

Director's Note

As has been our practice for several years, we are using this spring's issue of *Field Notes* (FN) to highlight efforts in the College of Education (COE) that are aimed at internationalizing our programs. Our purpose in doing so is to provide a platform for university and school-based partners to think together about the value of helping students at every educational level to broaden their view of the world.

In this issue you will learn from two graduates of our international student teaching program about how teaching in another country changed their perspective. Andrea Racine describes the transformation that occurred last spring when she completed her student teaching requirements in Berlin, Germany and Kathleen Boyd Goldsby reports on interesting aspects of her experience student teaching in Grantham, England some years ago. You will also learn about a small COE grant initiative designed to help faculty and students pursue their international interests and strengthen global connections. Over the past two years, the COE has supported 16 internationally oriented projects, all of which are described on our website:

<http://education.uky.edu/International/>

We have chosen to highlight two of those projects here which were carried out by graduate students, because these initiatives illustrate how planting seeds in the form of mini-grants can grow as they take root. Kristi Lunceford and Ruby Owiny describe research projects they completed last year that grew out of a project which was funded the previous year. It was led by their thesis advisor Dr. Jennifer Grisham-Brown, who established a partnership with a children's home in Guatemala.

I hope these articles, and the photos that accompany them, will provide *food for thought* about work you are doing or would like to do to help your students broaden their worldview. I also hope you will share your ideas and needs with us relating to internationalizing your practice. We want to include your stories in upcoming issues of *FN* and we are eager to collaborate about ways to make teaching practice more globally oriented. Through collaboration, we can enrich our students' lives and our own. We look forward to working with you.

-SB

More Than Words

by Andrea Racine
Elementary Education

I stepped off the train, looked around and thought to myself, "What have I gotten into?" It was cold and dark, and I knew no one. I felt alone and a little scared. As I took my first steps in my new home, I was greeted with the first snowstorm of the year and a slew of linguistic and cultural differences. I knew not one word of German and was intimidated by the towering Germans above me. I felt meek and timid for the first time in my life. As I stood in the train station looking for my Overseas Coordinator/Principal, I could not shake the feeling that this- coming to Berlin- was something so much bigger than myself. (Little did I know, that feeling was only the foreshadowing of my semester to come.)

Going to Berlin was not in my plan, other than a possible pit-stop along a series of backpacking adventures. So when I received my letter in late November 2009 that I was going to Berlin, I was astonished and appalled all at once. I was appalled because for months I had planned to go to – and had researched in depth – the Republic of Ireland, telling myself that was precisely where I would be living. Germany had only been on my list of places to go as an after thought, because why on Earth would Ireland not want me? I was astonished because I was finally achieving my dream of living and working overseas. I could not help but be a giant ball of nerves and excitement. All of that said, my time in Berlin was the most amazing experience of my life.

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Andrea working with her students in Berlin, Germany

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In the beginning, I felt I was in over my head having zero knowledge of the culture. Apparently though, I had an ego large enough to tell myself (and others) that (despite having no clue about where I was living), I could still connect with and teach a group of 19 seven and eight year-olds. Boy was I wrong (thankfully!).



Andrea outside the Von Trapp family home

As a teacher, I have learned that there will always be at least one student who changes *your* life instead of the other way around. In Berlin I had Bobo. Bobo was one of my German students who received this nickname in early March after a bedtime story incident while spending a week living in a castle. When I first met Bobo he was the bane of my existence. I remember writing to my advisers, coordinators, family and friends about how frustrating Bobo (and several of the other students) was for me to work with, and how it bothered me that I was placed in a classroom where I couldn't talk with all of my students. *What kind of teacher cannot speak with her own students about what they are learning? What if they were bleeding to death internally? Would they be able to tell me, and would I be able to help them?* I was concerned that the language and cultural barriers would prevent me from being successful, and during my first month in Berlin, all I saw was a mountain I was certain I could never climb.

