

### Director's Note

One of my summer projects involved working with colleagues from around the state to revise the online training which supervisors are required to take before working with student teachers. Informally referred to as “co-teaching training”, it is mandated by the Kentucky Education Professional Standards Board (ESPB). My colleagues and I welcome the task as it provides an opportunity to enrich the content and make it more accessible.

Since supervisors play such a critical role in shaping the growth of candidates preparing to enter the profession, we want to be sure everyone involved fully understands their responsibilities and has the resources needed to carry them out effectively. To that end we have expanded the section on co-teaching strategies to include evidence-based or “high leverage” practices which research has shown to be particularly useful in various contexts. We have also expanded the resource list to include tips, provided by seasoned cooperating teachers, for effectively mentoring teacher candidates. You may want to take a peek at the revised resource list, whether or not you complete the new training. We highlight a few of the tips in this newsletter and provide a more robust list on our website at: <http://education.uky.edu/ocp>.

Cathy Cook, one of our long-time cooperating teachers whose mentoring tips appear on our website, recently reviewed data from the Student Teaching Perception Survey that were collected during the 2017-18 school year. You will find her report as you read on. You will also meet supervisors who have recently joined the university-based supervisory team.

We are very grateful to those who give time and talent year after year, helping ensure our program remains strong, as we prepare “classroom ready” candidates for what is arguably the most important profession in the world. I hope you will find the tips helpful as you take on your supervisory role this semester. I also hope you will share with us your own effective practices, for both teaching and mentoring, as the year unfolds. I am ever grateful for your contributions to our program and to the profession.

With warm wishes for a productive, rewarding year!

*Sharon*  
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### Reflection as a Tool for Growth

Cathy Cook, 2nd Grade Teacher  
Glendover Elementary, Fayette County

In 1995, after I had my 3rd child, I decided to stay home with my children. This decision ultimately led me to discover my next, and possibly true, calling in life: teaching. As I volunteered in my children's school, I found that successfully helping children learn to read was incredibly rewarding. This passion for working with children convinced me to return to college as a non-traditional student and become a teacher. I graduated from the College of Education at the University of Kentucky in 2006 and began my new career that fall. Teaching and working with children at a variety of grades has been my most fulfilling career, and I know that I am meant to be a teacher.

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Clinical faculty member Joni Meade is co-leading an outreach initiative for Lexington's refugee population. Look inside for more photos and details.

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My own personal experience with UK's Teacher Education Program (TEP) was not only good preparation for my career but also very enriching. I am aware of changes that have been made over the years in order to adapt to the changing needs of schools and children, and to better prepare prospective teachers for their profession. Being a classroom teacher has since expanded into serving as a mentor and resource for students in the Teacher Education Program (TEP) at UK.

Over the past several years, I have hosted students completing early field experience observations, student teachers, and first-year teacher "interns" completing KTIP, and I believe that the preparedness and quality of these students continues to be at a high level. I was very interested in analyzing how student teachers feel about their experiences at UK as they prepare to be teachers.

Each year student teachers are asked to evaluate the TEP, and this year I was asked to analyze those student evaluations for the 2017-2018 school year. Over 300 students were asked to assign a value of 1 (lowest) to 4 (highest) and give feedback on three aspects:

- Overall value of the student teaching experience in preparing them for their professional role;
- Overall value of seminars held during the student teaching semester in promoting their professional growth;
- Overall value of the TEP in preparing them for their professional role.

Of the teacher candidates who evaluated the program, 82% found their student teaching experience to be excellent (4), and 17% rated it to be very good (3). These ratings and student comments indicate that the partnership between UK's TEP and the public schools is a positive and productive collaboration. A common thread throughout the comments is the benefit student teachers received from being in various schools, at varying grade levels, and with a variety of K-12 student populations, in which they not only applied the knowledge and skills they had acquired in their classes at UK, but also observed and learned from professionals in the field.

"The diverse learning opportunities we had throughout the program have been very beneficial. Hands-on learning has been really monumental in my professional progress."

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**Field Notes is published twice a year by UK's Office of Clinical Practices and School Partnerships.**

## Cooperating Teachers' Tips for Mentoring Student Teachers

- Provide your student teacher (ST) with a packet outlining policies, procedures, and expectations, as well as school and student information, upon arrival.
- Give your ST authority from the very first day.
- Provide frequent, specific feedback -- verbal and written.
- Gradually relinquish control, and give corrective feedback whenever needed.

"I constantly grew! In every placement, every school, every grade, every semester, and every seminar, I learned something new and beneficial."

"The most beneficial thing from TEP is the sheer amount of time we spent in the classroom. I was exposed to a variety of teachers and settings, and it was so very helpful."

The student teachers were then able to combine the knowledge they gained from classes at UK and prior clinical placements with what they observed from their Cooperating Teachers (CTs) for their capstone project of "solo week".

The individual benefits of student teaching mentioned most often were growth in classroom management, lesson planning, and overall understanding of the role and responsibilities of a classroom teacher.

"The hands-on experience was eye-opening and life-changing. It made everything I learned in school become real and relevant to my life. Being able to teach and have an experienced teacher observing, helping, and giving feedback on my lessons has been such a wonderful learning opportunity."

