

Director's Note Clinical Preparation and Community Partnerships

Collaboration among university, school, and community partners represents an essential element in preparing highly effective teachers. Those of us who represent the university side of Educator Preparation work continuously with our partners to ensure that program graduates enter the profession equipped to reach all their students. We do this in various ways including having partners analyze data about program efficacy and engaging in initiatives that strengthen the whole community.

This issue of *Field Notes* highlights two examples of our collaborative efforts. Amy Fields, a long-standing student teacher mentor and program graduate, provides an informative analysis of last year's student teacher perception evaluations. Her report will be used with other data points to shape program decisions going forward. Dr. Margaret Mohr-Schroeder, associate dean for clinical preparation and school partnerships, shares exciting work she has initiated to promote teacher quality at all levels and address the needs of the larger community.

The issue also provides an opportunity to welcome the new dean of the College of Education, Dr. Julian Vasquez Heilig, and express appreciation to Dr. Rosetta Sandidge who graciously led the college as interim dean for the past year. Dr. Heilig comes to Kentucky from California State University in Sacramento where he served on the faculty in Educational Leadership Studies as director of the doctoral program for school leaders.

I hope reading the newsletter will spark ideas about how we can enhance our collaborative efforts. We look forward to finding new paths together that will strengthen teaching and learning and benefit our entire community.

With appreciation and warm wishes for a productive school year,

Sharon
sharon.brennan@uky.edu

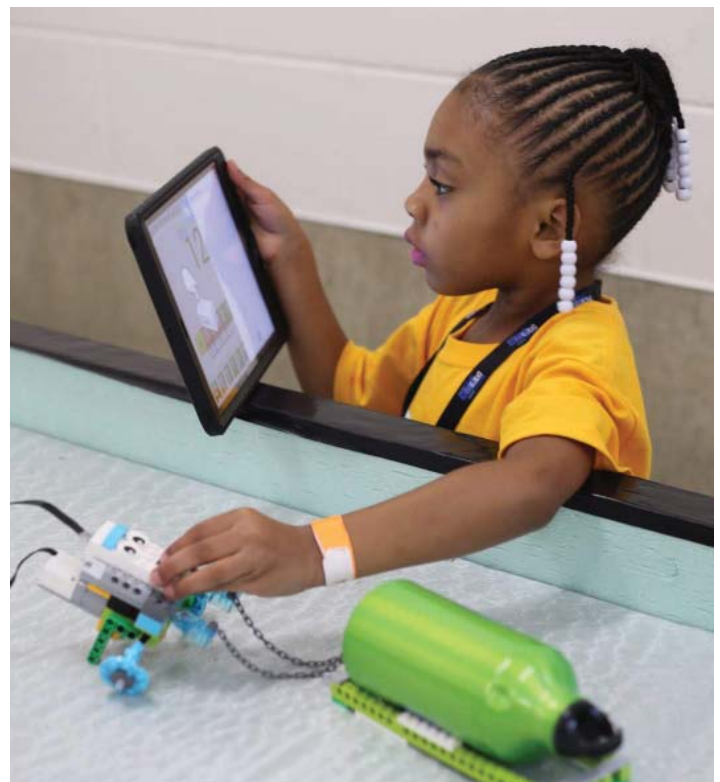
Rate, Reflect, React

Amy Fields, English Teacher and Department Chair
Tates Creek High School, Fayette County

Ten years ago I walked across the stage at Rupp Arena to receive my master's degree in English education. I remember the advice that I received from professors and classroom teachers throughout my time in the Master's with Initial Certification (MIC) program: Reflect and react to the strategies you use to teach the content, the techniques you use to engage students, the assignments you give, and your classroom management skills.

In addition to all the other instructions new teachers have to remember, they are also told to analyze the data provided by their students' work in order to drive instruction. I remember feeling overwhelmed by that concept because surviving is what seemed to matter the most during that first year. However, after gaining years of experience, and hosting several successful student teachers of my own, I know the value, and have seen firsthand, the impact that data analysis can have on my instructional practices and my students' learning.

[continued on page 2](#)



A See Blue STEM Camp attendee makes adjustments to her robot. See inside for more camp photos and information about other community outreach projects underway.

“Rate, Reflect, and React.” cont’d

The University of Kentucky’s Teacher Education Program (TEP) also values and emphasizes the need for data reflection. At the end of the student teaching semester, student teachers (STs) are given a survey to reflect on different aspects of the TEP. Altogether, 297 students were asked to participate in rating different components of the program on a scale from 1 to 4. An impressive 232 responses were received.

