

Director's Note

Happy New Year and welcome to the Spring 2016 issue of *Field Notes*. We are pleased to highlight international school partnerships in this issue through stories by student teachers who participated in our overseas student teaching program this past year.

Bailey Ubellacker provides insights about her student teaching experience in Auckland, New Zealand last spring under the auspices of Auckland University, a longstanding program partner. Austin Norrid offers a glimpse of his experience this past fall at the American School of Valencia, a site that has just joined our partner network.

As you will see when you read Bailey's and Austin's reports, teaching abroad helped these candidates gain an expanded view of the world. It also helped them build a platform for their students to become more globally-minded, an important perspective to have in our interconnected world.

Our Educator Preparation program is fully committed to preparing globally-minded teachers, and these stories illustrate how we endeavor to achieve that goal. It seems to me that there has never been a more important time than now to focus on this, considering the changing demographics in our city and in our schools. According to data collected by LFUCG, the immigrant community in Lexington has increased by over 200 percent in the past decade, and FCPS reports almost 100 languages are represented in local classrooms this year--almost double the number from 2005.

We would welcome the opportunity to talk with you further about our international program and the global partnerships we have forged. We would also appreciate learning what you are doing, or would like to do, to globalize your teaching. Please contact me anytime you want to share ideas. I am eager to know what you are doing.

Sharon

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In the Land of the Long White Cloud: A Trek through New Zealand

*By Bailey Ubellacker
Gladstone Primary School
Auckland, New Zealand*

Legend has it that the North Island of New Zealand was once a giant fish pulled up from the sea by the gifted demigod Maui, and the South island was his waka, or boat. The name New Zealand means "Land of the Long White Cloud"—a land where the term Kiwi can refer to a fruit, bird, or person, where sheep outnumber the human population seven to one, and where Frodo made his journey through Middle Earth. This, also, is a land where I made my home halfway across the world.

My journey through New Zealand began before I ever stepped off the plane. It started with the desire to understand a culture different than my own, to experience unique teaching and learning in a new school system, and to find personal growth so that I could take one step closer to becoming a lifelong learner. Little did I know that the adventure on which I was embarking would forever change my perception of education, community, and even life.

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UK graduate student Bailey Ubellacker celebrates with the students in her New Zealand classroom during her student teaching semester overseas.

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Leaving the comforts of my Kentucky community in late January 2015, I boarded a plane destined for adventure and learning through the COST program for student teaching overseas. Arriving in Auckland after a whole day of traveling, I felt a mix of emotions. Jet lag and losing a day due to the time difference had cast a groggy haze over me, but the excitement of a new atmosphere and culture was fueling my body, keeping me alert and perceptive of my surroundings. I paused for a moment in the bustling terminal to take it all in. I was alone, an outsider, but oddly I did not feel that way. Before I knew it I was greeted by my welcoming host family and on my way to becoming part of the community.

New Zealand is unique. The people are genuinely friendly and ready to help a complete stranger. The food is always fresh and local, the atmosphere is relaxed and easygoing, and the landscape changes drastically from warm, sandy beaches to steep, snow-capped mountains within mere hours of driving. During my time overseas, I took full advantage of what New Zealand had to offer. I pushed myself mentally and physically as I leapt off the ledge while bungee jumping, free-fell through the air while skydiving, and explored one of many deeply winding caves. I immersed myself in traditional culture by visiting historic landmarks, and museums, even spending the night at a traditional marae, or a Māori village. Māori are the native peoples of New Zealand, whose culture and customs I learned about and experienced, feeling a sense of connection.



It was at Gladstone Primary School where I learned the importance of fostering a positive school culture, taking pride in my community and environment, and encouraging students' responsibility for their choices and actions. The school was unique in structure, consisting of a collection of buildings and cottages, and students freely walked outside from one class to the next. The school lacked a cafeteria, as there was no need since students brought their lunch and ate crisscross style in covered outdoor areas. A large hall, which resembled a gymnasium and rested in the heart of the campus, is where students exercised daily and performed weekly class assemblies. These Friday assemblies were the highlight of the week as each class took turns performing and presenting the material they had prepared. I had the pleasure of choreographing kindergarten students to perform a dance to the song "Walking on Sunshine" to promote the school's walk-a-thon.

Their sense of pride in their school, community, and country shone through the words and actions of the students. From learning the native Māori language to celebrating a mix of cultures through dance and clubs, the students practiced skills of openness and what it means to be global citizens. The numerous school field trips connected students to the art, history, culture, and current events of the community, and the yearly Gladstone Gala brought students, teachers, parents, and community members together through a shared vision. I felt as if the school understood the importance of supporting lifelong learners and producing upstanding citizens.