"I think my solo teaching week prepared me most for my future professional role because it allowed me to see what an actual week in the life of a teacher is like. I was in charge of everything that a regular classroom teacher is in charge of; behavior management, implementing procedures, planning/teaching lessons, and monitoring/choosing classroom activities. I truly feel that all of these things experienced during my solo week prepared me for my future role as an educator."

"I have never learned more during 8 weeks in my life. Being immersed in the profession is much more beneficial and growth-inducing than talking in our college classrooms about hypothetical situations."

"In general, the most beneficial part of the experience for me was getting more comfortable teaching in the classroom. This includes multiple areas such as

management, content, pedagogy, etc. I felt as if we had discussed it extensively in our courses; however, actually practicing in a K-12 classroom helped me implement those skills and actively work on them. That's something that talking about it in methods classes just can't help me with."

While the majority of the comments about their student teaching experiences were positive, there were a few instances reported that provided a different type of learning opportunity. Those students felt that their placements taught them "what not to do", or how to put aside personal differences and continue to work with someone professionally. While these will not show up on a Professional Growth Plan or Goal Plan, these can be real, life-learning opportunities that teachers do experience.

Eighty-four percent (84%) of evaluating students rated the seminars held excellent or very good value in promoting their professional growth. The mean score for this aspect was 3.57, as compared to 3.81 for the student teaching experience. Seminars were not part of the TEP when I attended UK, but from a CT's perspective, I can understand their benefit. Based on comments from the evaluations, the list of topics this year included: the employment process, preparing for the beginning of the school year, and learning to communicate during difficult situations between people.

Most student evaluations found the seminars to be helpful:

"I really enjoyed the seminars and thought they contributed to my learning. I enjoyed being able to share what I learned with my CT as well."

"I have thoroughly enjoyed the seminars that we attended throughout our student teaching semester. They were very insightful and informative."

However, others thought the seminars were not beneficial to their individual circumstances.

"In my opinion, some of the seminars were unnecessary."

"I thought some of the seminars were boring, and I did not take a lot away from them."

The final evaluation question related to the perceived overall value of the TEP in preparing student teachers for their professional roles. A vast majority of the respondents (89%) rated the TEP as either excellent or very good at preparing student teachers for their future professions. As a potential future co-worker with these student teachers, it is encouraging to read that they feel prepared to be teachers.

"I think we were given every bit of information about teaching that they could have provided us in the given time. It was a full experience of learning for me."

"I feel the entire TEP is a well-rounded program that has laid a solid foundation for me to grow and develop in the science of teaching. Content knowledge can only take you so far. Learning how to teach, and understanding the many ways students learn, were critical components of this program, as was applying that knowledge to develop lesson plans that teach students to be critical thinkers."

Overall, evaluators believe the TEP at UK prepared them well, but there were some areas that others feel need to be addressed. Several students expressed their sentiments along the lines of this statement:

"I think the students enrolled in general education needed more in-school experiences working with students with special needs. We took a course but never got to experience firsthand what it is like. I think there needs to be a more in-depth class addressing this area."

Communication issues between the TEP and student teachers were another concern raised by several students that impacted their experiences:

"I feel as if there was a lack of communication between the supervisors. As I worked closely with other student teachers, with different supervisors, we would be told different things by our different supervisors."

Communication, or the lack thereof, seems to be the issue behind several of the concerns raised in the evaluations.

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## PD Opportunity: Co-Teaching Training for Student Teacher Supervisors

If you want to mentor student teachers in your classroom, register for this face-to-face training session hosted by the University of Kentucky. Attendance will fulfill Part B of the co-teaching training requirement outlined in 16 KAR 5:040 Admission, Placement, and Supervision in Student Teaching. Three hours of PD credit is available for attendees. Registration begins at 4:30 p.m. Refreshments will be served.



Wednesday, September 19, 2018  
Southern Middle School  
5:00 - 7:30 p.m.

Contact Martin Mills  
for information or registration:  
859-257-1857 [martin.mills@uky.edu](mailto:martin.mills@uky.edu)

## Congratulations to Recipients of Promotion and Tenure

We are proud to recognize Spring 2018 promotions of several faculty members who work with our teacher education program. We thank them for their good work and look forward to continued partnerships with them in preparing classroom-ready teacher candidates!



**Heather Erwin** Physical Education program faculty chair promoted to Professor

**Donna Brostek Lee** Visual Impairment program faculty chair promoted to Associate Professor

**Margaret Schroeder** Undergraduate Math Education faculty chair promoted to Professor

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There were also several students dissatisfied with some of the methods classes, which left them feeling underprepared to teach those particular subject areas. The other concerns expressed in this area were more individualized or isolated matters (e.g., wanting more feedback, the unique scheduling concerns in the spring due to the snow days and teacher walkout days, not understanding schedules or syllabi); all valid points, but not universal issues.

I believe reflection, whether on individual lessons or on an entire university program, only makes us better. It is important for CTs and the College of Education to reflect together on these comments and ratings to see where we can continue to improve on meeting student teachers' needs. Reviewing and analyzing the student teachers' evaluations of UK's TEP has given me some insights as to improvements that I can make in my role as a CT. UK's College of Education also uses this feedback to continually adjust and improve their Teacher Education Program.