When asked the overall value of the student teaching experience in preparing them for their future professional role, the average was a 3.8 out of 4. This was the highest rated item on the survey. The average regarding overall value and impact on professional growth from the seminars held during the student teaching semester dropped slightly to 3.49. The overall value of the TEP in preparing teachers for their careers was rated at 3.66.

STs were given the chance to explain their survey ratings by responding to open-ended questions. There were a variety of responses about which aspects of student teaching they found to be most beneficial. Some discussed the diversity of students they were able to work with, others valued the opportunity to learn and practice using technologies in the classroom, and many liked simply experiencing the ins and outs of what teachers do on a daily basis. A significant portion of the responses revolved around how beneficial the solo weeks were:

“During student teaching I gained so much experience teaching and leading the class as a whole. For several weeks leading to my solo week, I was teaching by myself. This experience not only allowed me to better prepare myself as a teacher, it gave me confidence when teaching.”

“During my solo week, my cooperating teacher completely handed over the reins of her classroom to me, and I was in charge of planning the lessons, teaching, taking attendance, monitoring behavior, answering questions, answering phone calls, greeting students, creating and finding assignments and assessments, and grading all completed work. This gave me a huge idea of what it would be like to have my own classroom and helped me be more confident in myself as a teacher.”

The independence given during those solo weeks, and the ability to practice what has been taught, exemplifies what current educators know when it comes to teaching our

PD Opportunity for Student Teacher Supervisors

This face-to-face session fulfills Part B of the co-teaching training requirement outlined in regulation 16 KAR 5:040, which is required for first-time cooperating teachers. Three hours of PD credit is offered to attendees, and refreshments will be served.



Wednesday, September 11, 2019
5:00-7:30 p.m.
109 Dickey Hall, UK College of Education
martin.mills@uky.edu | 859-257-1857

own students: Firsthand experience is the best learning tool. Many students also reflected on how the student teaching experience helped them develop in the area of planning lessons and units:

“By creating lessons and helping to create units, I could envision myself doing it in my own future classroom.”

“Planning lessons has become natural and easy to do.”

With regard to aspects of the student teaching experience that were not adequately addressed for the STs, 48 respondents indicated “not applicable” or “none”. Further, some students who did provide answers actually said that all aspects were addressed. Of the entire survey, this section had the fewest negative responses, which speaks volumes to the structure of the student teaching experience as well as the role of the Cooperating Teachers (CTs) as mentors for the STs.

Some areas that students felt needed to be addressed were the number of days required for the STs to attend their placements, balancing the paperwork load of teaching with portfolio requirements and OTIS documentation, and the timing of the classroom management class. It is a required course currently offered only in the spring, but several students suggested it would be more beneficial if taken prior to entering the classroom.

Some STs were disappointed with the lack of opportunities for parent interaction. Others said they would have liked more interview practice to prepare them for the future.

“I did not get to contact parents and have an open communication with them, which I would have liked.”

“Learning more about how to manage parent relationships, conducting interviews, etc.”

Editorial Staff	104 Taylor Education Building
Sharon Brennan	Lexington, KY 40506-0001
Julie Cleary	859-257-1857
Mary Henderson	E-mail: fieldx@uky.edu
Martin Mills	http://education.uky.edu/OCP
Field Notes is published twice a year by UK’s Office of Clinical Practices and School Partnerships.	

Thank You, Dr. Rosetta Sandidge!



With much gratitude, we take this opportunity to honor Associate Dean Rosetta Sandidge for her exemplary service in leading the college as interim dean over the past academic year. We appreciate the loyal dedication she has displayed, not only last year, but throughout her tenure on our faculty.

Congratulations to Kim White and Farewell to Brett Criswell



We are pleased to recognize Dr. Kim White's promotion to Clinical Associate Professor. We thank her for her invaluable contributions to our teacher preparation program as instructor, field supervisor, and co-chair of the Elementary Education program.

In other news, we are sad to announce the departure of Clinical Associate Professor Brett Criswell who has accepted a position at West Chester University in Pennsylvania. We send him best wishes for success!

Kudos to Award Winners

Congratulations to alumni and a faculty member who won prestigious awards and recognitions during the past year, including:

Carol Hyatt - CKEC Outstanding Educator, Fayette Co
Carol teaches special education at Lansdowne Elementary. She recently piloted a program called Minds In Motion which works with children to strengthen their core vestibular systems, improving learning and coordination.

Melanie Trowel - KEA's 2020 Teacher of the Year
Melanie teaches science at Leestown Middle School in Fayette County. She fights for quality education for all students and strives to lead culturally responsive classrooms.

