Messiah University

Education Student Scholarship

Fall 2020

Education on Boyer 4th Newsletter

Education Department

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Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

www.Messiah.edu

One University Ave. | Mechanicsburg PA 17055
WHEN GIVEN LEMONS
How did Messiah students rise to the challenge of last Spring?

THE CHILDREN’S CHRISTIAN BOOK AWARD®
This year’s award goes to...

TRAUMA INFORMED TEACHING
Messiah Graduate Student Creates a Website for Educators

In Every Issue
MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT, TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS
My family and I enjoy collecting treasures as we walk on the beach. This year, I was drawn to the smooth, polished rocks. I watched as the waves pulled them back and forth, the constant tide followed by the abrasion of sand. As far as I could see, there wasn’t a rock to be found that possessed sharp jagged edges or a rough surface. There were plenty of broken shells.

The relentless tide reminded me of this summer and past semester. We have experienced sudden change, loss, loneliness, uncertainty, fears and injustice. We have been stretched to learn and teach in new ways. If I am completely honest, there are times when it just feels surreal. Then, I am reminded that life is a process of change. The waves never allow things to stay as they are. The rocks become polished as the shells become splintered and shattered. The same waves with different results.

It was that realization that made me think to this upcoming academic year. There are wonderful and exciting aspects! Messiah College is now Messiah University! I have become the incoming department chair. We will be together on campus. There are also stressful uncertainties. How will social distancing and safety precautions impact teaching and learning? How I can work to keep everyone as safe as possible?

So, how do I deal with these new times of change? I feel the wave’s pull and the sand’s grit. There are times when I feel broken and hold tight to my shattered ideas of how things used to be. I see a world filled with the pain of violence and racism, the hurt of the marginalized cries out for justice. How do we endure the crashing tide?

On the Cover:
Emily Watson works with a student at our Migrant Education eSTEAM Saturday event on campus.
I was drawn to reading 1 Peter as the intended recipients of this letter were experiencing trials and persecution. The final declaration in the letter is that they should have concern and love for each other and should be kind and humble. I have decided that these four attributes; concern, love, kindness and humility will remind me of how I am to interact with the waves of change.

This month I will focus on kindness. How does one enact kindness? I am sure that we could list many ways that we have experienced kindness. Often these instances arise from unplanned moments of grace. Yet, there are also opportunities to plan for kindness.

My daughter’s Girl Scout Troop likes to paint rocks with uplifting messages and then hide them around our community. I thought about the joy and laughter as the girls were painting their cheerful messages. I have decided that my summer beach rocks would be a way to spread some kindness across campus. I have collected rocks from our beach trip and turned them into kindness rocks that I hid all over campus. I also have a few rocks on a table outside my office. If you happen to find one, pick it up, feel the smooth edges to be reminded of the waves and sand that caused that transformation. Be reminded of the shattered shells. Let the rock whisper to you that change can refine and polish your own life. Choose to see the good and beauty in all that is around you. Choose to be refined and not shattered. Choose not to repay hate with hate. Choose to be kind.

Then, hide the rock in a new location on campus so that someone else can find it. Sure, it is only a painted rock. Yet it is a small entrance into the realm of kindness. If you find a rock, I would love to see you add a picture and tag our Instagram account @messiaheducationdept. #KindnessRocks #MessiahED https://www.instagram.com/messiaheducationdept/

I have a challenge for you. What are you doing in your school or community that fosters kindness during this time of change? Share your pictures and stories. Together we will find ways to take the words of 1 Peter 3:8-9 to heart and action. You can email me your photos and stories at tkeller@messiah.edu.

Here is to a wonderful year together!

All the Best,

Dr. Keller
Why did you choose Messiah?
I wanted a place where my faith was aligned with my academics. I knew that I'd be looking at and learning about teaching through a Christian lens, which has made a huge difference when I'm out in the schools.

What do you love about Messiah?
Having small class sizes has always been something I've loved about Messiah. It's given me the opportunity to form strong relationships with my professors and feel more comfortable sharing during class discussions. We also have Warm Cookie days in Lottie - which you don't want to miss!
IN EDUC 304 (MATH: CLIMATE, CURRICULUM, AND INSTRUCTION II) SPRING 2020 SEMESTER, WE MADE “LEMONADE”. NOT LITERALLY, BUT RATHER FIGURATIVE VIRTUAL LEMONADE. HERE IS THE RECIPE:

TAKE 1 UNDERGRADUATE MATH METHODS CLASS OF COMPETENT JUNIORS – SQUEEZE WELL

STIR IN 1 ENTIRE MISSED SERVICE DAY OPPORTUNITY

ADD AMPLE ANXIETY ABOUT MATH IN SOCIETY AT LARGE

FOLD IN A HANDFUL OF NERVOUS PARENTS WHO ARE NOW RESPONSIBLE FOR TEACHING THEIR CHILD

COMBINE WITH ENTHUSIASM AND SUPPORT UNTIL SATURATED

SPRINKLE WITH TECHNOLOGY TO TASTE

TO ME, AT LEAST, IT FELT LIKE THAT WAS HOW WE STIRRED UP A SUCCESSFUL VIRTUAL SUPPORT PROJECT LEMONADE IN THE MIDST OF THE START OF THE “COVID CRISIS”.

ONE OF THE THINGS I HAVE ALWAYS LIKED MOST ABOUT MESSIAH IS THE FOCUS ON SERVING. WITH THE URGENT SWITCH TO REMOTE TEACHING AND LEARNING CAME THE CANCELLATION OF “SERVICE DAY”, A HALLMARK OF MESSIAH UNIVERSITY. WITH THE HELP OF STUDENTS IN EDUC 304, WE QUICKLY COMBINED ALL OF THE INGREDIENTS OF THIS CRISIS WHICH, TAKEN ALONE COULD BE OVERWHELMING. BUT STIRRED TOGETHER, THEY RESULTED IN A REWARDING LEARNING EXPERIENCE.

STUDENTS IN THIS CLASS WERE CHARGED WITH FINDING SOMEONE WITH A CHILD IN GRADES 3-8 THAT NEEDED MATH ASSISTANCE, AND PROVIDE SUSTAINED HELP. THEY CHOSE WHO THEY HELPED AND IN WHAT WAY, AS LONG AS IT INVOLVED APPLYING MATH TEACHING SKILLS WE HAD LEARNED IN CLASS.

THIS PROJECT REPRESENTS A LEARNING EXPERIENCE FOR ALL INVOLVED. WITH THE HELP OF GOD, WE CAN DO WONDERFUL THINGS THAT WE DIDN’T KNOW WE COULD DO. SARAH HAVERSTICK, A STUDENT IN THIS CLASS WRITES: “I ABSOLUTELY LOVED DOING THIS ASSIGNMENT! IT FELT SO GREAT TO BE ABLE TO EXTEND MY STUDENT’S MATH EXPERIENCE, CRAFT PERSONAL PROBLEMS, AND SEE HOW EXCITED HE WAS EVERY TIME I CHATTED WITH HIM. SERVING SOMEONE IN THE COMMUNITY THROUGH VIRTUAL MATH SUPPORT WAS SUCH A GREAT IDEA DURING THIS CRAZY TIME.”

by Dr. Carol Buckley

When given lemons...
How often do we take time to walk with the Lord? Every day we walk to a variety of different places. Close your eyes. Where have you walked today? Perhaps with your dogs, to your cars, around the grocery store, while on the phone with a friend. As humans, it is easy for our lives to be fully consumed by the earthly demands all around us. We fill our time, until sometimes it feels like there’s no room to breathe. Sometimes, we forget Jesus.

