

Director's Note Learning from and with Each Other through Collaboration

As I began to think about my introduction to this issue of *Field Notes*, STEM camp was ending. The students, who participated from area schools, filled the halls of Taylor Education Building with their energy, enthusiasm, and curiosity and were heading home hopefully enriched by their experiences on our campus. Their presence certainly enlivens our work and serves as a reminder that collaborative efforts with school partners invigorate our programs as they promote learning in P-12 schools.

This newsletter issue highlights a few examples of collaborative initiatives that have occurred during the past year with P-12 teachers and their students. As you read on, you will learn from UK faculty members Margaret Rintamaa and Kera Ackerman about a seminar that focused on co-teaching between middle school and special education teachers. The university and school-based teacher educators from both disciplines, who led the seminar, engaged teacher candidates in creating and reflecting about co-taught lessons designed to meet a wide spectrum of student needs.

In this issue you will also find the annual analysis of program evaluations submitted by student teachers last year. Molly Ahern, a graduate of our MIC program and cooperating teacher, shares insights gleaned from her review of the evaluations which were quite positive. Included in her review are excerpts which illustrate how much our candidates value collaboration in shaping their practice through mentoring. Molly represents the many strong school partners who take time to share their expertise with those preparing to enter the profession--a service for which we are ever grateful.

In addition to these feature articles, you will find an array of examples about other collaborative initiatives designed to strengthen student learning, and we will recognize a few collaborators within the UK family who have recently earned promotions. I hope the nuggets we provide will inspire you to think about ways you might like to collaborate or examples of how you are already doing so. Please share your thoughts with us and let us know how we can help foster collaborative efforts as we progress through the school year. We appreciate the opportunity to work with you and look forward to walking new paths together to strengthen teaching and learning.

--Sharon.Brennan@uky.edu

Self Reflection, Synergy

Molly Ahern, Social Studies Teacher
Tates Creek High School, Fayette County

"Do the best you can until you know better. Then when you know better, do better." --Maya Angelou

My principal often references this quote to inspire us to teach to our potential, and I was reminded of it after talking to a Master's with Initial Certification (MIC) student teacher (ST) who was struggling to create an Inquiry Design Model for her class. The conversation lasted twenty minutes, fifteen of which involved me just listening. At the end of the conversation, she told me she felt a lot better about her project, and it was then that I realized I don't always take the time to listen to my STs. I offer them advice, constructive criticism, and even control over my classroom, but I don't always hear them.

Many student teachers enter their placements expecting to take over and teach right away but quickly realize it's not an easy assignment. Since these students often want to impress their professors and cooperating teachers (CTs), they don't always freely express themselves directly to us. However, the feedback they provide in the Teacher Education Program (TEP) evaluations is very helpful.

Continued on page 2



Associate professor Rebecca Krall explains a watershed to middle school students. See the article inside for details about the professional development project she directed for middle level science teachers.

(Continued from previous page)

During the 2015-16 school year, UK student teachers said they had very positive experiences in the TEP with 95.4% of students in the fall, and 94.71% in the spring, rating their student teaching experience as good or excellent. They also rated 82.23% of seminars held in the fall, and 74.23% of spring seminars, as being good or excellent. These numbers are certainly encouraging, but it's important to know why the students feel this way and how we can continue to meet the needs of future students. In order for us to help them "do better," we first need to listen in order to guide them to "know better."

After realizing the magnitude of the task at hand, student teachers quickly realize the importance of their relationship with the cooperating teacher. When they reflected on their experience and what they found to be the most helpful element of their student teaching semester, many claimed it was their "solo week." However, just as many said that working with their CT, and seeing how to implement pedagogical strategies, was also incredibly helpful in the process:

"My most beneficial experiences have come from collaborating with my teachers and trying out new ideas in their classrooms to see what works, how to recover when something doesn't work, and being able to change an approach so that it does work in the future. I have found this invaluable."