LaDonda Porter - KAHPERD Middle School PE Teacher of the Year

LaDonda teaches PE at Beaumont Middle School in Fayette County. She enjoys teaching activities her students are unfamiliar with, focusing on fun to keep them motivated. She is also the school's athletics director, girls' track coach, and intramurals coordinator, and she is the district representative for middle school track and field.

Dr. Liz Whitney - KAHPERD University Health Education Teacher of the Year

Dr. Whitney is an Assistant Professor in the UK College of Education's Kinesiology and Health Promotions (KHP) department.

Welcome to Dean Julian Vasquez Heilig

Beth Goins, Director of Marketing

Julian Vasquez Heilig is the new dean of the University of Kentucky's College of Education. As an award-winning leader, teacher, and researcher, Vasquez Heilig comes to UK from California State University, Sacramento, where he was a professor of educational leadership and policy studies and director of the Doctorate in Educational Leadership program. He joined UK in July to take over for Interim Dean Rosetta Sandidge.



"We are excited to welcome Julian Vasquez Heilig to the UK family," said UK Provost David W. Blackwell. "As a thought leader in the field of education, he brings with him an exemplary scholarly record and a deep commitment to student and faculty success."

Vasquez Heilig received his Ph.D. in educational administration and policy analysis and a master's degree in sociology from Stanford University. He also earned a master's in higher education and a bachelor's degree in history and psychology from the University of Michigan.

A prolific scholar, in the last decade alone, Vasquez Heilig has been author or co-author on nearly 50 peer-reviewed journals including refereed articles, law reviews, and book chapters. Topics have been diverse in range and scope, covering issues such as racial equity and teacher preparation among many others.

He has been honored with more than 30 teaching, research, and service recognitions, including a Ford Foundation fellowship, the American Educational Research Journal Outstanding Reviewer award, and named as a Diversity in Education Magazine Multicultural Champion. He also served as the education chair for the California Hawaii State Conference of the NAACP.

Vasquez Heilig's work in higher education also includes serving on the faculty and as an academic leader at the University of Texas at Austin from 2006 to 2014.

"I look forward to leading the college dialogically and innovatively to impact the educational success of students in Kentucky and beyond," Vasquez Heilig said.



10 Years Strong, Learning Comes to Life for Kids at STEM Camp

Beth Goins, Director of Marketing

See Blue STEM Camp began in the summer of 2010 with just eight middle school students gathered at a local school. By the next year, the program quadrupled. In 2012, the camp moved to the University of Kentucky campus and grew exponentially, with collaborations forged between the colleges of Education, Arts and Sciences, and Engineering. The robust program now serves children in grades 2-12, with a targeted Robotics Camp and Chem Camp added to the mix. This year, the camp hosted more than 500 students, many of them returning campers, along with newcomers from around the state and beyond.



“Our goal is to expose students to a variety of positive learning experiences and career options in the STEM fields,” said College of Education Associate Dean Margaret Mohr-Schroeder, also a STEM education professor. She is a co-founder of the program with her husband, Craig Schroeder, and engineering professor Dr. Bruce Walcott.



A high school physics teacher, Craig Schroeder was concerned about students’ struggle to retain STEM concepts during the summer and the opportunity gap that exists for many of our K-12 students. Mohr-Schroeder was keenly aware of general shortages and also the lack of diverse people in STEM careers. Their goal: Help students explore and integrate the STEM disciplines through authentic hands-on projects and real world applications. Through this exposure, they hope that students will be able to visualize themselves in a STEM career — especially females and students of color, populations that are often underrepresented in STEM fields.

For more information about See Blue STEM Camp, visit <http://education.uky.edu/stem/camp>.

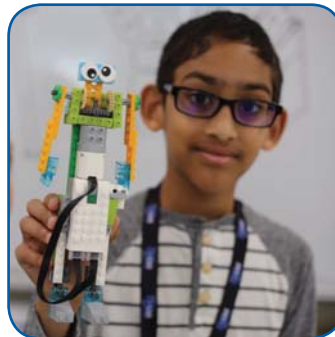
Excerpted from an article originally published on UKNow.

Golden Apple Award for Outstanding Community Partnership

The UK See Blue Mathematics Clinic was one of seven community partners recently honored with a Golden Apple Award. This distinction is bestowed upon high-performing community partners by Fayette County Public Schools (FCPS) for their efforts and initiatives within the district.

The math clinic provides additional support to FCPS. Formed in 2010, the original goal was to help pre-service teachers gain additional experience in working with students in math. They learn additional instructional and assessment strategies and develop a growth mindset for working with students who struggle with math.

The teachers spend the first five weeks of the semester on UK campus and the last ten weeks working directly with an FCPS partner school (Jessie Clark, Beaumont, Winburn, Henry Clay, and Frederick Douglass).



