

Director's Note

Our summer project to renew the office web site caused me to think about the purpose of this newsletter – providing a communication link for university and school-based partners in our field network. Twice a year *Field Notes* serves as a channel for focusing our attention on important topics associated with *teaching teachers* and as a reminder of important aspects of partners' work.

Each fall, a focal point of the back-to-school issue is reporting on the annual analysis of program evaluation data, data which is supplied by student teachers, cooperating teachers and university supervisors when they share their perceptions about our teacher preparation program. This year Jeri Musser-Stamm, a mathematics teacher and seasoned cooperating teacher at Crawford Middle School, analyzed the data. Jeri presents her analysis as a reflection showing how everyone involved in student teaching benefits when critical issues are addressed. I am grateful to Jeri for her contribution. By detailing positive aspects of the program, she gives us specific reminders about how to make student teaching meaningful.

A second focal point of this newsletter issue is highlighting efforts underway in the College of Education (COE) to strengthen international/intercultural connections. There are many initiatives in our college designed to help teachers and teacher candidates examine global issues related to their curricular responsibilities. COE information specialist, Josh Shepherd, shares examples of such initiatives. Josh also shares news from the home front by announcing an award and introducing two new university faculty members who are joining the field network team this fall.

I hope these articles will serve as food for thought and action as you prepare to work with our program this year. I also hope you will take time to visit our newly renovated web site: <http://www.uky.edu/Education/ofeover.html>. In an effort to better meet your needs, we have made several changes such as adding a list of references for supervisors. We are seeking recommendations for other good resources; please send your recommendations to: fieldx@uky.edu Here's to another good year working together as we strive to ensure high standards of quality for our profession.

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Benefits of Student Teaching for Professional Partners

By Jeri Musser-Stamm
Crawford Middle School

One of the most important periods in a teacher's life is student teaching. It is through this experience that the professional foundation is poured. Further, the relationship between the cooperating teacher and university supervisor is critical to making the foundation firm. As the cooperating teacher and the university supervisor observe and critique the student teacher's work and communicate with each other about their findings, they lay building blocks for present and future practice. This process of communicating with each other, and with their protégé, helps the student teacher gain the competence and confidence needed to move forward.

As I reviewed student teacher program evaluation data from the 2004-2005 school year, I was reminded of the importance of the supervisory role as well as the potential benefits of the experience for all professional partners as they work to promote growth and maintain quality. There were several questions in the evaluation that were particularly striking. For example, when student teachers were asked to rate the professional benefits of working with cooperating teachers, the responses were very positive. Seventy percent indicated the cooperating teachers provided frequent, specific, constructive suggestions about their teaching performance. One statement sums this up nicely: "*My cooperating teacher was a great influence on my professional development. I was able to observe a teacher with a strong grasp of the subject matter, instructional strategies and classroom management skills. Once I began teaching, she provided constructive criticism in all aspects of my performance.*" Many other student teachers made similar statements about day-to-day contact being one of the most essential parts of the teacher education program. Another benefit noted in the evaluations related to the

question about whether the cooperating teacher provided a nurturing and positive experience from which future student teachers would benefit. Seventy-four percent of the student teachers strongly agreed with that statement. One student teacher put it this way: *“My cooperating teacher displayed an excellent and comfortable environment for me. I feel that I have made a 180-degree turn around and it was all because of her. I could not have asked for a better experience.”*

While reading the evaluations, I was particularly struck by a recurring theme in comments about the cooperating teacher’s role. In the fall of 2004, 68% of student teachers who evaluated cooperating teachers said they agreed that: *“The classroom curriculum was compatible with the philosophy and pedagogical approaches taught in the teacher education program.”* In the spring of 2005, 59% of student teachers said that they agreed with that point. Although the ratings were high for this item and related comments positive, one student teacher’s comment gave me pause, *“I learned what not to do ...”* While the student teaching experience seems to be working well, such statements point to the importance of maintaining good communication between cooperating teachers and university supervisors.

In their evaluation responses, university supervisors strongly agreed that the cooperating teacher provided *“specific, constructive, and practical suggestions”* that contributed to the development of the student teacher’s competencies. In the fall of 2004, 69% of university supervisors agreed and 70% agreed in the spring of 2005. One comment expresses this sentiment well: *“The cooperating teacher provided a wealth of support to the student. She modeled and involved the student in collaboration with other staff and professionals. She actively answered and provided constructive feedback to the student regarding implemented lessons. In addition, she provided numerous resources to the student to assist her with planning, assessing, and collaborating daily classroom routines and activities.”*

After analyzing the evaluation data, I realize more than ever how vital it is to choose cooperating teachers who demonstrate they can provide a good foundation for the student teachers with whom they work. If we want continuity for our new teachers we need to make sure that cooperating teachers are chosen carefully to reflect the

philosophy and pedagogical guidelines of the teacher education program and of our practice.

