

Director's Note

As we begin the school year, teacher quality is again in the spotlight. The good news is that this time policy makers are taking a more comprehensive look at the teaching profession than the piecemeal approach so often taken in the past. Across the state and the nation initiatives are emerging to examine how pieces of the teacher quality puzzle fit together as they consider the kind of reform best suited to ensure that every child has a strong teacher.

The fall issue of *Field Notes* (FN) fits well with current reform initiatives; the articles point to ways teacher educators can and do strengthen practice as they prepare our candidates for the field. In it you will find an interesting analysis of the 2007-2008 program and supervisor evaluations from this past year's student teachers. Dee Jones, who for many years served as one of our cooperating teachers and now is coordinator of professional development for the College of Education (COE), shares her review of the data indicating that student teachers place high value on the preparation they have received especially learning to design assessments and analyze student data. Dee's remarks underscore the critical role cooperating teachers play in shaping the development of prospective teachers. Margaret Bausch, a UK faculty member who conducts research on the use of assistive technology to foster student learning and teacher development, offers a sketch of research findings on this topic as well as helpful resources for infusing technology into instruction. And Brad Duncan, COE information specialist, introduces two new faculty members who will be working with our school partners this year. As Brad suggests, these faculty members bring considerable school-based experience to their partnership work.

Perusing the articles and student teaching evaluation data to prepare FN for distribution, reminded me how important university/school partnership work is to the vitality of our program and the profession. This work with its emphasis on student learning represents a shining example of how to bolster teacher quality. I hope readers of the newsletter who are involved in the new reform-minded initiatives will take note. I am sure they will join me in applauding the valuable contributions of partners in maintaining a strong teaching force. Hearty thanks and warm wishes for a productive semester!

SB

Coaching Student Teachers: Principles of Wizardry

By Dee Beeler Jones

Center for Professional Development Coordinator

Legendary UCLA Coach John Wooden whose teams dominated college basketball during the 1960's and 70's, balked at his nickname, *The Wizard of Westwood*. Coach Wooden humbly corrected researcher Ronald Gallimore, saying, *I'm no wizard. I am a teacher*. He asserted that he learned to coach by applying what he learned as a high school English teacher. Coach Wooden believed that the principles of teaching are the same for classrooms and courts. Teaching academics or athletics, he insisted, is more effective if simple fundamentals are followed. *It's what you learn after you know it all that counts*.

This sentiment is typically conveyed by student teachers (STs) at the end of their student teaching experience. They emerge from the experience with the sense that what they have learned in the field is what really matters. As in years past, this past year's STs praised their cooperating teachers (CTs) in their program evaluations. They praised CTs for providing *amazing opportunities and examples*, and for *preparing [them] for countless situations that university courses simply cannot prepare you for*, especially with regard to what they learned about classroom management. Likewise, these STs extolled their university supervisors (USs) for their *insightful feedback and good advice*. One ST summed up the student teaching experience by saying *there is no way I could write down all the ways she helped me*.

While the 2007-2008 program completers echoed the gratitude for CTs and USs expressed by those who preceded them, a new trend emerged in the most recent evaluations. The latest group of STs reported new-found confidence in analyzing student data and making instructional decisions based on what they were learning about themselves and their students' needs. This group consistently acknowledged the message that data analysis was emphasized during the Teacher Education Program (TEP), particularly in their student teaching experience. They also indicated that they an-

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Technology to Support Instruction and Foster Learning

By Margaret Bausch
Assistant Professor of Special Education

Computer technology has been incorporated into instructional settings for over 25 years. According to the U.S. Congressional Office of Technology Assessment, there were 2.4 million computers in the nation's elementary and secondary schools in 1989. By the 2005-2006 school year there were 14.2 million computers available for classroom use in K-12 school settings or one computer for every four students (U.S. Census Bureau).

This rapid growth in computer availability has been stimulated by the promise that technology will improve education and by federal laws that support the use of technology in education (No Child Left Behind [NCLB], 2001; Individuals with Disabilities Education Improvement Act [IDEIA], 2004). NCLB recommends all students should be technology literate by eighth grade and IDEIA mandates that every student who qualifies for Special Education services must be considered for assistive technology.