("Rate, Reflect, React." cont'd)

"I would have liked to have more experience with preparing for interviews and more practice at communicating with parents."

The survey invited STs to comment on the overall effectiveness of the TEP. Areas addressed as needing improvement included concerns about certain required classes, communication over expectations for course assignments and requirements, the previously mentioned timing of the classroom management class, and lack of PRAXIS preparation. Many comments were focused on specific aspects within the programs as opposed to the TEP as a whole. This is a great reflection on the overall effectiveness of the TEP.

When discussing what areas of the TEP were most beneficial, many students commented on the structure of the program. The scaffolding process to progressively immerse students into the classroom was widely appreciated. This is reflected in the following responses:

"The progression of responsibility that we are given from pre-practicum, to practicum, to student teaching is very beneficial because we build up over the course of three semesters, and we slowly learn the different areas of teaching without it being thrown at us all at once."

"I found both practicum and student teaching to be an excellent scaffold within the program. I never felt overwhelmed with the amount of responsibility put on me at each stage of my teacher education program."

The relationship and mentoring provided by the CT to the ST was a common theme throughout the positive responses evaluating the TEP, as well as the support from the staff in the College of Education (COE). Many students commented on the support provided by their CTs and how instrumental they were in providing a successful placement and learning experience. The COE staff was described as "caring, dedicated, hardworking..." Other responses included: "My professors have been the best part of the program," and "I always felt very supported."

Just as the professors teach prospective teachers to build relationships with their students to ensure success, both the CTs and the professors within the UK TEP are clearly heeding their own advice. The positive feedback and areas of improvement provided by the student teachers will allow the TEP and CTs to reflect on their own methods of practice to ensure that the university and host schools are doing everything they can to produce the most effective teachers in the state.

A mentor once told me regarding data analysis, "Stepping off a cliff is hard to do until you realize the reward beyond." To the future teachers about to embark on their own careers in education, remember that advice when you are trying to manage your time during that first year of teaching. The reward is 100% worth the risk. Take it!

Cultivating Meaningful Partnerships

Dr. Margaret Mohr-Schroeder, Associate Dean
Clinical Preparation & Partnerships

For the past ten years, Dr. Craig Schroeder, physics teacher at Henry Clay High School, and I have led an initiative which has brought a myriad of students from K-12 schools to our campus during the month of June to participate in See Blue STEM Camp. This summer 500 students from across Kentucky and beyond came to spark their interest and joy in STEM through hands-on, authentic investigations based on UK professors' research. Their enthusiasm and unbounded energy has brightened the halls of our buildings in the College of Education complex as these students have engaged in addressing significant scientific topics related to 21st century living.

This past year when I took on the role of Associate Dean for Clinical Preparation and Partnerships, I was tasked with building upon my own work to create and cultivate new initiatives in the college designed to strengthen our teacher preparation programs in ways that are mutually beneficial to the schools in which we place our candidates. One example is establishing a Clinical Advisory Council made up of representatives from local schools, policy groups, the community college, and business and industry. The feedback and collaboration with this group has helped shape a vision for the future of UK's Teacher Education Program.

A second example is the Wildcat Virtual Teacher Network. In the absence of KTIP, we wanted to find a way to stay meaningfully connected to our alumni and help support our new teachers as they embark on their new classroom adventures. The Wildcat Network pilot will launch this month, and we'll use the successes and lessons learned to continue to build it out to reach all new teachers in the Bluegrass region, regardless of where they graduated.

Finally, we have our eye on the field of teacher education as a whole. As many of you know, enrollment in teacher education programs is down 13.2% in the Commonwealth (CPE, 2019) and down 25% across the nation. The number one reason cited is because teaching is not an attractive profession (AACTE, 2018). Watch for some new initiatives this fall from our college which will help attract more future teachers into this honorable and rewarding profession.



University of Kentucky College of Education
Office of Clinical Practices and School Partnerships
104 Taylor Education Building
Lexington, KY 40506-0001



SPOTLIGHT ON COLLABORATION: SEE BLUE STEM CAMP
This initiative engages students in grades 2-12 to pique and enrich interest in STEM fields across a diverse audience.

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

Mark Your Calendar

August 12 9:00 am	University Supervisors' meeting in 122 TEB
August 13 9:00 am	ST Orientation in Taylor Ed. Auditorium
August 14	First day for most STs
September 11 4:30-7:30 pm	Cooperating Teacher / University Supervisor Training-- at UK
October 14	Dual placement STs begin 2nd placements
November 15 8 am-12:30 pm	Professional Seminar for all 2019-2020 STs UK Student Center
December 13	Last day of finals week

Tuition Waiver Program for Cooperating Teachers

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

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>