The program evaluations show that the teacher preparation program at the University of Kentucky is strong and that student teachers have rich, meaningful experiences working with cooperating teachers. We cooperating teachers strive to give our student teachers the best learning environment we can just as we do for our own students. One student teacher expressed it succinctly when she said, *“Towards the end of my placement, after solo week, I felt almost like we co-taught.”* This comment sums-up the experience I had this year serving as a cooperating teacher. My student teacher got to know me and my students really well. By the end of her student teaching placement, we were team teaching.

Collaboration is an aspect of this program I particularly like. I believe having student teachers in my classroom offers one of the most rewarding parts of being a teacher. It gives me a great deal of pleasure to welcome others into the teaching profession and to see that they get off on the right path. Working together instills confidence in the new teacher and benefits my students. I look forward to the coming year when I will again have an opportunity to support, guide and learn from another student teacher.

Attention New Cooperating Teachers and Field Supervisors

If this is the first time you have supervised a student from the University of Kentucky, we urge you to attend our supervisors’ orientation, *Tools for Effective Supervision: Preparing Supervisors to Work with Teacher Candidates*. This seminar will provide a good basis for working with student teachers and university supervisors, as well as an opportunity to examine other issues related to supervision. It will be held at Southern Middle School in Lexington on Thursday, September 8, 2005 from 4:30 - 7:30 p.m., with registration and refreshments available at 4:30 p.m. To register, in advance, please call the Office of Field Experiences at 257-1961 or contact Patricia David at patricia.david@uky.edu.

First Holmes Scholar Named at the College of Education

By Josh Shepherd

In early March, Gwendoline Ayuninjam, a doctoral student with the department of Educational Policy Studies and Evaluation (EPE), became the first Holmes Scholar at the University of Kentucky. The Holmes Partnership, a prestigious national educational partnership advocacy group, selected her for this honor.

Holmes Scholars are a select group of graduate students preparing for careers as educational leaders or professors. Ayuninjam, program coordinator for the Teacher Education Model Programs for the Office of Field Experiences, received support for her nomination from a number of sources including Sharon Brennan, Director of the Office of Field Experiences and coordinator of the Holmes Partnership at the College of Education; Beth Goldstein, chair of the EPE department; Rosetta Sandidge, Associate Dean for Academic Services and Teacher Certification; and James Cibulka, dean of the College of Education.

“Gwendoline is an exceptional doctoral student with a mixture of scholarly interests that make her an ideal candidate for the Holmes Scholars program,” said Sharon Brennan. “In addition, she has a great deal of experience working as a partner with institutions to improve professional development for teachers and educational opportunities for students. This meshes perfectly with The Holmes Partnership and its Scholars program,” Brennan said. The Holmes Partnership’s stated mission is to improve teaching and learning through the creation and development of

partnerships among universities, schools and communities to serve the public good.

Ayuninjam is pursuing a Ph.D. in socio-cultural studies in the EPE department. Her primary academic interests, she said, are divided into two different, but related, areas of study. The first is broadly defined as international comparative education. However her specific area of inquiry concerns the experience of international students in the United States. Originally from Cameroon, Ayuninjam has a personal understanding of the challenges and opportunities foreign students face from attending school in America. American students are realizing these same benefits.



Dean James Cibulka congratulates Gwendoline Ayuninjam on her accomplishment.

“In my personal experience, there is a rising interest from American students to attend school abroad. I think these types of journeys are important if we are to develop a sense of global citizenship,” Ayuninjam said. “In any situation where a knowledge of cultures is shared, all inevitably benefit.”

Gwendoline is also deeply involved in the Teacher Education Model Programs (TEMP), a statewide consortium of institutions of higher education. She is working on a partnership project to address the achievement gap in Kentucky’s elementary schools. The grant project she is involved in partners the University of Kentucky and P-12 schools. Another development that the project hopes to inspire is increased recruitment of educators representing minority or under-represented populations.

As a Holmes Scholar, Ayuninjam attended a national leadership conference at George Washington University in Washington D.C. this June. The conference put her in contact with other Holmes Scholars who have similar interests in developing networks of support institutions. She will also receive job placement assistance, mentoring opportunities, and other assistance to realize her professional goals.

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Opportunities to Promote Experienced Teacher Growth

Cooperating and Resource Teacher Tuition Waiver Program

As provided for in Senate Bill 77, state universities will provide resource teachers a tuition waiver for up to six credits for each intern supervision (KTIP) they complete.

A cooperating teacher, upon completion of supervision of a student teacher, will also be eligible. To qualify you must:

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

For further information, contact the College of Education at the state university of your choice.

At the University of Kentucky, contact:

Michelle Traynor
Office of the Associate Dean of Research and Graduate Studies
107 Taylor Education Building
Lexington, KY 40506-0001
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You may obtain a copy of the application at: <http://www.uky.edu/Education/SB77info.html>

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Course Announcement EDC 724: Guiding and Analyzing Effective Teaching

2005 Fall Semester (August 25 - December 15)
Thursday Evenings 5:00 - 7:30 p.m.
Southern Middle School

This course is designed to assist educators who are 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
Kathy Heineman:

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

Kentucky Teacher Internship Program

University of Kentucky Service Region
2005-2006 KTIP Training Schedule

August 20
September 10
September 17
October 1

All training sessions are scheduled to begin at 8:00 a.m. and end at 5:00 p.m. in Room 109 Dickey Hall on the UK campus. An on-line Workshop Preparation Assignment must be completed for entrance to the training.