That first month was rough. I managed to miss every cultural lesson that came my way, to avoid recognizing the cultural impact in my classroom, and to learn not one word of the language. I sound like a winner, right? Wrong. Bobo drove me mental every day because he would talk and talk and talk *in German* and I would never have one idea about what was going on. I avoided him like the plague and let myself get annoyed when I couldn't understand him. By month two, I had grown weary of not understanding him, and with the help of my best friend over winter break; I began to learn about Germany and started learning the language.

Returning from my little trip with my best friend where we immersed ourselves in the German culture, I had a new attitude about my students and where I was living. I remember

the first time I greeted them that week – in German. Their mouths dropped all the way to the floor, and then they cheered. That was the slow start to a new relationship with Bobo. He began to show me that he understood some of what I said in English, that drawing pictures to show him what to do was a tremendous help, and that if all else failed, one of my bilingual students could translate for us.

Before I knew it, February turned into March, and we were off to live in a castle for a week with only four parents, two teachers, two student teachers, and about fifty kids. That week Bobo taught me what it meant to be a teacher. I learned a new kind of patience, and I developed communication skills that would only come from a situation where you are around your students 24/7 for five days straight. More importantly, I took away from that week a new relationship with my students and a deeper understanding of German culture (food, lifestyle, etc.) than I had previously. I had begun to find a way to understand my students without words.

Once we returned to Berlin from our weeklong journey together and rejoined the rest of the school in everyday activities, my mentor teacher Melissa put it best. The trip had brought our class together, much closer than we were before. It was as if there was an unspoken understanding of how the other twenty people in the room operated, and we were able to convey emotions and thoughts with few to no words. My relationship with dear Bobo had grown much deeper, and I had found a love of this small boy I never thought was possible. Teaching and working with him became my favorite part of the day. We worked on my German, his English, and our ability to let the other one know what was on our minds.

My final two months in class flew by. Every day I worked with my students on more German vocabulary, received positive feedback on my new German wardrobe and, of course, my teaching abilities. By the end of April when my placement came to an end, I had grown to understand one very important lesson about teaching that I never would have learned in the US, because I learned it from Bobo. I learned that teaching is more than words; it is about our actions and being the people our teachers told us we should be growing up – responsible, faithful, loving and always open to a hug. I learned to teach without words, to love a culture I never wanted to experience, and to be ready for anything to happen in life.

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A Life-Changing Choice: Expanding My Horizons...Again

by Kathleen Goldsby
Elementary Education

The University of Kentucky became my college of choice because I was interested in student teaching overseas. I had attended elementary school in Cairo, Egypt for a year and high school in London, England for a while. I had a desire to go abroad yet again to experience life in another part of the world, and I did just that. In the spring of 1991, I moved out of my comfy, familiar sorority house and hopped the pond to Grantham, England. I lived and taught elementary students in the Midlands, one of the most beautiful areas in the British Isles. Grantham, hometown of Margaret Thatcher, boasts Harlaxton Manor. This Manor is a 101-room castle overlooking sprawling fields where Prince Charles has fox-hunted with various other royals. I lived in the amazing manor house, along with students from other colleges who were studying (and playing soccer) in England.

The student teaching part of my experience was (1) educational (more hands-on material than I was used to — all manipulatives for “maths,” much more focus on detail, handwriting, and presentation for even young children, a major focus on art and music), (2) eye-opening (children and their parents walked long distances to our village school — no wonder they are in such good shape and wide-eyed in the morning), and (3) full of funny stories and lasting memories. I will never forget the peacocks who walked around people’s backyards (gardens, as they call them) as though they were squirrels or the verbal slip-ups with the American/English vocabulary. After a hard rain the discussion arose that a “boot” is the trunk of a car and “wellies” are what we call boots. After a child got an adorable haircut, I had to learn that what we call “bangs” are referred to as “fringe.” Who knew? More importantly, I learned how to make the perfect cup of tea.

In addition to the actual student teaching and enjoying the opportunity to live in England, I did something that I recommend to all people who consider



Harlaxton Manor in Grantham, England

traveling. I took chances. When invited to an elderly couple’s house for “tea,” I said yes. (Tea, by the way, is a full meal, meat included.) This first accepted invitation led to a series of weekend drives to British pubs with my new adorable friends in search of the perfect “chip” (French fry). When given the choice, I always tried new foods (except blood pudding). The little things gave me insight: room-temperature soda is not “wrong;” it’s just how the British drink it. The same with beer!