So how are these technologies being used in the classrooms? Initially, computers were used to run software programs designed to teach students new skills or concepts and to allow them to practice skills through repeated drill-and-practice. Although these uses are still viable, today's more sophisticated computers and peripherals allow students to create multimedia presentations, gain instant access to information around the world, and provide students with disabilities the supports they need to succeed in school. To realize the potential for technology to support instruction and foster learning, the key is to plan for the use of technology in the classroom.

Implementing Technology in the Classroom

It is an understatement to say that today's classrooms house heterogeneous populations. Students who are gifted, second language learners, learn-

ing disabled, at-risk for failure, visually impaired, or deaf may all share the same instructional setting while teachers are faced with the challenge of meeting the needs of each student. In fact, recent studies with my former colleague, Dr. Ted Hasselbring, and UK doctoral student, Melinda Jones Ault, conducted through the National Assistive Technology Research Institute (NATRI) housed at UK, revealed that the greatest technology challenge teachers face is how to effectively implement both instructional and assistive technology into classroom settings, especially general education classrooms. In response, NATRI developed a guide for planning for assistive technology implementation. (See *Assistive Technology Planner: From IEP Consideration to Classroom Implementation* in the print resource list.)

To address the challenge of instructional technology implementation, the Center for Applied Special Technology (CAST) has been advocating Universal Design for Learning (UDL), a set of principles based on using technology to maximize learning opportunities for every student. The principals of UDL grew out of the field of architecture when, in the 1970s, architects began to develop buildings that did not require retrofitting to accommodate all individuals, especially those with disabilities, and called it Universal Design. A good example is a building designed with ramps instead of steps that is just as much appreciated by the individual pushing a stroller as it is by the person in a wheelchair. So the premise of UDL is for teachers to design instruction from the onset that is accessible rather than retrofit the learning materials for every student in the class, or worse yet, give up and attempt

to teach everyone the same information in the same way.

The three guiding principles to universally designed materials suggested by David Rose and Anne Meyer include: 1) multiple representation of content, 2) multiple means of expression and control, and 3) multiple options for engagement. (See *Teaching Every Student in the Digital Age* in the print or electronic resource list.) Each of these principles offers the learner various and increased forms of control over the materials and each can be more easily achieved through the use of technology.

Multiple Representation of Content

One of the most often seen instructional materials in classrooms is the textbook; unfortunately, it also happens to be one of the most inaccessible. For example, without additional accommodations, a textbook written in English is fairly useless to a person who is visually impaired, a non-reader, a person with a physical disability who can't turn the pages, or someone who speaks a language other than English. On the other hand, electronic text can be spoken, enlarged, translated to another language or Braille, linked to pictures and definitions, automatically summarized, and scrolled on a computer screen or hand held portable device. Teachers can also display text on electronic white boards where it can be manipulated or linked to digital images or video to explain a concept. Students who need additional practice to master a skill can use basic skill acquisition and fluency building software that tracks progress and prints reports for the benefit of teachers and students. Fortunately for teachers, there are numerous free software programs

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available on the Internet. (See some of the websites listed in the web resource list.) All of these technologies allow teachers to present content in multiple formats to accommodate the needs of diverse learners.

Multiple Means of Expression

Today, students have the advantage of using technology to express their ideas and decide how to interact with content. Students, who have difficulty writing, may use some of the typical tools that a word processor offers including spelling and grammar checkers or an imbedded dictionary and thesaurus. They may also benefit from other features such as word prediction, talking word processors, phonetic spell checkers, homophone checkers, and talking dictionaries that are available in some programs. Technology tools can allow students alternate ways to express their knowledge of core content. For example, students can develop multimedia projects in science or social studies using movie making or presentation software. Permitting students to express their knowledge and

skill in various formats allows them to showcase their strengths.