"More than anything, conferencing with my CT about lessons that I taught, and asking questions about her experience as a teacher, has proven to be the most beneficial preparation for me."

"[The freedom my CT gave me] to plan my lessons and be creative has helped me the most. It has allowed me to try different methods and find what works best for me.... Having that buffer to stumble just enough to learn has been truly wonderful. My CT allowed me [to] figure things out on my own but was also there as a support when I felt lost or confused."

Another challenge student teachers face is that teaching can be intimidating, especially when they plan a lesson that doesn't go well. Furthermore, the idea of being in control of their own learning, as well as their students' growth and experience, can also be quite overwhelming. When asked to describe areas of the program that were most beneficial in preparing them for teaching, many STs lauded the seminars for providing an opportunity to learn new strategies and discuss their experiences with other student teachers.

Editorial Staff
Sharon Brennan
Julie Cleary
Mary Henderson
Martin Mills

104 Taylor Education Building
Lexington, KY 40506-0001
859-257-1857
E-mail: fieldx@uky.edu
<http://education.uky.edu/OCP>

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

KTIP Training 2016-2017 University of Kentucky Service Region

Please register online:
<https://education.uky.edu/ocp/ktip>

Training sessions typically last 8:30 - 3:00 and take place on UK campus. See website for details on what to take with you to the training session.

"The methods classes where we all gathered together... and discussed our issues, our thoughts and what's going on in our schools...was therapeutic, insightful, and helpful."

"I really enjoyed all the seminars at UK which helped me become more prepared for student teaching. The methods course and instructors at the university went above and beyond my expectations and helped me feel completely comfortable when it came to having full control over a classroom"

"The seminars we went to helped a lot [as did] the quality of educators. I learned a great deal from each of my UK professors, and I am very thankful for their experience. I enjoyed being in their classes and coming to school each day because I knew it would prepare me to be a great teacher."

Not all areas of the survey yielded such uniform responses, however. Some students said they wanted to be in the classroom more while others said that they wanted more seminars. Some felt they needed more guidance in looking for teaching jobs while others said they wanted to learn more about how to deal with parents. These varied responses appear to reflect individual preference rather than indicating any glaring insufficiencies in the TEP's teacher preparation. In fact, the majority of students said that they could not think of any inadequate areas of the program, and their comments focused more on what each student was individually nervous about rather than listing shortcomings of the TEP.

As cooperating teachers, we get to know the student teachers individually. This allows us to understand their concerns and tailor our advice to help each one in his or her quest to "know better" so they can "do better." What's more, to expand upon Maya Angelou's wisdom: As we guide our student teachers to know and do better, we enter a mindset where we can more easily analyze our *own* performance, finding ways we can improve, too.

The self-reflection and team approach involved in the student teaching partnership generates a synergy which is beneficial not only to the ST, and even the CT, but also to the students in the classroom. It is a win-win-win experience!

Partners in Collaboration: UK College of Education, Schools, and Community

Articles reprinted from University of Kentucky's UKNow newsletter with permission from author Amanda Nelson

UK College of Education students stood in front of Dickey Hall last week holding signs welcoming 125 **third graders from Breckinridge Elementary** to UK campus. The elementary education majors had been preparing for Breckinridge's visit since the beginning of the semester.

UK literacy methods instructors Mary Shake and Joni Meade consulted with Breckinridge third-grade teachers and principal Michael Price to determine the broad areas they would be addressing in science and social studies at the end of April. **UK students** then began planning literacy-intense instructional units with either a science or social studies content focus that would align with instructional standards and ongoing classroom curricula.

As the project developed, **mathematics methods instructors Cindy Jong and Lisa Amick** became involved, working with the university students to also plan mathematics activities for the Breckinridge students.