I am honored to play a role in preparing future teachers and coworkers. I was thrilled to read about the passion and confidence of this year's future teachers as they begin the professional phase of their journeys as educators. One such comment from a student teacher reads:

"I have loved student teaching! Even if it was hard, and took a lot out of me...it gave me a real-life look into what I will be doing with my life, and I could not be more excited!

Reading and analyzing student evaluations this year reinforced my overall positive feeling about the University of Kentucky's TEP program. Comments from supervisors, students, and cooperating teachers were generally positive and reflected enthusiasm about the program and excitement about entering the field of education.

I look forward to seeing another eager student teacher in the fall, along with all of my students' smiling 5-year-old faces!

## Welcoming Recent Hires to UK College of Education

The UK Office of Clinical Practices and School Partnerships would like to formally welcome faculty members who have been hired over the last year to work with our Teacher Education Program (TEP) in preparing our aspiring teachers:

**Jeri Custodero** has been hired as a lecturer in the Early Childhood, Special Education, and Rehabilitation Counseling (EDSRC) department. She holds a Ph.D. in Special Education from University of California, Santa Barbara.

Before obtaining her Ph.D., Dr. Custodero taught special education to K-12 students in Georgia, where she also mentored student teachers. She has a strong background in Applied Behavioral Analysis (ABA), as well as quantitative and qualitative research. Before coming to UK, she was on faculty at Middle Tennessee State University (MTSU).

**Rosemary Nave Stawasz** is a Clinical Assistant Professor, also hired into the EDSRC department, where she is teaching courses in visual impairment and orientation and mobility. She is also helping to develop a graduate program in Orientation and Mobility. Her doctoral degree is from Western Michigan University, where she studied Interdisciplinary Health Sciences.

Prior to coming to UK, Dr. Stawasz gained extensive teaching and mentoring experience through several positions including: teaching K-12 students in North Carolina and Arizona, mentoring and supervising practicum students and teacher interns, and teaching courses at Western Michigan University.

**Lin Xiang** is a newly hired assistant professor in the STEM Education department. However, Dr. Xiang is not new to UK, having worked previously in the College of Arts and Sciences Biology department where she was not only an instructor but also a researcher and project investigator for several projects. In addition to her work at UK, she has also served as an assistant professor for Weber State University in Utah.

Dr. Xiang holds a Ph.D. in Science Education from University of California, Davis. Prior to working in higher education venues, Dr. Xiang taught high school biology in Shanghai, China, where she received two awards for excellence in teaching.

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



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**SPOTLIGHT ON COLLABORATION: SUMMER OUTREACH PROJECT FOR REFUGEES AT PICADOME ELEMENTARY**

*Details and photos are featured inside!*

**Collaborative Connection:  
Sharing Ideas**

We want to feature your ideas about teaching and learning, and stories about collaborative projects taking place between and among university and school-based partners.

- How do you foster student learning and promote quality teaching?
- What challenges have you faced, and what changes did you make to overcome them?
- What collaborative projects have you observed or implemented?

**Send stories or ideas to:**

[mary.henderson@uky.edu](mailto:mary.henderson@uky.edu)

**Mark Your Calendar**

<b>August 13</b> 9:00 am	University Supervisors' meeting in 122 TEB
<b>August 14</b> 9:00 am	ST Orientation in Taylor Ed. Auditorium
<b>August 15</b>	First day for most STs
<b>September 19</b> 4:30-7:30 pm	Cooperating Teacher / University Supervisor Training--Southern MS
<b>October 15</b>	Dual placement STs begin 2nd placements
<b>November 30</b> 8 am-12:30 pm	<b>Professional Seminar for all 2018-2019 STs</b> UK Singletary Center
<b>December 14</b>	Last day of finals week

**Tuition Waiver Program for Cooperating and Resource Teachers**

Some state universities provide cooperating teachers a tuition waiver for 3-6 credits depending on duration of student teaching supervision.

Resource teachers may also claim a tuition waiver for up to 6 credits for each KTIP intern supervision they completed during the 2017-2018 school year.

To redeem your waiver at UK, 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 a tuition waiver form prior to each semester enrolled,
- submit the waiver form to the associate dean's office prior to the first day of classes for each semester of enrollment.
- visit <https://education.uky.edu/ADeanARGS/tuitionwaiver> for contact info and an application to redeem your waiver at UK.

To claim your tuition waiver at other Kentucky universities, visit:

<http://www.epsb.ky.gov/mod/page/view.php?id=142>



### Collaborative Summer Outreach Project

*Picadome Elementary principal Jennifer Hutchison and teacher Becky Fritz, and UK College of Education clinical faculty member Joni Meade, have started a weekly community outreach project to benefit Picadome's refugee student population. Along with students from UK's Elementary Education program, Picadome staff, Delta Gamma sorority, and other community volunteers including high school students, they play group sports, engage in art activities, and read books from a lending library. LFUCG Police provides popsicles every week.*