Please register on-line at <http://www.uky.edu/Education/OFE/ofektip.html>.
For more information, e-mail Julie Cleary at julie.cleary@uky.edu or call (859) 257-1857.

Kentucky Teachers Return from South China

by Josh Shepherd

For two weeks in June, 14 Kentucky secondary school teachers immersed themselves in the culture and history of four areas of southern China: Hong Kong, Guangdong Province, Guilin, and Macau. The University of Kentucky Asia Center, through a grant from the Freeman Foundation, sponsored this professional development opportunity.

Beth Goldstein, professor of Educational Policy Studies and Evaluation at the UK College of Education, coordinated the China tour. In the late 1970's, Goldstein spent three years as a faculty member at the Chinese University of Hong Kong. Through her personal connection with the university, she organized this excursion in collaboration with Professor Hong Fan-Sing of the Chinese University of Hong Kong's Education program.

The trip's goal was to give educators first hand experience with the artistic, intellectual, cultural, and economic life of various communities

in southern China. "The teachers selected to participate had not visited this part of the world before," Goldstein said. Although the teachers specialize in a broad range of subject matter for grades 6 – 12, they each incorporate Asian studies into their class curricula.

The journey included experiences in rural and urban settings. They traveled at ground level and were given opportunities to experience life in this region of China. In addition to historic, cultural and contemporary economic sites, the group visited three secondary schools and an orphanage that includes a school. They were accompanied throughout their travels by educators from China and Hong Kong and had opportunity to be taught by professors in three of the region's leading universities.

Zheng "Zola" Chen, a Chinese educator from Wuhan, traveled with the group for almost the entire trip. In addition to her teach-

ing, she is also a doctoral student in educational leadership in Hong Kong. "Having a tour with you [Kentucky teachers] was such great experience that I shall never forget it. You . . . each have unique character," Zola commented to the group.

"This trip was not geared toward the destinations of a typical tourist visit to China. No Great Wall or Beijing palaces. The teachers interacted and observed the populace in as broad a range of experiences as possible," Goldstein explained. "Even Mother Nature added to this, timing southern China's worst floods in 80 years for our visit. We developed a much greater appreciation for life in one of the world's major river and delta systems!"

The Freeman Foundation grant fully funded the trip. The Foundation awarded the UK Asia Center a four-year, \$1.1 million grant to develop undergraduate and P-12 education about Asia in Kentucky.

New Faculty in the Department of Curriculum and Instruction

The College of Education Curriculum and Instruction Department announced the appointment of two new assistant professors to its faculty.

Dr. Les Burns comes to the University of Kentucky fresh from defending his doctoral dissertation at Michigan State University. His research interests are in literacy and language arts instruction at the secondary school level.

He holds a Master's degree from the University of Kansas, where he graduated summa cum laude. At the same time that he was earning that degree, he was also a language arts teacher at Ottawa High School in Ottawa, Kansas. He was also director of the theater and musical theater program at the school.

While attending Michigan State, he studied curriculum, teaching, and educational policy. He

presented research internationally and spent a year on fellowship as part of the Spencer Foundation Research Training Grant program.

Finally, with other members of the MSU graduate school, he helped found a national graduate student strand of the Conference on English Education that helps connect, induct, and support new members as they enter the profession of English Education.

Nancye E. McCrary joins the Curriculum and Instruction faculty in 2005 as an assistant professor in elementary social studies and humanities education. Most recently, she served as an assistant research professor for the Commonwealth Center for Instructional Technology and Learning where her focus has been evaluating an interactive web-based instructional support system for K-12 teachers in Kentucky.

Dr. McCrary has also served as an assistant professor in art education at the University of Kentucky and at Brenau University in Gainesville, Georgia. She has a B. S. and M. S. in education from the University of Tennessee and over 20 years teaching experience in public and private K-12 schools.

In addition to teaching, Dr. McCrary designed and directed a family-centered treatment program for emotionally and behaviorally challenged youth at St. Mary's Medical Center in Knoxville, Tennessee. Beginning her career as an art educator and artist, she has been recognized for her work in visual art with children and adults with physical and developmental challenges, with her students winning numerous national awards.

She has exhibited her own work in Japan and Sweden, as well as throughout the United States achieving recognition in juried competitions such as California Works and San Francisco SOMA.

UPCOMING EVENTS

August 23 9:00-12:00 Noon	Student Teacher Orientation Meetings Taylor Ed Auditorium
August 24	First Day of Student Teaching
September 5	Labor Day
September 8 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
September 22	Last day to apply for a December degree - 166 TEB
October 17	Dual placement students begin 2nd half placement
October 21 8:00 a.m. -12:30p.m.	Professional Seminar for all Student Teachers Grand Ballroom - Old Student Center
November 24-25	Thanksgiving Holiday
December 9	Last Day of Student Teaching. Final evaluation must be turned into Student Teaching Office 104 TEB

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, challenges, "ah aha's" 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!

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