"This type of partnership is beneficial to all parties," said Mary Shake, associate professor in the Department of Curriculum and Instruction. "We believe it is extremely important for elementary students to experience the university, as this helps set their goals toward higher education. This experience is also integral to our teacher candidates' learning. It allows teacher candidates to bring to life a project that is in-depth and multifaceted. This hands-on, minds-on experience could not happen without our elementary school partners."



UK College of Education students worked with their professors to develop and present instructional units in science, social studies, and math to third-graders from Breckinridge Elementary.



Elementary education majors poised to graduate from UK's College of Education will soon begin the process of finding a teaching position. Several Lexington principals and school leaders recently played a role in helping the students prepare.

A seminar was held at **Veterans Park Elementary** where students learned about the application and interview process from **school principal Amy McVey**, and **Cindy Godsey, human resources associate director at Fayette County Public Schools**. The students then broke into smaller groups to participate in mock interviews with principals who had volunteered their time.

"I hope the student teachers gained some insight into what is sometimes a scary and intimidating process," said **Jennifer Hutchison, principal of Picadome Elementary**. "Hopefully, by asking us questions about the process, we can lessen the anxiety so they can relax and be themselves during the interview process." Hutchison said she looks for a growth mindset, the ability to get along well with others, and leadership skills when she interviews candidates.

Joni Meade, an elementary education instructor who organized the event, said she hears from principals that the mock interviews are beneficial not only to the UK students, but also to the principals in getting to meet so many new candidates.

The seminar was not the students' first contact with area schools. They spend many hours at various schools during observations, practicums, volunteer opportunities, and student teaching.

"Many students visit our school from the College of Education," Hutchison said. "I feel a responsibility to provide them the opportunity to develop their craft and to demonstrate to them how an effective school operates and good teachers teach. I want them to see what it takes to be a teacher in today's society. I want the students who leave my school to say 'That is a place I want to work.'"

*Article condensed due to space constraints.
Full text is available at <http://www.uknow.uky.edu>.*

Rebecca Krall Demonstrates Watershed Science to Middle Level School Teachers

Young schoolchildren are often amazed the little stream by their house eventually flows into the Kentucky River, then the Ohio and Mississippi rivers, all the way down to the Gulf of Mexico. It opens their eyes to how their actions impact water quality, said **Rebecca Krall**, associate professor in the UK College of Education **Department of STEM Education**. She leads a \$260,000 Kentucky Council on Postsecondary Education grant funding professional development for middle school teachers to implement investigations on local watersheds.

Krall grew up on a Pennsylvania farm that depended on well water – a finite source, heavily impacted by actions her family took to keep it clean and plentiful. During high school, her bus would cross a bridge spanning water that flowed bright orange due to runoff from a nearby plant. And, later, as a high school teacher in Virginia, she saw water quality issues heavily promoted due to the many people who depend on the Chesapeake Bay for their livelihood.

“When I got to Kentucky, I thought we probably needed to make the watershed more apparent to the residents around it,” she said. “Many students, and even adults, don’t think about where their drinking water comes from. When we do, it makes us think more carefully about what we put into it.”

Kentucky middle school teachers in districts near a watershed are targeted for the training. At a five-day institute during the summer, they spend significant time in the field learning to collect water samples and do basic testing. They analyze EPA and state data looking for patterns of issues that might be happening. This begins the process of

helping students come up with questions about their own sub-watersheds.

It is a bonding experience for the middle school teachers, some of whom have never had the chance to attend a science teacher’s conference. Because of the professional development grant, many of them have traveled with UK faculty and graduate students to state and national conferences and are in regular contact with one another. Some of their middle school students came to UK recently to present their projects in a research university setting.

“The teachers report experiences where students not interested in science become much more interested in this project because it deals with their own community,” Krall said. “They are exploring the world around them and learning things they never knew before.” The project is not only creating watershed awareness in Kentucky but also helping teachers discover what true “project-based learning” means and how valuable this way of teaching can be.