Multiple Options for Engagement

Anyone who has taught in a school setting will acknowledge the need to keep students engaged in learning activities. Some students may not be motivated by the content, others may not be interested in the instructional materials, and yet others simply may not have the background knowledge necessary to understand what is being taught. Technology can provide a variety of ways to help students become and stay engaged. Some students may prefer to become actively engaged in structured Internet searches, others may need to use software designed to provide background information. (See *Read 180* in the electronic resources.) Other students may need materials that include reading, comprehension, math, or writing supports. (See *Thinking Reader, Read and Write Gold, Solo, and Go Solve, Kurzweil, and Classroom Suite* in the electronic resources.)

Teacher Professional Development and Support

It is obvious, but worth mentioning, that *acquiring* technology in the classroom is not the same as *implementing* it to promote learning. In order to successfully implement technology in the classroom, teachers must have appropriate training. Training on how to use technology in their teaching and engage students in using it should begin at the pre-service level with opportunities to observe faculty members using technology in their college courses, as well as teachers implementing it in their field placements. Once in a school setting, teachers should expect ongoing support from district and school administrators. This includes resources allocated to provide professional development opportunities, on-site technical support, and upgraded hardware and software. The goal to implement effective technology can be achieved but to succeed it needs to be planned by trained teachers and supported by knowledgeable administrators.

Resources Related to Using Technology to Support Instruction and Foster Learning

Print

- Bausch, M. E., Ault, M. J. & Hasselbring, T. S. (2006). *Assistive technology planner: From IEP consideration to classroom implementation*. Lexington, KY: National Assistive Technology Research Institute.
- Hasselbring, T. S., & Goin, L. I. (2004). Literacy Instruction for older struggling readers: What is the role of technology? *Reading & Writing Quarterly, 20*, 123-144.
- Lindsey, J. D. (Ed.). (2008). *Technology and exceptional individuals* (4th ed.). Austin, TX: Pro-ed.
- Rose, D., & Meyer, A. (2002). *Teaching every student in the digital age*. Baltimore: Association for Supervision and Curriculum Development.

Web

- Center for Applied Special Technology: <http://www.cast.org>
- National Assistive Technology Research Institute: <http://natri.uky.edu>
- Teaching Every Student in the Digital Age - Online version: <http://www.cast.org/teachingeverystudent/ideas/tes>

Software

- Classroom Suite: www.intellitools.com/
- Go Solve: www.tomsnyder.com/
- Kurzweil: www.kurzweilededu.com/
- Read & Write Gold: www.texthelp.com/
- Read 180: <http://teacher.scholastic.com/products/read180/>
- Solo: www.donjohnston.com/
- Thinking Reader: www.tomsnyder.com/

Free Educational Software

- Owl & Mouse: www.yourchildlearns.com/
- Sofotex: www.sofotex.com/download/Education/
- Sheppard Software: www.sheppardsoftware.com/teachers.htm
- Educational Freeware: www.educational-freeware.com/
- Kaboose: <http://funschool.kaboose.com/>
- School Express: www.schoolexpress.com/
- Dosity: www.dositay.com/
- Free Educational Resources of Adrian Bruce: www.adrianbruce.com/

Spotlight on New University-Based Faculty in Two Departments

By Brad Duncan
Information Specialist

The College of Education is pleased to introduce two new faculty members in the Department of Curriculum and Instruction who will be working with school partners this year.

Dr. Jana Bouwma-Gearhart comes to the University of Kentucky as an assistant professor from the University of Wisconsin-Madison (UWM), where she successfully defended her doctoral dissertation in curriculum and instruction, science education in May 2008. She earned her master's in science education at UWM in 2003.

While completing her graduate work, Bouwma-Gearhart served in several roles in the Monona Grove School District in Wisconsin. She was a high school science teacher, a K-12 Science Educator Professional Development Leader and a Science Inquiry Curriculum Developer.