I also lived in the moment. During a week-long visit to Ireland and my month in Europe with a backpack, I kept a journal and took pictures, but I didn’t call/write home immediately or often. If you are on a trip of a lifetime, you don’t need to know about the latest sorority party or who is dating whom or how the basketball team does each night. Live in a new culture and be unafraid!! Today there seems to be such an urgency for people to Facebook and Twitter about everything they do, perhaps so that others will write back and comment/agree. I wrote home and made a few phone calls, but for the most part I lived. I encourage others to journal and keep in touch some, but not to be in contact “24/7.”

And now the life-changing part of the story. The day after I arrived in England, I met the man whom I would later marry. True story! In the castle! At a fancy dinner! He was in England to take British study classes and play a little “football” (soccer, as it is known to us in the U.S.). We now have two children who have a love of travel and adventure themselves. We took them to Europe two years ago and spent a summer on Lake Como, Italy. I love to hear my eight-year-old discuss the differences between the Duomo in Como and the Duomo in Milan (where you can literally climb on the roof and hug the gargoyles) and the differences between American ice cream and Italian gelato (gelato wins hands down). The enthusiasm for the traveling experiences I had has been transferred to my children. They are both open-minded and embrace other cultures and skin colors and traditions. This is one of the things I am most proud of in the raising of my children.

Even before I had children, however, I was proud that I transferred this love of different cultures to the children I taught. I always taught concentrated units on

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other countries and introduced new food, clothing, music, and traditions to them. This is one of the greatest gifts a teacher can give her students ... a global perspective — the idea that the way we do things in Lexington, Kentucky is not the only way or even the right way! I also encouraged an open-minded attitude with regard to other religion, tradition, and culture.

If each student teacher who travels can bring back her rich experiences and share them in a hands-on, intimate way, she will spark the desire to travel and learn new things, the willingness to be accepting and non-judgmental. Fly and be free and independent, my fellow teachers-to-be! The world awaits, and it is an exciting and amazing place to explore.



Kathy's students in the Midlands, England

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 Lauren McMahan:
Phone (859) 257-1857 or e-mail:
sharon.brennan@uky.edu or
lauren.mcmahan@uky.edu.

Interesting International Opportunities for Teachers

Teachers for Global Classrooms is for secondary English, Social Studies, Math, and Science teachers. Provides professional development online and in Washington, D.C. in 2011, followed by a 2-week international program in Spring/Summer 2012 in Africa, Asia, Latin America, or Eastern Europe.

<http://www.irex.org/programs/tea/tea%20us.asp>

The Distinguished Fulbright Awards in Teaching Program sends select primary and secondary teachers abroad for 3-6 months to pursue an individual project, conduct research, take courses for professional development, and lead master classes or seminars for teachers and students.

http://exchanges.state.gov/globalexchanges/distinguished_awards.html

International Educational Seminars in India, Italy, or Greece provide a 5-8 week professional development opportunity for secondary teachers in Summer 2011. There are also exchange programs for teachers and administrators with opportunities in Argentina, Brazil, Mexico, or Thailand.

<http://www.americancouncils.org/educationalSeminarsSearch.php>

Intensive Summer Language Institutes for teachers of Mandarin and Arabic including elementary & secondary teachers, community college instructors, and those enrolled in teacher certification programs.

<http://www.americancouncils.org/isli>

Students and Faculty Collaborate on Research in Guatemala

by Kristi Lunceford and Ruby Owiny
College of Education Doctoral Students

During the spring semester of 2010, the College of Education's (COE) Internationalization Initiative Advisory Committee (IIAC) posted a Request for Proposals (RFP) for faculty and graduate students as a way of expanding international efforts. Although the RFP designated a short timeline (project completion by June 15, 2010), it was perfect timing for us since we are both interested in research involving international education. Our immediate challenge was to connect with a faculty member who could provide support and advice related to this international education agenda. Since we both have a passion for reaching out to children with special educational needs and supporting international education activities, we spoke with Dr. Jennifer Grisham-Brown about her connection to research and service to children in Guatemala. Two complementary projects emerged from those conversations.