Students experienced freedoms at school such as joining clubs, spending an hour during lunch running around outside and playing organized sports, and making choices in the classroom regarding their learning activities. Teachers trusted students, and students reciprocated that trust, through making positive decisions and being responsible for their actions. Take, for example, their attitude towards the environment, which was present in everyday interactions: Students strived to be "waste-free warriors" by bringing a lunch that produced no waste. They avoided individual packages and sandwich bags, and they ate all of their food. Students understood the importance of reducing their carbon footprint and encouraged each other in this endeavor. This idea of student freedom and responsibility should be universal, and I hope to take this gained experience and share it with my future students.

Not only did the students represent a welcoming community, the teachers of Gladstone also opened up to me, naming me an honorary Kiwi. From attending professional development seminars to participating in the teachers' netball games, I was part of a team. I eagerly involved myself in the positive culture of the school, trying to keep up with the rules of rugby and cricket and socializing at cultural events, including a Chinese New Year Celebration. As a school, the teachers teamed up to participate in a Where's Waldo (or Wally as he's named in New Zealand) scavenger hunt all over Auckland. This promoted friendly, competitive bonding and a chance for me to see more of the city.

My time in New Zealand is something that I will hold near to my heart. Although my stay was relatively short in length, it has influenced my perspective of community and education, which will last a lifetime. I encourage each of you reading this article to seek out an opportunity to challenge your horizons and immerse yourself in experiences that are out of your comfort zone. You never know what you just might discover.

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Collaborating with Valencia, Spain

A new partnership with the American School of Valencia (ASV) is allowing UK College of Education students to complete student teaching in Spain under the supervision of teachers and administrators at the school. Last semester Anne-Thomas Donnelly, studying elementary education, and Austin Norrid, music education, became the first UK students to do their student teaching there.

Dr. Thomas Guskey, professor in UK's Department of Educational, School, and Counseling Psychology, visited ASV to observe the students in action and confer with them about the experience. Guskey also provided several professional development sessions for the teachers and engaged in conversations with the student teaching supervisors as well as director of schools Michael L. Smith.

Thank You!



Photos from the Field

Clockwise from top left:

1. UK Professor Tom Guskey with student teachers Austin Norrid and Anne-Thomas Donnelly and Michael L. Smith, Director of Schools in Valencia, Spain.

2. The American School of Valencia in Spain.

3. Austin Norrid's students presented him with a handmade card in gratitude for his help in their music classroom during his student teaching semester in Valencia, Spain.

4.-6. Student teacher Bailey Ubellacker visited a Māori village and a Hobbit house and admired scenic vistas during her stay in idyllic New Zealand.



Teaching in Two Cultures

*By Austin Norrid
American School of Valencia
Valencia, Spain*

From my first semester in UK's music education program, my professors told me that I should student teach abroad. With a double major in music education and Spanish, it would be a perfect opportunity to combine both areas of study and challenge myself as a teacher. I had studied Spanish since I was four, but I had never been to a country where it was the dominant language. Anxious to travel, but unsure of how long I could be away from loved ones, I put the idea out of my mind, choosing instead to study for a month in Sevilla, Spain.

I returned to the U.S. restless, unable to quell the wanderlust Spain had awakened in me. Feeling that I had experienced only a taste of what Spain had to offer, I knew I must return. Thirteen months later I again found myself on a transatlantic flight, but this time to student teach at the American School of Valencia (ASV) in Valencia, Spain.

When language isn't a barrier, it's easy to think that western countries are all alike, that only the superficial details change. After a lifetime of study, eight semesters of college, and a month in Sevilla, I arrived in Spain for the second time, confident in my language skills and cultural knowledge. In the classroom, however, every cultural difference becomes not only more apparent, but much more important.

Before my experience at ASV, I spent three weeks student teaching at Tates Creek Elementary in Lexington, KY. Experiencing two student teaching placements so different from one another provided me with a unique opportunity to teach students from diverse backgrounds. Of course there are superficial differences between American and Spanish culture, and those change as much within the different regions of Spain as they do between Spain and the U.S. For instance, Valencian kids want to hit your head when you get a haircut and stomp on your new shoes when you wear them for the first time. But there are also differences that run much deeper. For instance, Spain has multiple co-official languages: Valencia, along with three other regions of Spain, has its own regional language (Valencian), which is mandated by law to be taught in schools. Furthermore, children there aren't taught to be as independent as American kids, instead placing much more emphasis on community and family.

I went to Spain expecting to grow as a teacher by being in a bilingual classroom, and indeed I did. Since some of my classes at Tates Creek were 30% English-learning, and all of my classes at ASV were above 90% English learning, I had to be conscious of the speed with which I talked, and of my word choices, because my students often had difficulty understanding my accent and dialect.

I have grown most as a teacher, however, not by being in a bilingual classroom, but by being in multicultural classrooms, both at Tates Creek and at ASV. Experience with English

language learners, both in Lexington and in Valencia, has taught me that, as a teacher, I must be intentional in deciding how my students receive knowledge, through my choice of language and vocabulary. My experience in an international classroom has taught me to focus not only on how my students receive my instruction, but also to refocus on who is receiving my instruction. As educators we often focus on differentiating our instruction based on learning modalities, exceptional learners' needs, IEPs, and language skills. Often overlooked are cultural attitudes towards education, behavior, and socialization, which can greatly shape a student's performance in the classroom. A joke or pun that would keep an American class interested in a lesson can make a Spanish class fall completely out of control. Cultural definitions of "quiet" allow for levels of noise in the classroom and the hallways that most American teachers would not only find unacceptable, but downright stressful.