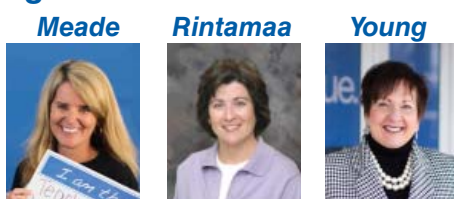
“At the end of our training, UK doesn’t give the teachers a packet that says, ‘Here’s your unit, go teach it,’” Krall said. “We come up with an overarching question, but teachers go home and work with their students to develop locally-specific questions about watersheds. Our training helps demonstrate the structures that must be built within the projects they come up with. It’s a misnomer that ‘project-based’ means asking a question and having students explore without structures within. There is a lot of scaffolding involved to help students understand the work and why they are doing it.”

Congratulations to UK College of Education Clinical Faculty on Recent Promotions!

The UK Office of Clinical Practices and School Partnerships would like to recognize the following clinical faculty on their recent promotions. Please join us in congratulating them:

After serving as a part-time instructor and Elementary student teaching program coordinator at UK for several years, former elementary school teacher **Joni Meade** was recently hired into a clinical faculty position in the Curriculum and Instruction (C&I) department, where she earned her bachelor’s and master’s degrees in Elementary Education and Literacy

As a full-time clinical instructor, Joni will continue to coordinate the Elementary student teaching program, supervise students in their field placements, and teach seminars and literacy courses for the college. She will work alongside school partners to ensure our student teachers have successful, productive field and clinical experiences to prepare them for their own classrooms.



Margaret Rintamaa has been promoted within the Curriculum and Instruction department from assistant to associate professor. A former middle school teacher, Rintamaa earned her bachelor’s degree in Middle School and Secondary Education at Emory University with a concentration in history. She earned her master’s and doctoral degrees at UK.

Dr. Rintamaa has served in several roles at UK including instructor, project manager and research professor at the Collaborative Center for Literacy Development, and clinical professor for C&I. She has coordinated UK’s Middle Level student teaching program since 2012 and will continue that role in her tenured position.

Following her work as a program evaluator for the Next Generation Leadership Academy, the Department of Educational Leadership Studies welcomes **Lu Young** as a clinical assistant professor.

Dr. Young is formerly the school superintendent for Jessamine County Public Schools and chief academic officer of Fayette County Public Schools. She is a graduate of Eastern Kentucky University where she earned bachelor’s and master’s degrees, as well as teaching certification, in Spanish. Her doctoral degree is from Northern Kentucky University.

Young was named Kentucky Superintendent of the Year in 2012 and has served as president of the Kentucky Association of School Administrators (KASA).

We look forward to continuing to partner with our outstanding colleagues and applaud them for their accolades!

Teaching Collaboration Collaboratively

Margaret Rintamaa, Middle Level Education

Kera Ackerman, Special Education

University of Kentucky

A key aspect in ensuring that all students achieve the best possible educational outcomes is for regular classroom teachers and special education teachers to collaborate. To model this for our pre-service students, we brought together the student teachers in the Middle Level Teacher Education Program (MLTE) and in the Special Education Program (SPED) to see and experience collaboration in action.

The seminar was co-taught by Beth Parrent and Candice Rogers (Special Education teachers at Beaumont Middle School), Kera Ackerman (Special Education at UK), Margaret Rintamaa (Middle Level Education at UK), the Special Education student teachers, and the Middle Level student teachers. Bringing these different groups together was a great success!

The evening began with a presentation by Ms. Parrent and Ms. Rogers. They shared their experiences to highlight the key elements of collaboration. They suggested that general and special education teachers plan together when able and have a solid understanding of the expectations in each classroom in order to stay grounded. Their presentation was followed by Special Education student teachers Bethany Harrell (LBD), Leah Carter (LBD), Molly Baldrige (MSD), and Shealynn Hall (MSD), who defined key terms for the lesson: IEP, 504 plans, LBD, MSD, RtI, and alternate assessment.