After receiving dual bachelor's degrees in biology and anthropology from Lawrence University (Appleton, Wis.) in 1995, Bouwma-Gearhart taught honors biology and served as a special needs student teacher at Xavier High School

in Appleton. Before moving on to the Monona School District in 1997, she was an English and Science Exchange D.P.I. Exchange Teacher to Japan. Her other international experience includes a stint as an English teacher for students ages 7-12 in San Pedrito De Cajon, Costa Rica, and she took part in the U.S. State Department Fulbright Teacher Exchange.

Dr. Mark Dressman, who will join the faculty as a full professor, received his Ph.D. in curriculum and instruction, language and literacy studies from the University of Texas at Austin in 1994. He began his career in higher education as an assistant professor at New Mexico State University that same year. In 1997, he moved on to the University of Houston before joining the faculty at the University of Illinois at Urbana-Champaign in 1999 as an assistant professor. In 2003, he was promoted to associate professor at Illinois.

At Thomas More College in Crestview Hills, Ky., Dressman earned his bachelor's degree in English and psychology with a minor in secondary education in 1977. He then served in the

Peace Corps from 1977-79 teaching English as a foreign language in a Moroccan public high school where he also established the school's first library.

In 1981, Dressman earned his master's degree in curriculum development from Teachers College at Columbia University in New York, N.Y. He went on to teach English as a second language, reading and social studies (grades 7, 8 and 12) at the Rock Point Community School in Navajo Reservation, Ariz.

Dressman returned to Kentucky in 1983 to work with the Kenton County Boys/Girls Club in Covington before moving on to teach 7th-grade language arts and social studies at St. John the Baptist in Cincinnati, Ohio. From 1985-1990, he worked in the Cincinnati Public Schools where he taught 6th-9th grade language arts. He also created and implemented the College Mentor Program in conjunction with the University of Cincinnati.

Please help us welcome these new additions to our community. They bring expertise that will surely enrich our collaborative endeavors.

Editorial Note: In addition to welcoming Professors Bouwma-Gearhart and Dressman to our partnership endeavor, please help us welcome Dr. Rosetta Sandidge to her new role. Dr. Sandidge, a long-time advocate of university-school partnerships, has kindly agreed to serve as interim dean for the coming year while the College searches for someone to fill that role on a long-term basis. Her dedication is admirable and much appreciated. We also send warm wishes for much success to Dr. James Cibulka who left the deanship in June to set out on a new venture as president of the National Association for Colleges of Teacher Education (NCATE).

Course Announcement

EDC 724: Guiding and Analyzing Effective Teaching

2008 Fall Semester (August 27 - December 17)

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.

For more information, contact Sharon Brennan or Patricia David: Phone (859) 257-1857 or e-mail: sharon.brennan@uky.edu

Cooperating and Resource Teacher Tuition

As provided for in Senate Bill 77, state universities provide resource teachers a tuition waiver for up to six credits for each intern supervised in KTIP. A cooperating teacher, who supervises 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. If you wish to enroll at UK, 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>

University of Kentucky Service Region KTIP TPA 2008-2009 Training

Please register online at: <http://www.uky.edu/Education/OFE/ktipreg.html>

All training sessions are scheduled to begin at 9:00 a.m. and end by 5:00 p.m. in Room 109 Dickey Hall on the UK campus. An online Face-to-Face Training Homework Assignment must be completed for entrance to the training.

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 have you made; what challenges 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!

UPCOMING EVENTS

August 25 9:00-10:00 a.m.	University-Based Supervisors Meeting - 109 DH
August 26 9:00-12:00 Noon	Student Teacher Orientation Meetings Taylor Ed Auditorium
August 27	First Day of Student Teaching
September 1	Labor Day
September 17 4:30 - 7:30 p.m.	New Supervisors' Orientation at Southern MS
September 25	Last day to apply for a December degree - 166 TEB
October 20	Dual placement students begin 2nd half placement
November 7 8:00 a.m. -12:30p.m.	Professional Seminar for all Student Teachers Grand Ballroom - Old Student Center
November 26-28	Thanksgiving Holiday
November 30	Last day to apply for a May degree - 166 TEB
December 12	Last day of student teaching. Final evaluation must be turned into Student Teaching Office 107A TEB

Field Notes

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