Kristi worked with Dr. Grisham-Brown regarding her research in early childhood assessment using the Assessment Evaluation and Programming System, AEPS (Bricker, 2006) to develop a proposal reflecting objectives of assessment with young children in Guatemala. With little time to prepare, but a strong desire to take the pilot research to Guatemala, plans were made to complete the project during a 10-day UK sponsored project in May. Immediate effort was put into seeking IRB approval and collecting data on gross motor skills of young children with and without disabilities in Guatemala. The data collection occurred with children in three locations: Hope for Tomorrow Children's Home, La Patria (Primary School) and Santa Sofia (Special Education School).



The whole UK group at Hope for Tomorrow Children's Home, including Ruby (back left), Kristi (far right), and Dr. Jennifer Grisham-Brown (center, blue shirt).

Ruby worked with Dr. Grisham-Brown to design a survey aimed at identifying the learning needs of students in Guatemalan schools and the strategies teachers use to meet those needs. As with Kristi, a short timeline meant no time for delay in finalizing the survey and seeking IRB approval to conduct this pilot study in Guatemala. In all, 55 teachers from two private, non-special education schools, Kindergarten through high school, participated in this study giving me a basis by which to prepare for my dissertation. These data will be used to plan dissertation research using distance education technologies to train teachers in the use of research-based instructional strategies.

These research studies extend a university-sponsored program that Dr. Grisham-Brown created for undergraduate and master's students in a practicum experience at Hope for Tomorrow Children's Home in Guatemala City. This is the first time doctoral students have participated in this program and the first time doctoral students from the De-

partment of Special Education and Rehabilitation Counseling conducted research in Guatemala. This opportunity provided occasion for interaction with faculty members within the COE that we would not have had otherwise. With our interest in researching methods to improve educational outcomes for children in third world countries, our interaction with faculty members and our experience in Guatemala allowed us to learn more dressing the internationalization goals about the intricacies involved in international research. The support from the IIAC was vital in affording the opportunity for us to collaborate with colleagues in Guatemala and ultimately enhance our educational experience while at the same time addressing the internationalization goals of the COE. We sought a research agenda that works toward improved outcomes for children with and without disabilities in Central America that can also be generalized to needy areas within the United States. Through this opportunity we eagerly anticipate future collaborative efforts with educators in Guatemala and other countries supporting children with special needs.

Kristi Lunceford is a doctoral student in the Special Education and Rehabilitation Counseling department. Her area of specialization is Interdisciplinary Early Childhood Education (IECE), and she is currently preparing for her qualifyig exams.

Ruby Owiny is also a doctoral student in the Special Education and Rehabilitation Counseling department. Her area of specialization is Learning and Behavior Disorders (LBD). She will finish her coursework in Fall 2011 and then begin working on her dissertation.

***Coming together is a beginning. Keeping together is progress.
Working together is success.***

--Henry Ford--

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 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
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(859) 257-9795 traynor@uky.edu

Upcoming Events

January 11 9:00-12:00 Noon	Student Teacher Orientation Meetings - Taylor Ed. Auditorium
January 12	First Day of Student Teaching
February 10	Registration Deadline for March 12 PRAXIS
February 20	Last day to apply for a May graduate degree
February 28	Last day to apply for a May undergraduate degree
March 7	Dual placement students begin 2nd half placement
March 14-19	UK Spring Break
March 29 3:30-6:00 p.m.	Kentucky Teachers' Network Career Fair Eastern KY University
March 31	Registration Deadline for April 30 PRAXIS
April 4-8	Spring vacations - most school districts*
May 6	Last day of student teaching. Final evaluations must be submitted to Student Teaching Office - 107A TEB

* Check with Madison, Rockcastle and Scott counties, and Ft. Thomas Ind. for their spring vacation dates.

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