Because we know our students learn through engaging discussions and participation, we planned a collaborative activity. We had approximately equal numbers of student teachers from each program. Each Middle Level student teacher had been asked to bring a lesson plan from one of their content areas. The lesson plans ranged from building mouse trap cars, to making flip books, to completing graphic organizers guiding connections in reading passages. Each Special Education student teacher had been asked to bring a case study for one student. The case studies fell into one of two categories, depending on the student teacher's major: moderate to severe disabilities (MSD), or mild to moderate

learning and behavior disorders (LBD), and included specific information on academic levels and behavioral needs. We paired up the Middle Level students with the Special Education students, and each pair discussed the modifications and accommodations that would be needed in the lesson to meet the needs of the case study student. Each Middle Level student teacher had the opportunity to work with both an MSD and an LBD Special Education student teacher.



Kati Brew (Special Education) and Danielle Cain (Middle Level Science) were part of a cohort of student teachers who collaboratively planned lessons and co-taught them to their classrooms.

At the end of the exercise, the whole group debriefed with the Beaumont teachers and the UK instructors. It was an insightful experience! They learned to think of a collaborative classroom as a shared space that is jointly held by two teachers. In seeing the collaboration between the Beaumont teachers and the UK instructors, and with their paired work, they also saw collaboration and co-teaching in action. Reactions from the student teachers was incredibly positive. Molly, a Special Education student teacher, wrote: "I loved getting to share what I'm so passionate about, and why I love it so much, with other teachers, and I got to hear what they're so passionate about, and why, as well! It was really, really neat, and I'm sure it was rewarding for both groups of teachers--at least I know it was for me. Thanks for taking the time to put it all together!"

PD Opportunity: EPSB Mandated Co-Teaching Training for Student Teacher Supervisors

If you are interested in mentoring student teachers in your classroom, you are invited to attend a 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 and refreshment service begins at 4:30 p.m.



Wednesday, September 14, 2016

Southern Middle School

5:00 - 7:30 p.m.

Contact Martin Mills

for information or registration:

859-257-1857 martin.mills@uky.edu



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

Tuition Waiver Program for Cooperating and Resource Teachers

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

Resource teachers can also claim a tuition waiver for up to 6 credits for each KTIP intern supervision they complete.

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, and
- submit the waiver form to the associate dean's office prior to the first day of classes for each semester of enrollment.

Visit <http://education.uky.edu/ADeanRI/students/sb77-tuition-waiver> for contact information and an application to redeem your waiver at UK.

To learn about using your tuition waiver at other Kentucky universities, visit <http://www.epsb.ky.gov/internships/tuitionwaiver.asp>.

Collaborative Connection: Sharing Ideas

One way to sustain the collaborative connection between university and school-based partners is to share ideas with each other about teaching and learning.

- In your experience, what works to promote quality teaching and foster student learning? What doesn't work?
- What changes have you made; what challenges have you experienced that colleagues might find interesting or helpful?

Send thoughts, ideas, or suggestions to mary.henderson@uky.edu

We welcome your contributions!

Mark Your Calendar!

June 30	Last day to apply for December 2016 undergraduate degree (online in MyUK)
August 15 9:00 am	University Supervisors meeting in 122 TEB
August 16 9:00 am	ST Orientation in Taylor Ed. Auditorium
August 17	First day of student teaching*
September 5	Labor Day
September 14	Cooperating Teacher / University Supervisor Training--Southern MS
September 20	Last day to apply for a December 2016 graduate degree (online in MyUK)
October 17	Dual placement students begin 2nd half placements*
November 8	Election Day
November 30	Last day to apply for a May 2016 undergraduate degree (online in MyUK)
December 2 8:00am-12:30pm	Professional Seminar for all 2016-2017 student teachers - UK Singletary Center
December 16	Last day of finals week

**For most programs. Check with your program coordinator for clarification.*