Austin Norrid visited the Guggenheim Bilbao Museum of Modern Art during his semester overseas in Spain.

While my first trip to Spain was spent acquainting myself with a new country, its history, culture, food, and people, my second trip has been spent acquainting myself with the needs of the twenty-first century classroom. In our ever-shrinking world, continually made smaller by internet, media, and increased travel and migration, our classrooms become microcosms of world culture. The students at ASV come from all over the globe, and their educational needs, even beyond language acquisition, reflect that.

As I plan my return to Kentucky, I relish the anticipation of seeing where I will end up teaching. Whether an urban or rural setting, or anywhere beyond or in between, I know that I'll be a better teacher because of the time I spent at the American School of Valencia and at Tates Creek Elementary in Lexington.

The students of the commonwealth and the nation deserve teachers who meet their needs not only as individual learners, but as members of diverse cultures and citizens of the world. My experience student teaching abroad opened my eyes to a small fraction of those needs, and I hope that my future teaching experiences continue to allow me to learn from and with my students from all cultures.



Visiting Scholar Wei Xiaofang, mentor Dr. Sharon Brennan, and ISP Assistant Director Ellie Holliday

Wei Xiaofang was the first scholar in the UK College of Education processed through the Office of International School Partnerships (ISP). A visiting scholar from October 2014 to October 2015, Wei was fully funded by the China Scholarship Council, and her research focused on intercultural teaching effectiveness. An excerpt from her personal statement follows:

“In my opinion, language is the vehicle and symbol of culture, while culture is the root and core of language.”

“I think developing students’ intercultural communicative competence is so important in English teaching because it aims at cultivating the ability, and providing the strategies, to solve real communicative problems.”

Award-Winning UK TEP Graduates and Faculty

UK’s Teacher Education Program (TEP) is proud to congratulate the following graduates and faculty on well-earned accolades at the state and national level:

Ashley Lamb-Sinclair

2016 Kentucky Teacher of the Year

Laura Roché Youngworth

2015 Kentucky World Language Association Outstanding Teacher Award

Dr. Stayc DuBravac

2015 Kentucky World Language Association Outstanding Post-Secondary Teacher

Ashlie Beals Arkwright

2015 Kentucky Science Teachers Association Middle School Science Teacher of the Year

Amanda Hurley

2015 Kentucky Association of School Librarians Outstanding School Media Librarian

Michael Delfino

Samantha Dougherty

Knowles Science Teaching Foundation Fellows

GLOBAL LEX

Did you know that Lexington is home to over 52,000 immigrants who collectively speak over 130 languages? That is nearly 20% of Lexington’s population and an increase of more than 240% over the past 10 years!

In order to meet the needs of this growing population, Lexington recently opened GLOBAL LEX, an international engagement center which also houses the city’s Office of Multicultural Affairs. Facilities include a conference room, multi-purpose rooms, computers for training and tutoring, and an art gallery.

The center’s mission statement is “To support the city and its residents, individually and collectively, to thrive in today’s global environment through the deliberate encouragement of civic engagement, mutual understanding, and economic and artistic diversity.”

This mission is carried out by providing or coordinating many services and opportunities including:

- multilingual assistance
- cross-cultural education
- celebration of cultural events
- citizenship classes
- access to professional interpreters
- networking opportunities
- small business consultation
- literacy programs
- local and international outreach
- a repository of data and resources
- training workshops
- driver’s education
- public safety classes
- internships

GLOBAL LEX is located at 1306 Versailles Rd, Suite 110 in Lexington, Kentucky. Volunteers are welcomed and may call 859-246-4333 for information on ways to serve the center.

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.

- 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, and suggestions to mary.henderson@uky.edu.

We welcome your contributions!

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>.

Important Dates

November 30	Last day to apply for May 2016 undergraduate degree (online in MyUK)
January 4 1:00 pm	University Supervisors meeting - 122 TEB
January 5 9:00 am	ST Orientation - Taylor Ed. Auditorium
January 6	First day of student teaching*
January 18	MLK, Jr. Day (holiday)
February 20	Last day to apply for a May 2016 graduate degree (online in MyUK)
February 28	Last day to apply for an August 2016 undergraduate degree (online in MyUK)
March 7	Dual placement students begin 2nd half placements*
March 22 3:30 - 6:00pm	KY Teachers Network Career Fair 1140 Red Mile Place
March 28-April 1	P-12 Spring Break (most districts)
May 6	Last day of student teaching*
June 20	Last day to apply for an August 2016 graduate degree (online in MyUK)

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