflection and self-monitoring. The book teaches how to rethink assessment strategies and focus on learning. Assessment is not just about evaluation, but about learning in class daily. This resource focuses on transforming education through collaborating, revising, and ultimately improving assessments.

References provided by: Nicole Short, Music Education
Bondurant Middle School

Tuition Waivers for Cooperating Teachers and KTIP Resource Teachers

Senate Bill 77 stipulates that state universities will provide tuition waivers for up to six credit hours for cooperating teachers who have supervised student teachers and resource teachers who have worked with interns through KTIP.

To qualify, teachers must:

- enroll within one calendar year after completing the supervisory assignment,
- gain admission to one of the eight state universities and be a student in good standing.

The tuition waiver application is available at: <http://www.uky.edu/Education/SB77info.html>.

For information about the tuition waiver program at the University of Kentucky, contact:

Michelle Traynor
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Kentucky Teacher Internship Program

University of Kentucky Service Region
2005-06 KTIP Training Schedule

January 21, 2006

This training session is scheduled to begin at 8:00 a.m. and end at 5:00 p.m. in Room 109 Dickey Hall on UK campus. A Workshop Preparation Assignment must be completed for entrance to the training.

Please register online at www.uky.edu/Education/OFE/ofektip.html. For more information, email Julie Cleary at julie.cleary@uky.edu or call (859) 257-1857.

Contributor Requested:

We are seeking help from a cooperating teacher to review and comment on the student teaching evaluation data for our next issue. The work will be completed in June; an honorarium will be provided. If interested, please contact Julie Cleary at julie.cleary@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. What works and doesn't work in your experience to promote quality teaching and foster student learning? What changes or challenges have you experienced that colleagues might find interesting or helpful. Please send your thoughts, ideas, suggestions, concerns, etc., to Julie Cleary at julie.cleary@uky.edu. We welcome your contributions!

UPCOMING EVENTS

January 10 8:30a.m.- 12:00 Noon	Student Teacher Orientation Meetings Taylor Ed Auditorium
January 11	First Day of Student Teaching
January 21	KTIP Training Session
February 2	Registration Deadline for March 4 PRAXIS
February 9	Last day to apply for a May degree - 166 TEB
March 6	Dual placement students begin 2nd half placement
March 8	Kentucky Teachers' Network Career Fair UK Student Center Ballroom 3:30 - 6:00 p.m.
March 13-18	UK Spring Break
April 3-7	Spring vacations - School Districts
May 5	Last day of student teaching. Final evaluation must be turned into the Student Teaching Office 104 TEB