Did you know that the Lord wants to walk with you? We get caught up in the hustle and bustle of life, forgetting Who satisfies us and Who gives us rest. The Lord desires that we spend time with Him! He loves you dearly. He knows everything about you. The Creator of the Universe fully knows you and fully loves everything about you. Let the Lord be your closest confidant. Bring Him the worries that burden you, the desires of your heart, the victories, the losses. As you walk daily with the Lord, how would your life change if you took time to really walk with Him? He calls us out onto the waves. We can put our trust in Jesus, knowing fully that He is good!

Take that challenge this week. Set aside daily time for your spiritual walk with Jesus. Maybe in your room. Maybe at the kitchen table. Or maybe a go outside and smell the fresh air kind of walk with Jesus! Surround yourself with the creation of the Lord. He so intricately created each and every part of the world and yet He cares so much more deeply for you. Let your physical walk be a tool to grow your spiritual walk. Talk with the Lord and tell him what’s on your heart and thank Him for his faithfulness. Treasure that quiet time alone with the Lord and remind yourself of His truths.

Written by Rachel Schon
Early Childhood Education (PreK–4)
TESOL minor
One priority in the Education Department is to build community, even during a season of social distancing and healthy protocols. Dr. Burchard created magnet badges for her students that show their faces when wearing face masks. Students may wear those during their classes, but more importantly may wear them when teaching in the field so the children who they teach may see their smiles.
The Supreme Court’s Recent Decisions on Religion and Schools

The U. S. Supreme Court had not taken up a major religion in schools case since 2002. But this session it heard two. The first, Espinoza v. Montana, is a truly landmark case. Back in the 19th century many states in a flurry of anti-Catholic sentiment passed amendments to their state constitutions forbidding any taxpayer money from going to religious schools. These so-called “Blaine Amendments” were passed after a similar amendment, sponsored by James G. Blaine, failed at the federal level. One of the states to pass such an amendment, Montana, also created a tax-credit scholarship program in 2015 that allowed families to put money they would have spent on state taxes into a scholarship fund that they could then use to pay for private, religious education. This policy clearly violated the state’s Blaine amendment, but private school advocates argued that the Blaine amendments were unconstitutional. In a 5 to 4 decision, the conservative majority on the Supreme Court agreed. This is a huge decision. 37 states have Blaine amendments in their state constitutions. They have all been declared unconstitutional, which means that in every state in the country it is now legal to fund private, religious schools with taxpayer dollars.

The second case, a combined ruling on Our Lady of Gaudalupe School v. Morrissey-Berru and St. James School v. Biel, received less media attention but was still of great consequence. In this 7-2 decision the Court sided against two teachers, both of whom sued the Catholic school that had employed them, one claiming age discrimination and the other discrimination based upon a medical condition (breast cancer). The schools argued that teachers like Biel and Morrissey-Berru fall under the “ministerial exception” the Court had enumerated in an earlier case in 2014 and were thus not guaranteed protection under the Americans with Disabilities Act or the Age Discrimination in Employment Act. The Court agreed. Private, religious schools thus no longer must comply with federal equal employment law in the hiring and firing of their teachers, who are now viewed as the equivalents of ministers.

Putting the two cases together, 2020 could turn out to be a pivotal year in the history of school choice in the United States. The Supreme Court has just cleared the way for more taxpayer money to shift away from public to private schools, and it has freed those schools from having to abide by the rules of fair hiring practices imposed on other organizations. It is not difficult to envision a future case where these two principles come into conflict, as some taxpayers may take issue with their tax dollars being spent to fund schools that potentially discriminate not just by age or health status, but by religious affiliation, sexual preference, and so on. If you’ve been watching the Supreme Court this year you’ve probably heard that many conservatives were outraged by some of the decisions Chief Justice Roberts, who has become the swing vote, handed down. In education, however, the “conservative legal movement” had a great year.

Milton Gaither
You may be familiar with some of the most prestigious annual children’s book awards given in the United States, such as the Caldecott (for best illustrations in a children’s book) and the Newbery (for best work of children’s literature). But, did you know that there is also a national book award for best children’s Christian book published each year?

Since 1978, the Christian Book Award® has been awarded annually by the Evangelical Christian Publishers Association with the goal of celebrating excellent Christian literature and its impact on readers’ faith journeys. In the children’s category, judges use many of the same criteria to evaluate the books that are used for the Caldecott and Newbery. (Explore all of the judging criteria on the ECPA website: https://www.ecpa.org/page/cba_criteria_child.) As educators, I think it’s very important for us to pay attention to award programs like this, because, like all awards given to literature for children, the golden Christian Book Award® seal on the cover of a book increases the likelihood a child will have ready access to the text through public, school, and church libraries or major booksellers.

I had the privilege of serving on the committee to award the 2020 Christian Book Award® for best Christian children’s book for ages 0-8 and I’m pleased to share that the winner of this year’s award went to Laugh and Learn Bible for Kids by Phil Vischer (of Veggie Tales fame). For a preview of this book and the other 2020 children’s Christian Book Award® finalists, check out the award website: https://christianbookawards.com/finalists.html.
Special Education Choices
at Messiah University
*Serving the Least of These* Matthew 25:40

There are THREE ways to pursue Special Education at Messiah University! For full details please see the webpages for each option.

To earn teaching certification in BOTH Special Education and Early Childhood Education, choose the major in

**Education with Dual Certification in PreK-4th and Special Education PreK-12th**
Field placements across grade ranges, regular, and special education
Student teach in Special Education, Special Education Internship
Good option for flexible choices in teaching career, preparing to serve children with disabilities in regular or special education settings.

To earn teaching certification in ONLY Special Education choose the major in

**Special Education N-12 with Teaching Certification PreK-12th**
Field placements across grade ranges, regular, and special education
Student teach in Special Education, Special Education Internship
https://www.messiah.edu/special-education-grades-n-12-with-teaching-certification-in-grades-prek-12
Good option for teaching specializing in high school special education, or more severe disabilities, or for careers in agencies or hospital early intervention, etc.

If interested in serving individuals with disabilities without teaching certification in special education, you might enjoy the

**Minor in Special Education**
Develop expertise from 18-21 credits of study, with no field placement requirements
https://www.messiah.edu/special-education-minor-pennsylvania
Good option for preparing to teach regular education with expertise in serving children with disabilities, or for disability-related work through agencies or government.

**Messiah University also offers a minor in Speech and Language Pathology.**

**Messiah University also offers a minor in Disability and Family Wellness.**

**Declaring a major or minor at Messiah University is easy! Complete an on-line form at:**
https://www.messiah.edu/info/23421/forms_for_current_students/4140/update_majororminororconcert

**Who can help me decide?**
See Dr. Melinda Burchard, Coordinator of Special Education, mburchard@messiah.edu, your academic advisor, or anyone in the Career and Professional Development Center.
EDUCATIONAL BACKGROUND
George Mason University, Ph.D.
James Madison University, M.Ed.
The College of William & Mary, B.A.

CLASSES I TEACH
Positive Behavior Supports
High Incidence Instructional Strategies
Low Incidence Instructional Strategies
Inclusion Practices
Communication Disorders

SERVICE
Coordinator of Special Education
Coordinator of Speech and Language Pathology Minor

RESEARCH INTERESTS
IEP Quality
Teacher Self-Efficacy
Information Literacy for Evidence-Based Teaching Practices

HOW DID I BECOME INTERESTED IN MY FIELD?
When I was just ten, my neighbor, Russ, stole my heart. Russ had Down Syndrome and only three words, motivating me to communicate creatively as I joined his family on frequent outings. That same year, I read, "The Family Nobody Wanted" by Helen Doss, and felt called to adopt children with disabilities. My journey from there includes adoption, parent training, teaching special education, coordinating a learning strategies program, and now teaching pre-service teachers at Messiah University.

FAVORITE SCRIPTURE VERSE AND WHY
“...As you did it to one of the least of these, my brothers, you did it to me.” Matthew 25:40

Special Education is my calling, an act of service. As I serve children and adults with disabilities, or teach my pre-service teachers to serve these precious “least of these”, it motivates me to know that service is to my King!

HIDDEN TALENT
This summer I sewed over 200 face masks for teachers whose students cannot afford them. My granddaughter helped me sort and count the masks into class sets.
The 2020-2021 EAMU officers are excited to bring all Messiah University students pursuing a teaching certification some awesome opportunities this year.

This year’s officers are
Junior Kendra Gilbert - President
Junior Abby Lawrence - Vice President
Sophomore Clayton Hillson - Treasurer
Junior Shannon Ihrer - Secretary and Multimedia Coordinator

This year we plan to continue many of the workshops and events we have put on in past years and add more opportunities.

Some of the ideas the officers are considering are workshops on how to talk to your students about race and racism, connecting students with professors, and ways to connect education majors with each other.

We are also always happy to hear suggestions from students and professors.
A large number of students experience trauma (40% of U.S. students). Research shows that many teachers have not received adequate training to manage students with trauma in their classrooms. Unaddressed trauma can cause severe consequences for students throughout their lifetime. Teachers and staff suffer from secondary trauma or vicarious trauma as a result of working with traumatized students. Certain populations of students are more likely to experience trauma than other students. (Ex: ELs due to their migration stories and the current political climate.) Trauma-informed education can help to heal students from their trauma and help them build resiliency skills to navigate their future with confidence.

Website for Educators

https://dakotahmillermk.wixsite.com/trauma-informed

Learn More About Messiah's Graduate Programs

https://www.messiah.edu/education
PROFESSOR
NICOLE
PHILIPKOSKY

PROFESSOR SPOTLIGHT

Office: Boyer 422
Email: nphilipkosky@messiah.edu

EDUCATIONAL BACKGROUND
Working toward Ed. D
at Temple University
Penn State University, M. Ed/ESL
Kutztown University, B.S. Ed/Speech & Theatre

CLASSES I TEACH
EDUC 309 English Language Learning in TESOL/ESL Classrooms
EDUC 401 TESOL/ESL Seminar
EDUC 402 TESOL/ESL Internship

SERVICE
Girls Scouts
PTO
Little Free Library Steward

RESEARCH INTERESTS
TESOL
Refugee success
Middle school learners

FAVORITE SCRIPTURE VERSE AND WHY
I turn daily to the words of Matthew 7:12 to guide me as a daughter, a sister, a wife, a mother, and teacher, “Do unto others, as you would have them do unto you.” The beloved Golden Rule can be applied to all areas, all ages, and all stages of life.

FAVORITE TEACHING MOMENT
A few years I had the privilege of teaching middle school ESL students. Seeing struggling 6th graders come back as confident 7th graders able to navigate the hallways by understanding their new schedule, opening their locker locks on the first try, and knowing which lunch line to stand in for different choices will always be a favorite for me. We would spend SO much time learning those things the previous year! However, when I saw those same students help someone else who was struggling—oh my, was that heart-warming!

HOW DID I BECOME INTERESTED IN MY FIELD?
One summer, while working on my degree, I was hired to be a nanny for a Turkish family who recently moved to the US. I could converse with the parents well, but not the children. So we played UNO—a lot! Colors and numbers—we wore out that deck of cards by August! That experience alone introduced as well as inspired me to look at the world of TESOL, and I haven't looked back since!

HIDDEN TALENTS
I was known as "Goldie Bear," Kutztown University's mascot (at the time) during my undergrad years!
In March 2020 when the COVID-19 pandemic closed schools in Pennsylvania and across the country, our student teachers and many of our junior field experience students met the challenge and quickly learned some of the ins and outs of online teaching. One of the most critical lessons to learn about using technology to teach is to stay focused on the learning goal. Use the technology that best supports your goals for your students! Here are some of the resources they used to become more proficient in teaching online and/or support student learning in the online context.

1. **Seesaw**: Student engagement, formative assessment, communication with families
2. **Zoom**: Direct instruction via lecture, visuals, videos, whiteboards, Engagement via polls and chat, Small group discussion via breakout rooms
3. **Padlet**: Collaborative digital poster board to share ideas
4. **Jamboard**: Collaborative whiteboard
5. **Pear Deck**: Formative assessment and student engagement
6. **Adobe Spark**: Create and share visual stories
7. **Flipgrid**: Discussion and assessment through student created videos
8. **Google Classroom/GSuite for Education**: Organization and Sharing Activities

For more ideas of how educators are using technology to support students and families in an online or hybrid context, check out these resources:
- Wicked Ed Tech: [https://sites.google.com/view/wickedtech/the-4-cs/collaboration](https://sites.google.com/view/wickedtech/the-4-cs/collaboration)
- CAIU Resources: [https://sites.google.com/capitalareaiu.org/remotelearningresources/educator-resources?authuser=0](https://sites.google.com/capitalareaiu.org/remotelearningresources/educator-resources?authuser=0)
- Rechargelearning: [http://rechargelearning.blogspot.com/2020/03/remote-learning-doesnt-just-have-to-be.html](http://rechargelearning.blogspot.com/2020/03/remote-learning-doesnt-just-have-to-be.html)
ADVICE FOR FUTURE TEACHERS

In your first year of teaching, remember to give yourself grace. You will learn so much in your first year about pedagogy and students. Take what you learn, and allow it to make you a better educator each and every day.
The Dorothy J. Gish Women in Leadership Award is named in honor of Dr. Dorothy Gish, Academic Dean Emeritus and former Professor of Early Childhood and Family Education at Messiah University. This award is used to support worthy leadership opportunities for full-time, undergraduate women students at Messiah University. This award opportunity is offered both fall and spring semesters.

For fall 2020 consideration, complete the online application by NOON September 30th.

Application Link
Co-Teaching Training September 1 for current Student Teachers

EAMU Back 2 School Bash! September 1 6:30pm meet by the covered bridge

TEP Mandatory Meeting for First Year Students September 15 4:00-5:00 via zoom. Email cwickey@messiah.edu

EAMU Teaching in a Time of Social Change Panel September 16 via zoom

Dorthy Gish Women in Leadership Award Application Due September 30th

EAMU Campus Scavenger Hunt Date TBD

EAMU First Year Teacher Panel Date TBD

Pennsylvania Council for the Social Studies State Conference October 22nd-24th

Harrisburg PACTE conference October 28-30

Would you like to contribute to our newsletter? Do you have an idea for an article? We would love to hear from current students or Messiah Alumni! Email ideas to tkeller@messiah.edu
LEARNING FROM ENGLISH LEARNERS
Discover the ways that students in EDUC 208 are working with ELs

CELEBRATING STUDENT SCHOLARS
Read about 4 Education Department students and their research projects

CRAIGHEAD HOUSE
A local cultural asset just minutes from campus

In Every Issue
MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT, TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS
In English, I think that we use the same word—concern—to describe two very different behaviors. The first definition of concern is the idea of having worry or anxiety over a matter. I do not need to list all of the concerning events, situations or potential outcomes that may be on our minds as we enter October of 2020. The list is long and feels like it grows exponentially. When I think about having concern in this way, there is a sense of a distanced and overwhelming anxiety.

The other way that I think about the word concern is one of active interest. When one expresses their concern they are seeking to become involved and they wish to understand the issues first hand. Often, they sit alongside individuals to learn more from their experiences. If you tell a student that you are concerned about how he/she is doing, the next response is often to pull closer seeking to understand one’s situation. The teacher is showing the student that he/she is important. The idea of this second definition of concern is to take the time to actively engage.

During a family vacation to Peru during the summer of 2019, I had the chance to unpack these two definitions of concern. I have always had concern for women across the world in the sense of the first definition of the word. I know from statistics that indigenous women are an especially vulnerable population that is often exploited. It is quite concerning when one reads the statistics of femicide, abuse and poverty. This form of concern feels overwhelming, unsolvable, and yes, removed also from my daily experience.

1 Peter 3: 8–9 (CEV)

Finally, all of you should agree and have concern and love for each other. You should also be kind and humble. Don’t be hateful and insult people just because they are hateful and insult you. Instead, treat everyone with kindness...

On the Cover:
Kate Prothero Dual Certification in PreK to 4th and Special Education PreK to 12th grade and Flex (Who reminds us to stay flexible in these unique times!)
As we were planning our trip, I wanted to understand Indigenous women on a deeper level. One of the highlights for me was the time that we were able to spend with the women involved with the Awamaki organization. The purpose of this organization is to work alongside indigenous women who are expert weavers. In the past, their handiwork was purchased by middle-men that underpaid the women for their labor. Awamaki seeks to provide opportunities for women to directly sell their work and thereby receive a fair wage. The women are in the driver's seat and tell the organization how they would best benefit from their support. I could feel the pride that the women had as they explained how they dye the wool, spin it and then ultimately weave it. They then go on to sell their finished products in both local stores and online. Sitting in the homes of these women, eating together and learning how to weave gave me a new level of concern. It was relational, insightful and hopeful. In getting to know individuals rather than statistics I now have a better understanding and different form of concern.

My guess is that October 2020 will give us many opportunities for the first type of concern. However, are there also ways that we can develop the second type of concern? Can we move from a distanced anxiety laden emotion to one of active engagement? Are there issues that you care about, but could benefit from getting to know human beings that are situated in the center of these issues? How can you foster the second type of concern? 1 Peter 3: 8-9 tells us to have concern for one another. How can you make October a month of concern that is based upon active interest and not anxiety?

All the Best,
Dr. Keller
Why did you choose Messiah?
I chose Messiah because of the incredible community that it facilitates. Through programs, professors, and peers, Messiah truly feels like a second home.

What do you love about Messiah?
Messiah's professors sincerely want their students to succeed and the smaller teacher to student ratio allows for a unique relationship to form with professors.
All teacher education students have opportunities to work with English Learners when they take EDUC 208. Here are a few examples of the ways that students are learning from ELs this semester.

"I am going to be volunteering to help with adult ESL classes through Catholic Charities. It will be via zoom on Tuesday nights and I will be assisting the lead teacher in activities, games, and conversations. I am very excited to meet the students, get to know them, and learn about their backgrounds!" - Maeve Mihan (above)

Tearra Brezan is tutoring through Skype with various ELL classes in Brazil. This is her above and one of her classes on the right.

"Becca Ritchie is tutoring a Chinese speaking student online. Here is a picture of the two of them!"

Learning from English Learners

BY TINA KELLER
DEVOTIONAL
A MONTHLY DEVOTION WRITTEN BY MESSIAH UNIVERSITY EDUCATION STUDENTS.

JEREMIAH 1:5 - "BEFORE I FORMED YOU IN THE WOMB I KNEW YOU, BEFORE YOU WERE BORN I SET YOU APART; I APPOINTED YOU AS A PROPHET TO THE NATIONS."

MATTHEW 10:30 – “"BUT THE VERY HAIRS OF YOUR HEAD ARE ALL NUMBERED.”

Written by John Truitt (Tru) Senior, PreK-4 Major, Youth Ministries Minor

When I was in High School, the lunchroom was always a place of safety and connection for the popular kids and I was certainly not one of them. There were so many days that I would sit alone and question why no one wanted to sit with me. Soon my mind was engrained with the thought that no one likes me or wants to get to know me, I am a nobody and will always be a nobody. There were so many times where I thought I was invisible until I read Jeremiah 1:5. This verse brought to light that God knows me and you so deeply and has always known us! Jesus invites us to sit at His table and His table is coolest-of-the-cool tables. If you ever feel hopeless or invisible, remember Jeremiah 1:5 and that the Lord sees you, knows you, and is so proud of you! You matter so much to Him and He wants you to sit with Him at His table, He’s calling you over and you are so popular in His eyes.

Prayer: Jesus, I thank you that You know me and want me to come sit with you. Help me to remember in those times that are hard how important I am to You, that you died with my sins to show me how important I was to You. You are so good Jesus and I love you. Amen.
In my literacy methods class, we are learning about literacy before formal schooling. As future teachers in the primary grades, we should look at the transition for young students from home to school through a literacy lens. We should also take note of what literacy development looks like for each child prior to coming into a formal school setting so we can better support each student with the transition.

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Emily is really enjoying her Educational Psychology class. Learning about the different types of intelligences and development stages places more of a tangible focus on certain aspects of students’ growth, while also knowing that these are strictly followed and that each student is an individual. I think another thing that has really stuck out from that class is the fact that individuality in a classroom and growth beyond the academics is super important.

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Plenty of authors for adults and children alike are getting in on the COVID teaching and learning genre. Here are just a few of the options that are proliferating to address paradigms, policies, and practices in response to COVID concerns for teachers and students.
EDUCATIONAL BACKGROUND
University of Toronto, Ph.D.
University of Western Ontario, M.Ed.
University of Alberta, Course work toward M. Ed.
Andrews University, B.A.

CLASSES I TEACH
Cultural and Political Geography
Education in Sub-Saharan Africa
Sociocultural Perspectives on Education
Advanced Sociocultural Perspectives on Education (Graduate)

WHAT I DO FOR FUN
I love gardening, taking a stroll and hiking. I do solo traveling as a hobby and try to visit at least three countries every summer.

RESEARCH INTERESTS
Postcolonial Studies
Education Policies in the Developing World
Education and Social Development
Participatory Research with Marginalized Groups
Socio-historical analysis of Education Development in Sub-Saharan Africa

FAVORITE SCRIPTURE VERSE AND WHY
"Psalm 107
This psalms discusses four categories of people that found themselves in distressed circumstances and how the Lord delivered them. Verses 3-7 provides a picture of some people who got lost in the wilderness and how God came to their rescue and showed them the right way when they called upon Him. Verses 10-14 explain how some people who rebelled against the word of God found themselves in shackles and confined in prison and when they called upon the Lord, He saved them; 17-20 note that some fools because of their reckless living almost died of sickness and when they cried unto the Lord He healed them; verses 23-30 describe a distressed situation of some people who took perilous journeys to foreign lands for a good cause and who found themselves almost lost on the high seas because of an unforeseen storm. They cried to the Lord in their distress and the Lord intervened and brought them to their desired haven. Most of us can identify with one or more of these groups. The last group makes us understand that perilous times in our lives could be avenues for God to steer us to our desired haven. The experience of this last group leads to me provide a snippet of how I found myself in the discipline of education.

In the British system, one is mostly trapped in a discipline from high school. I enrolled in high school as a science student and had the desire to pursue scientific research. After my Advanced Level education, I got admission to the Universities of Ghana at Legon and Cape Coast to pursue biological sciences. After the National Service, I changed course and enrolled in Adventist seminaries in Nigeria and Austria (a move that broke my Dad’s heart for years as is typical of most Ghanaian fathers who wish to live vicariously through their children).

I finally graduated with a Religion and History degree from Andrews University in Michigan and served as a pastor with the Seventh-day Adventists back in Ghana. During my tenure as the sole pastor of a twenty-four church district, one of the remote communities I served placed a request for the church to open a secondary school to help impoverished children. I started the school with three students (the school had seven additional students after two weeks of opening) and taught Physics, Chemistry, Biology, Religion, and Social Studies while also serving as the School Principal and pastor of the twenty-four churches.

After two years (1996), I had some decisions to make. Once again I changed course and went to University of Alberta in Edmonton, Canada to pursue a Masters in Educational Policy Studies with the goal to go back to Ghana to support my school and advocate for the education of the marginalized. The rest is history. Today, this (now) publicly supported residential church senior secondary school has a student population of over 1000 of which 47% are girls.
Renee Lieb discussed her personal experience as a biracial woman growing up with a white mom and a white stepdad. She explained that we need to be conscious of the microaggressions that we put forth out of ignorance. We need to work on educating ourselves and asking ourselves the question, what is the motivation behind what I am about to say, before we speak.

Katy Connell talked about the trauma she saw her students experience in the city of Baltimore. She stressed the importance of putting our students’ needs ahead of our curriculum and the importance of having a trauma-informed classroom. She hopes that Messiah will soon include a course on trauma-informed teaching.

If you have any further questions for our panelists, their emails are below.
June burst through the big walnut doors and ran up the dark stairs to her room. With a hoot she pushed up the window, stood on one foot, and kicked back the shutters. Quickly before it was all gone, she threw open the closet and smelled the mysterious scent of the bats which had been hanging upside down in the corners all winter...Then she closed her eyes and took in every musty smell, for they told her the routines of winter were done and the summer was beginning.

The excerpt above comes from the opening chapter of Jean Craighead George’s children’s novel, The Summer of the Falcon. Jean was a prolific children’s nature writer who wrote over one hundred books for children, including the Newbery award-winning My Side of the Mountain and Julie of the Wolves. Published in 1962, The Summer of the Falcon is actually set just a few miles from Messiah’s campus at what is now called Craighead House!

Craighead House was the childhood summer home of Jean and her older twin brothers, Frank and John, who are credited with saving the grizzlies in Yellowstone, pioneering radio telemetry, and writing the Wild and Scenic Rivers Act among other environmental feats. Today, Craighead House operates a nonprofit dedicated to preserving the environmental legacy of the Craighead family of naturalists.

While the house is not open to the public at this time, Craighead House welcomes visitors during daylight hours to read the interpretive texts around the house and enjoy the grounds which sit right on Yellow Breeches Creek. So, pack a picnic lunch, type 318 E Old York Rd. Carlisle, PA into your GPS, and enjoy an afternoon at Craighead House. Also, check their website in the new year for fun programs and events: https://craigheadhouse.org/
WHY DID I BECOME A PROFESSOR

As far back as I can remember, I wanted to be a teacher. With numerous opportunities to validate that decision along the way, I was and continue to be blessed to teach and lead in the field of education.

FAVORITE SCRIPTURE VERSE AND WHY

Matthew 7:12 "Therefore, whatever you want men to do to you, do also to them, for this is the Law of the Prophets." This verse guides me in my daily interactions with others – to treat others as you would want to be treated.

FAVORITE TEACHING MOMENT

There have been many; however, recently it has been gratifying to hear from student teachers who are employed.

HOW DID I BECOME INTERESTED IN MY FIELD?

As far back as I can remember, I wanted to be a teacher. With numerous opportunities to validate that decision along the way, I was and continue to be blessed to teach and lead in the field of education.

HIDDEN TALENTS

Home and handmade chicken pot pie

FAVORITE VACATION MEMORY

The beauty of Kawaii Island
Celebrating Education Department Undergraduate Scholars

Katie Hipple Vargas (left) presented with Dr. Melinda Burchard at the 2020 International Convention of the Council for Exceptional Children, CEC. She then co-authored an article published in the October issue of Pennsylvania Teacher Educator about interactions between self-efficacy and IEP quality. Katie is now teaching life skills at Warwick Middle School in Lititz, Pennsylvania. Congratulations, Katie, on your publication!

Alyssa Amels (below) and Karissa McIlrath (right) are collaborating with Dr. Burchard to study pre-service teachers' preparation to teach financial literacy in special education. They will co-present with her at the 2021 CEC International Convention in March.

Alyssa has distinguished herself as a resourceful teacher, designing a series of virtual field trips for elementary students to learn about history and science during the pandemic. Karissa was selected as a Resident Intern Teacher, working full-time at Hill Top Academy while finishing her teacher certification program. Congratulations to both Alyssa and Karissa on your presentation at this premier event!

Integrating her degree in special education with her minor in speech and language pathology, Shannon Hogan (right) designed Alternative and Augmentative Communication materials (AAC) for use in Area M Special Olympics on the Messiah University campus. She presents about that AAC in October at the state conference for the Pennsylvania Council for Exceptional Children, PACCE. She will also present in March at the 2021 CEC International Convention. Shannon was also selected as a Resident Teaching Intern at Hill Top Academy. Congratulations to Shannon on two impressive achievements in undergraduate scholarship!
SOME OF MY FAVORITE TOOLS FOR THE CLASSROOM

Most students know I am a HUGE fan of manipulatives in the classroom. The COVID pandemic caused me to re-evaluate my stance on manipulatives. For adult learners, I have found a suitable substitute with virtual manipulatives at https://www.didax.com/math/virtual-manipulatives.html. This site offers free access to virtual manipulatives and is quite user-friendly. Kudos to Didax for providing this service during the pandemic!

Another pleasing nugget in the technology corner for me was actually found in CANVAS, our learning management system. I’m intrigued by “Escape Rooms”, presumably because of the problem solving aspect of them. I wanted to incorporate an “Escape Room” in my instruction, and found a way to make that happen virtually. With the help of Haley Keener, we were able to set up a series of “rooms” on CANVAS, each with a multiple questions that must be answered correctly to gain access to the next room. Students were randomly assigned to small groups on ZOOM, where they collaborated and worked together to solve the problems. The math language and communication was rich, and it was exciting to see that level of student engagement.
ARE YOU A SOPHOMORE, JR OR SENIOR INTERESTED IN A WORKSTUDY POSITION FOR AROUND 10 HOURS A WEEK?

LOOKING FOR SOCIAL SCIENCE FELLOWS

Learn More and Apply here:

https://www.messiah.edu/homepage/2725/strong_families_strong_communities
Westerners have long represented Africans as “backwards,” “primitive,” and “unintelligent,” distortions which have opened the door for American philanthropies to push their own education agendas in Africa. We Come as Members of the Superior Race discusses the origin and history of these dangerous stereotypes and western “infantilization” of African societies, exploring how their legacy continues to inform contemporary educational and development discourses. By viewing African societies as subordinated in a global geopolitical order, these problematic stereotypes continue to influence education policy and research in Sub-Sahara Africa today.
Jonah Freil - Education Cert Grades 4-8

"I am from Hanover, PA, the snack capital of the world. I ran track and field for my school and went to the Penn Relays at Penn College."

Taryn Hostetter - Education Dual Cert PreK-4, Special Ed N-12

Is from Lancaster, PA. One of her favorite quotes is "The future belongs to those who believe in the beauty of their dreams." ~Eleanor Roosevelt

Mckenna Murphy - Education Dual Cert PreK-4, Special Ed N-12

"I'm from Lititz, PA. I'm an Irish dancer and have been dancing for 12 years now. My favorite bible verse is Jeremiah 29:11."

Katie DeGeorge - Education Cert Grades PreK-4

"I came to Messiah from Mayagüez, Puerto Rico and I am very passionate about music, as my main instrument is the violin."
EACH MONTH WE WILL HIGHLIGHT 8 WONDERFUL FIRST YEARS! REACH OUT TO MAKE THEM WELCOMED.

Grace DeJager - Education Cert Grades PreK-4

"I'm from Alton, NH. A fun fact about me is that I have four siblings."

Hannah Olson - Education Cert Grades PreK-4

"I am from Nazareth, Pennsylvania. A fun fact about me is that I was born in Houston, Texas and lived there for 15 years!"

Jenna Davis - Education Cert Grades PreK-4

"I am from Georgia. I am proficient in American Sign Language. I am a part of the swim team here at Messiah.

Sami Fischer - Education Dual Cert PreK-4, Special Ed N-12

"I am from Hershey, Pennsylvania. A fun fact about me is that I am 96% extroverted, so I am always up for trying new things, going on adventures, and talking to people!"
TESOL DECISIONS

Both the TESOL Minor and TESOL Certificate need to be declared.

I am in a major that will earn a Pennsylvania Teacher Certification (in any area/grade level)

YES

I could add a TESOL minor (18 credits)

I could add a TESOL Certificate (16 credits)

NO

I would earn: TESOL Minor, TESOL Certificate

I would earn: TESOL Certificate, PDE Pennsylvania Program Specialist Certification K-12

3 OPTIONS:

TESOL Minor: Academic Acknowledgement

TESOL Certificate: Teaching English Abroad, Adults

PDE Pennsylvania Program Specialist Certification K-12: Teaching ESL in Public Schools

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<td>EDUC 309 English Language Learning in TESOL/ESL classrooms (3)</td>
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<td>EDUC 311 TESOL/ESL Methods and Assessment (3)</td>
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<td>EDUC 401 Seminar in TESOL/ESL (2)</td>
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<td>EDUC 330/331 Instructional Design (3)</td>
<td>EDUC 402 TESOL/ESL Internship (1)</td>
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<td>EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)</td>
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<td>EDUC 330 or 331 Instructional Design (Prerequisite Waived)</td>
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<td>EDUC 309 English Language Learning in TESOL/ESL classrooms (3)</td>
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<td>EDUC 311 TESOL/ESL Methods and Assessment (3)</td>
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<td>EDUC 401 Seminar in TESOL/ESL (2)</td>
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<td>EDUC 402 TESOL/ESL Internship (1)</td>
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ADVICE FOR FUTURE TEACHERS

My advice is to pray and follow God's lead. You can be a light for Christ in a public school or a private school as long as you're building meaningful relationships with students. The first year of teaching is overwhelming but continued prayer, support and determination will help you to grow into the teacher that you were called to become.
Upcoming Events
MARK YOUR CALENDARS

OCTOBER

EAMU Campus Scavenger Hunt
October 7th submit completed list by midnight

Open House October 12th

EAMU First Year Teacher Panel
October 22nd 6:30pm on Zoom

Pennsylvania Council for the Social Studies State Conference
October 22nd-24th

Harrisburg PACTE Conference
October 28-30

NOVEMBER

EAMU Profs in the Pumpkin Patch
Date TBD

TESOL Symposium November 16th 5:00 via Zoom

Dr. Mfum-Mensah's Book Talk Celebration-November 17th 7:00 via Zoom

EAMU Virtual Teaching Q&A
Date TBD

Penn TESOL Conference
Nov.21

Would you like to contribute to our newsletter? Do you have an idea for an article? We would love to hear from current students or Messiah Alumni!
Email ideas to tkeller@messiah.edu
MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT, TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS
Each November, I look forward to celebrating Thanksgiving and remembering the many blessings of the year. Then came 2020. I don't know about you, but there have been times when I felt like there weren't many things to be thankful for. Even if I did attempt to muster gratitude, I wondered if it might somehow diminish the pain and trials that many have experienced. Thanksgiving 2020 might be just another event to cancel.

As I was considering the theme of this month I was reminded of a book that I read over the summer. The book, *Sitting at the Feet of Rabbi Jesus* written by Ann Spangler and Lois Tverberg, explains the traditions and Jewish life that Jesus and his followers experienced. If you love history and culture and want to understand the social context of Jesus, I think that you would enjoy this book.

One concept that especially spoke to me was the idea of Kavanah. In Judaism, the concept of Kavanah means to have continual awareness of God's presence in your daily life. No matter if you are working on an essay at midnight, taking a nap between classes, praying for the health of a loved one, or laughing with a roommate; God is there. He is with us. This practice requires a deliberate sense of concentration and awareness as it is so easy to move through life on autopilot. For some Jewish believers, their decision to wear head coverings is an outward expression of the belief that they are always in the presence of an Almighty God.

So, how might this connect to our month’s theme of humility?

It is easy to be thankful when we see tangible blessings in our life; an A on a paper, a new job offer, success at work, restored health or goals accomplished. But what if this year didn’t provide any of that? What if it was one setback after another? If we view Thanksgiving through the eyes of humility we realize that it really isn't about us at all. Humility provides the space to be thankful for God's presence; his innate goodness and mercy. We are thankful that he has been with us along the way, loving us and cheering us forward. The authors explain that the essence of Kavanah is to be “humbly in awe of God’s presence all around them” (Spangler & Tverberg, 2009, p.87).

On the Cover:
Hannah Weller, Junior Music Education Major, captured the fall beauty of our beloved Yellow Breeches.
One suggestion in the book was to write the word Kavanah on an index card and place it somewhere that one might see it often. I have decided to place it on my desk at work. I have found that just this simple reminder helps me to continually realize that God is always here. I can be thankful for his presence and love as I drink my warm cup of coffee, grade papers or listen to students. I am the humble vessel of this glory. I am thankful to be his.

My challenge to you (and myself) this month is to reimagine thankfulness through the lens of humility. As you go about your daily rituals and responsibilities how might you express gratitude and thankfulness? In viewing life in this way, I feel overwhelmed as there are so many blessings that I simply do not notice. It is my prayer for you to experience God's love and presence in new and wonderful ways. May we all be humble enough to see it!

All the Best,
Dr. Keller

1 Peter 3: 8-9 (CEV)

Finally, all of you should agree and have concern and love for each other. You should also be kind and humble. Don’t be hateful and insult people just because they are hateful and insult you. Instead, treat everyone with kindness...
The above has been an unwelcome and all too common message for students and practicing teachers wishing to engage in professional development, networking, and collaborative learning activities this fall. However, moving events from in-person to online has provided some unique opportunities for students to take advantage of, including reduced or free webinars, conference events, and teaching resources. Additionally, it has opened up opportunities for students to collaborate with administration and practicing teachers while also providing opportunities to present at statewide conferences.

This past month, the Pennsylvania Association for Middle-Level Education (PAMLE), a part of the nationwide Association for Middle-Level Education (AMLE), has been hosting a series of Webinars focusing on teaching connecting with Middle-Level students during the COVID-19 pandemic. The Webinars combine both nationally and regionally recognized researchers and authors with administrators and teachers who are in the field in Pennsylvania. Topics range from “Supporting Students’ Social/Emotional Development” to “Promoting Student Moral and Ethical Behaviors: Understanding the Challenges!” Past Webinars are available to view on the PAMLE YouTube channel, while future Webinars are located on the PAMLE website at https://www.pamle.org/webinars. Many of the Webinars are available for ACT 48 credits.

AMLE also has provided a set of resources to aid teachers during the pandemic in a COVID-19 Resource Center, which, along with the PAMLE Resource Center, provides some quality resources for teachers and student teachers alike.

Plans are currently in the works to move the PAMLE state conference online as well. PAMLE will be hosting its 2021 State Conference at the end of February and is primarily looking for students to present during special 60-minute speed sessions. Each 60-minute session is divided into three 15-minute segments, allowing participants to get more personal attention and more information in a short amount of time. Topics such as School Culture and Virtual Learning opportunities are some of the strands of particular interest. Check out the Call for Proposals for more information.
Bryce Eckenrode

MEET BRYCE

Hometown: Pittsburgh, PA

Home School District: Mt. Lebanon School District

Major: Middle Level Education (4-8) Math Concentration

Why did you choose Messiah?
I chose Messiah because of the incredible community of support. I wanted to be able to contribute during classes rather than sitting in the back of a big auditorium. The professors want to hear what we have to say.

What do you love about Messiah?
The professors at Messiah take the time to get to know each student personally because they want to see us all succeed. The number of opportunities that the Education Department has presented me with is truly amazing.
HIKING THROUGH THE VALLEY

Written by Brittany Roberts

On my first trip to Glacier National Park, I was astounded by the beauty that surrounded me. While I was aware that I’d be seeing majestic purple mountains and beautiful wildflowers, I was surprised to also see the deep, dark valleys in between. We often hear others talking about their experiences on the mountains, climbing upward. But, it’s rare to hear people talking about their experiences in the valleys. This same phenomenon is seen in our society today. We see all the perfect pictures and experiences on social media, but not the tears and fears that accompany them. We talk to our friends about our newest purchases and coolest experiences, but we rarely talk about the nights that we lay in bed wondering why God brought us into this world. If our friends don’t want to hear about our time in the valleys... if our families don’t want to listen to our concerns... if our significant others push us away when we need someone the most... How can we be sure that God will? Does God see me when I’m walking in the valley? Can God even see me below the shadows of the mountains high? Does He even care to know what I’m experiencing? The answer to all these questions, YES. God not only loves the world, but He loves YOU.

Jesus Christ walks alongside you, suffers with you, and ensures you are seen as righteous by the Father because of His work on the cross. Isaiah 41:10 reads, “Fear not, for I am with you; be not dismayed for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.” God does not abandon us. The Lord is our shepherd and He will not be leave us behind. Remember this. Even on your darkest days, in your lowest lows, when you feel walked over, lifeless, and ignored, know God is with you and God is for you. If you’re feeling stuck in a valley, be encouraged! The light will soon shine there too. Valleys are all about perspective. Once the sun rises to mid noon, you too will see the light!
PROFESSOR GOODLING

PROFESSOR SPOTLIGHT

Office: Boyer 422
Email: bgoodli2@messiah.edu

EDUCATIONAL BACKGROUND

Doctor of Education in Curriculum and Instruction, Liberty University, Lynchburg, VA

Master of Education in Curriculum and Instruction, concentration in Early Childhood, Shippensburg University, Shippensburg, PA

Bachelor of Science in Home Economics, minor in Early Childhood Education, Messiah College, Mechanicsburg, PA

CLASSES I TEACH

EDUC 212 Language Development
EDUC 415 Practices in Early Childhood Education

SERVICE

Friendship Family Program, Messiah College, Mechanicsburg, PA, 2006-present· Provide Messiah College international students with care and hospitality while away from home and family

Mountain Ridge Church Vision Team, Dillsburg, PA, 2014-present· Support church leadership to fulfill the mission of the church

Capital Area Chapter of the Pennsylvania Association for the Education of Young Children· Since 2010, I have served in a variety of leadership positions on the board of CACPennAEYC, a non-profit organization committed to serving children, their families and early childhood professionals

WHY DID I BECOME A PROFESSOR

I graduated from Messiah College with a B.S. in Home Economics and a minor in Early Childhood Education. After spending my final college semester student teaching in the Early Learning Center on campus, I knew I had found my passion in early childhood education. Several years later I completed the coursework and student teaching necessary to obtain PA State Teaching Certification in grades N-3. With this background I gained experience teaching first grade, third grade and preschool. In 1999 I was hired at Messiah College to teach preschool at the Early Learning Center, the place where I initially found my passion for young children. During my 12 years at the ELC, as a teacher and later the director, I uncovered another passion – mentoring pre-service teachers! After furthering my education, I am thrilled to be currently teaching in both the Education and Human Development and Family Science Departments at Messiah University, promoting best practices in early childhood education.

FAVORITE SCRIPTURE VERSE AND WHY

Proverbs 3:5-6 New American Standard Bible
"Trust in the Lord with all your heart and do not lean on your own understanding. In all your ways acknowledge Him, and He will make your paths straight." The KJV of this passage ends with "He will direct your paths." There have been several very difficult experiences in my life where I was uncertain (or even frustrated) about where God was leading me. I have learned not to ask why, but to trust in God’s sovereignty for the future. A favorite quote, attributed to Homer, is “I know not what the future holds, but I know who holds the future.” Remembering how God carried me through difficult times in the past gives me courage to face any uncertain times in the future.

WHAT I DO ON THE WEEKENDS

In my spare time I enjoy hiking and fly fishing with my family, flower gardening and collecting antique children’s toys.

WHAT I LOVE MOST ABOUT MESSIAH

What I love most about teaching at Messiah University is our students. They are highly motivated and committed to making a difference in the world.
Westerners have long represented Africans as “backwards,” “primitive,” and “unintelligent,” distortions which have opened the door for American philanthropies to push their own education agendas in Africa. We Come as Members of the Superior Race discusses the origin and history of these dangerous stereotypes and western “infantilization” of African societies, exploring how their legacy continues to inform contemporary educational and development discourses. By viewing African societies as subordinated in a global geopolitical order, these problematic stereotypes continue to influence education policy and research in Sub-Sahara Africa today.
What are we talking about this month?

**ERIN HAINES**
Child Development

It fascinates me to learn about how something so common as pregnancy and the development of children is so perfectly and carefully designed by God. You can see how much love He put into His creation.

**KATE PROTHERO**

I'm really enjoying my class for High Incidence Instructional Strategies where I enjoyed researching evidence-based practices for teaching math to students with intellectual disabilities. It was neat to learn how applying a variety of methods for instruction can make all the difference in a student's comprehension of a concept.

**ELENA CASTILLO**

“Dr. Burchard’s Inclusion Practices class is very enlightening. She teaches us how to accommodate to many different groups of students. We are constantly learning of new groups and how to teach them. We focus on what works in the classroom.”

**TRENDS IN THE FIELD**

Recently, what was deemed the "Reading Wars" of the 1980s have been reignited in the field of literacy education. What is the question driving the debate? *How is reading best taught?* Proponents of explicit systematic phonics instruction say the "science of reading" backs up their claims while whole language theorists push for an instructional emphasis on meaning making. Here, you can sign up to watch a free webinar called "Unpacking the Science of Reading" that will give you some context for the current discussion:

https://us02web.zoom.us/webinar/register/WN_AA16NvwQTHiQ4ltzxGwg

I also encourage you to talk to your friends in EDUC 301 about the debate. They might have their own professional opinions to share!
MEET OUR 2020 EDUCATION DEPARTMENT FIRST YEAR STUDENTS

Kaylee Getz - Education Cert Grades 4-8
I'm from Huntingdon, PA (about 2 hours from Messiah), and I'm a tour guide at a museum there!

Maddy Myers - Education Cert Grades PreK-4
I am from Centre County, Pennsylvania and I enjoy music, playing piano, reading, and watching movies.

Haylee Miller - Education Dual Cert Grades PreK-4, Special Ed N-12
I am from Gettysburg, PA and I was in an education program in my high school!

Hannah Steckbeck - Education Cert Grades PreK-4
I'm from Lancaster, PA. My favorite bible verse is Joshua 1:9.
EACH MONTH WE WILL HIGHLIGHT 8 WONDERFUL FIRST YEARS! REACH OUT TO MAKE THEM WELCOMED.

Clare Bradshaw - Education Dual Cert Grades PreK-4, Special Ed N-12

I'm from Damascus, Maryland and I'm looking forward to seeing what the next four years at Messiah look like for me!

Alli Swank - Education Dual Cert Grades PreK-4, Special Ed N-12

She's from Pennsylvania and she loves newsies. Her favorite quote is - “I don’t need the limp to sell papes. I got POYSONALITY!” - Crutchie, Newsies

Payton Jackson - Education Dual Cert Grades PreK-4, Special Ed N-12

He's from Dayton, Virginia and he's on the wrestling team here at Messiah. and he's also a YouTuber. One of his favorite quotes is, “Stay Positive” “Stay Motivated.”

Jenna Ryan - Education Dual Cert Grades PreK-4, Special Ed N-12

She is from Severn, Maryland and she taught little kids how to swim over the summer.
In October 2020, Messiah University celebrated three scholarly achievements of a student and a recent alumna from the Special Education program. Shannon Hogan (class of 2021) presented at the state conference of the Pennsylvania Council for Exceptional Children, PACEC, about Alternative and Augmentative Communication (AAC) in Special Olympics. As part of that project, she published editable AAC tools on Messiah’s digital repository, MOSAIC. (https://mosaic.messiah.edu/edu_st/1/ and https://mosaic.messiah.edu/edu_st/2/)

During October, we also saw publication of an article co-authored by Katie Hipple Vargas (May 2020) and Dr. Burchard about IEP quality interacting with self-efficacy of pre-service teachers. That paper was then presented at the state conference of the Pennsylvania Association of Colleges and Teacher Educators, PACTE. Katie now teaches life skills special education in Warwick School District.

Congratulations to both Katie and Shannon!

“...20% of the variance in IEP quality score may be explained by the variance in gains in self-efficacy for engaging learners.”
PROFESSOR VADER

PROFESSOR SPOTLIGHT

Office: Kline 217
Email: avader@messiah.edu

EDUCATIONAL BACKGROUND
Texas A&M University, College Station, TX, B.S. Animal Science
Purdue University, West Lafayette, IN, M.S. Biology Education

CLASSES I TEACH
Life Sciences
Human Anatomy & Physiology
Science Curriculum & Instruction

SERVICE
Until this Fall I have spent a good bit of time working with the Harrisburg Science Camp team which brought science activities to different schools in our area. My husband, David, and I also serve as deacons at our church, Dillsburg BIC.

FAVORITE SCRIPTURE VERSE AND WHY
Though I fathom all mysteries and knowledge, without love I am nothing. 1Cor 13:2

Sometimes being caught up in academia we start to think that what matters most is knowledge. When our daughter, Emily, was born all this was turned on its head for me. Emily had one extra chromosome, Down Syndrome, which meant a different type of future than I had imagined. Through the years I learned and continue to learn that what really matters is the giving and receiving of love. “Without love I am nothing”

IF I WASN'T A PROFESSOR I WOULD BE...
...a dog behaviorist/nutritionist! I love reading about animal (especially dog) behavior and thinking about how to best mesh our lives for the benefit of all. My current favorite author is Pippa Matinson (The Labrador Handbook, Total Recall)

HIDDEN TALENTS
Maybe not quite talents, but I have been learning to play viola under the tutelage of a wonderful neighbor who happens to be Messiah University’s viola professor. I have advanced from “Twinkle, twinkle”, but unfortunately business from COVID has whittled my practice time down to almost zero.

FAVORITE VACATION MEMORY
Other than our epic 2 month trip across the US visiting amazing National Parks, my favorite memory is the Coast to Coast (England) walk my husband, David, and I completed in 2017. This walk went from St. Bees on the coast of the Irish Sea to Robin Hood’s Bay on the North Sea. It wasn’t always easy, but the people, the sights, and the experience were amazing. We have a great slideshow if anyone is ever interested in viewing.
In elementary school classrooms, you will often find English Language Arts instruction to be totally separate from Mathematics instruction. In the last decade, we have found some common ground and have been intentional about making connections between Language Arts and Mathematics instruction through the use of children’s literature. But are there even more commonalities hidden within the disciplines?

Below is a partial list of some common characteristics between literacy and math. Can you think of more? Email cbuckley@messiah.edu if so!

<table>
<thead>
<tr>
<th>Common content</th>
<th>Math Example</th>
<th>Literacy Example</th>
</tr>
</thead>
</table>
| Early skill progression | - Random numbers out of sequence  
- correct sequence  
- 1:1 correspondence  
- cardinality  
- fluency with basic facts  
- problem solving and critical thinking | - Random letters out of sequence  
- Correct sequence  
- phonics  
- phonemic awareness  
- fluency in reading  
- comprehension |
| Use of Symbols          | + - x ÷ ( ) $ % \_ numbers                                                   | . ! @ letters                           |
| Place value             | Placement of numeral matters  
Consider the “1” in 921 vs. 129                                             | Placement of letters matters  
Consider the sound of “h” in hat vs. that |
| Foundational skill      | Basic facts                                                                  | Sight words                             |
| Complete statement      | Number sentence                                                              | Sentence                                |
| