Field Notes

Fall 2006

ABOUT TEACHING AND TEACHER EDUCATION

UNIVERSITY OF KENTUCKY

Director's Note

Once again we present the fall issue of *Field* Notes (FN) as a way to launch a new year of partnership in teacher education. Kyle Fanning, a partner based at Woodford County High School, provides good food for thought with his analysis of last year's student teacher perception evaluations. His insights can serve as a catalyst for conversation between university and school-based faculty about how to enhance the student teaching experience. Our public relations reporter, Josh Shepherd, introduces three new university-based faculty and features several of those based in schools who recently earned National Board Certification. In this issue, you will also find resources for use in mentoring and teaching gathered by Gwendoline Ayuninjam. These were used by participants in the partnership project she described in the last issue of FN.

We hope you will take time to read these newsy notes as you make the transition from the reflective days of summer to the busy season in which you teach your students and mentor our teacher candidates. We also hope you will take time to share with us your perceptions, ideas, resources, etc., about program related issues. Since field work represents a critical element in the teacher education enterprise, we depend on you to alert us to happenings, concerns and resources that can improve programming. This year you will see changes in the perception evaluation form Kyle used for his analysis and the performance evaluation form you will use to evaluate your student teacher's progess; we need to know how well these instruments function in practice.

Thanks to those who contributed to this issue and to all partners for keeping our program strong. May we enjoy another good year of learning from each other.

Valuable Observations About Learning to Teach: A Cooperating Teacher's View of Student Teachers' Reflections

By Kyle Fannin Woodford County High School

At the conclusion of my student teaching placement I was enthusiastic and confident about beginning my new career. While grateful to the Teacher Education Program (TEP) at the University of Kentucky, I did not think that the program, my university supervisor (US) or cooperating teachers (CT) would continue to be an important part of my future. Fourteen student teachers and more than a decade on the Program Faculty at the UK College of Education have proven that thought very wrong. My work as a cooperating teacher (CT) over the past 14 years has been among the most rewarding aspects of my time as a teacher. The many hours spent facilitating the education of student teachers and working with trusted and respected colleagues in the TEP has greatly enhanced both my skill level and job satisfaction as a high school social studies teacher. That is why I am so pleased to have the opportunity to review and report on the data from the latest crop of prospective teachers relating to their experiences as student teachers.

As I already suspected, the results of the end of semester surveys show that the overall view by most student teachers matched my experience all those years ago. They are very satisfied with most features of the TEP, especially regarding the knowledge by the US and the classroom experience provided by the CT. For example, a strong majority of student teachers gave an excellent rating to their US for being knowledgeable about effective teaching practices, classroom management techniques, and

subject content (fall, 80%, spring 80.54%). A representative statement on this topic by one student:

I think a lot of preparation came from the professors.... The professional environment and the amount of knowledge were beneficial.

Survey responses regarding the experience provided by the CT are similarly impressive with over 80% in the fall and 72% in the spring indicating strong agreement that a nurturing and positive situation was created in their individual classrooms.

Mrs. ...was an amazing example of a wonderful teacher. Not only was she effective in her classroom and school, but was able to communicate ways to achieve her success. I will remember Mrs. ...for the rest of my life as my inspiration for teaching...

Other survey results are just as positive and one can easily prove through the data that the TEP is doing an excellent job preparing teachers for the future. However, as a graduate of the program, a longtime CT, and a member of the UK College of ED Program Faculty, I am intrigued by the survey results that, while still positive, indicate some level of dissatisfaction. The area that is most puzzling involves the survey question about the overall quality of the TEP. Only a minority of the student teachers (fall 37.35%, spring 40.94%) rated their preparation as excellent with nearly 20% of the students in each semester giving the program a fair or poor rating. Student comments on the subject are mixed with some revealing possible weaknesses while others are glowing testimonials to the success of the program. Most seem to be the routine gripes about an individual CT, US or class. The most common, and the only concern from my own student teaching experience, is the lack of actual teaching time while in the program. Several students indicated that more time in the classroom in front of students would have enhanced their student teaching experience.

The results of another question may also help to explain why some student teachers can have such a wonderful experience as others simply endure their placement. On the question of the compatibility of the classroom with

the philosophy and pedagogical approaches taught in the TEP the results are less positive than expected. Only small majorities (fall 55.6%, spring 55.78%) strongly agree that their CT and the TEP are "on the same page." Reasons for this discrepancy may be numerous with some requiring only minor communication adjustments between the US and CT. Others, however, could involve a serious rethinking of current policies and practices.

All parties involved owe it to the program to continue to carefully look at the results of the data and make improvements. It is clear that the Teacher Education Program at the University of Kentucky is strong and most student teachers have a valuable experience working with both US and CT. In the final analysis, our goal should be to create for all students the experience summarized by the following:

I think the middle school TEP at UK is wonderful. Although at times frustrating, I have had the chance to work collaboratively with other students, professors, supervisors and teachers to grow in my profession. I now have ... ideas ready in my arsenal thanks to these experiences.

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 Wednesday, September 20, 2006 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.

NOTEWORTHY REFERENCES FOR MENTORS

Gathered by Gwen Ayuninjam for use in the Teacher Research Project at Booker T. Washington Academy

Print Resources:

Boudett, K. P., City, E. A., & Murnane, R. J. (eds.) (2006). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Havard Education Press.

Burns, M. (2005). Looking at how students reason. *Educational Leadership* (November 2005), 26-31.

Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research* Portsmouth, NH: Heinemann.

Web Resources:

This simulation can be used to help students visualize and solve distance-rate-time word problems. http://www.uky.edu/~gmswan3/learner_based_tools/jones_swan.swf

Excel Resources: Guides, Tutorials, Applications and Lesson Plans (Recommended by Ms. Laura Barnum of Providence School, Jessamine County Public Schools)

http://www.sabine.k12.la.us/class/excel_resources.htm

National Library of Virtual Manipulatives

(Recommended by Dr. Carl Lee of the University of Kentucky)

This site provides virtual manipulatives to use in teaching mathematical concepts to students at all grade levels. http://nlvm.usu.edu/en/nav/vlibrary.html

(A WebQuest on Evaluating Web Pages)

This site provides ideas about how to evaluate websites for quality and content.

http://mciunix.mciu.k12.pa.us/~spjvweb/evalwebteach.html

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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:

- Ø enroll within one calendar year after completing the supervisory assignment,
- Ø 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 for
Research and Graduate Studies
107 Taylor Education Building
Lexington, KY 40506-0001
Phone: (859) 257-9795
e-mail: traynor@uky.edu

You may obtain a copy of the application at: http://www.uky.edu/Education/SB77info.html

Course Announcement EDC 724: Guiding and Analyzing Effective Teaching

2006 Fall Semester (August 23 - December 13) Wednesday 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 2006-2007 KTIP Training Schedule

August 26 September 9 September 23 - TPA October 14 - TPA

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 online 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.

Introducing New Faculty in Curriculum & Instruction and Special Education & Rehabilitation Counseling

By Josh Shepherd Information Specialist

The College of Education is pleased to announce the appointment of three new assistant professors to its faculty.

Dr. Bill Gustashaw has joined the Department of Special Education and Rehabilitation Counseling as an assistant professor. He completed a doctorate in 2005 at the prestigious Curry School of Education at the University of Virginia. His dissertation was titled, "The Effects of Computer Generated Elaborative Maps." Gustashaw holds a master's degree from Indiana University.

While working on his doctorate Gustashaw was an adjunct professor at Texas Christian College in Fort Worth. Prior to his adjunct appointment, he served for over a year as an editorial assistant on the academic journal, *Behavioral Disorders*.

While completing his master's thesis, Gustashaw worked in the Alexandria, Virginia school system as the Special Education Department Chair for Hammond Middle School. Two new assistant professors have joined the Curriculum and Instruction faculty as well.

Dr. Margaret Mohr comes to UK fresh from a successful dissertation defense at Texas A&M University. Her research interest is in mathematics with specific experience in middle school math education. Complementing her doctoral work is a master's degree in mathematics from Pittsburg State University in Pittsburg, Kansas. Her master's thesis cites a specific interest in helping improve student performance and overcoming anxiety in math studies.

Mohr was a project supervisor for the Middle School Mathematics Project (MSMP), a five-year, \$5.6 million grant geared toward improving mathematics teacher practice and student learning through professional development. The collaborative project involved Texas A&M, the University of Delaware, and the American Association for the Advancement of Science Project 2061.

Dr. Nina Nilsson's research specialization is in literacy instruction. She earned her doctorate from the University of Illinois at Chicago in 2003. Prior to her appointment at the UK College of Education, Nilsson was an assistant professor at Governors State University in University Park, Illinois.

Although a recent doctoral recipient, Nilsson has accumulated a great deal of professional development experience. While attending the University of Illinois, she was a co-instructor in a course designed for practicing bilingual elementary school teachers. Teachers in the Chicago public school system attended professional development programs which Nilsson led.

From 1994 through 1997, Nilsson was a reading specialist in the Forest Ridge School District in Oak Forest, Illinois.

All three professors will be working extensively in the schools. Let's take time to welcome them to our community.

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 Patricia David at patricia.david@uky.edu. We welcome your contributions!

Newest Fayette National Certified Teachers are all College of Education Alumni

By Josh Shepherd Information Specialist

The Fayette County School Board recently honored their eight newest National Board Certified (NBC) teachers. All those teachers are alumni of the University of Kentucky College of Education. Some have also served as cooperating teachers for the Teacher Education Program by supervising candidates in our teacher education program.

The eight Fayette teachers who earned their NBC last November are:

Sandra Dunn, '94 Brian Durham, '98 Celia Dyer, '05 Kari Kirchner, '92 Teresa Lambert, '97, '00 Brenda Nally, '78, '81 Deborah Niehaus, '78 Cynthia Ann Vandyke, '00

Although National Board Certification is not a requirement for teaching in Kentucky, its attainment is symbolic of a high standard of excellence in the profession. Experienced teachers who meet advanced professional standards, and who "pass muster" through a rigorous assessment process, earn this certification. The Kentucky Education Professional Standards Board (EPSB), in partnership with the Kentucky Department of Education (KDE), provides salary incentives to Kentucky teachers who earn national certification. Kentucky is 12th nationally for total numbers of NBC teachers at 899. We join the EPSB, KDE and school district officials in sending hearty congratulations for their significant professional accomplishment.

UPCOMING EVENTS

August 22 9:00-12:00 Noon	Student Teacher Orientation Meetings Taylor Ed Auditorium
August 23	First Day of Student Teaching
September 4	Labor Day
September 20 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
September 21	Last day to apply for a December degree - 166 TEB
October 16	Dual placement students begin 2nd half placement
November 3 8:00 a.m12:30p.m.	Professional Seminar for all Student Teachers Grand Ballroom - Old Student Center
November 23-24	Thanksgiving Holiday
December 8	Last Day of Student Teaching. Final evaluation must be turned into Student Teaching Office 107A TEB

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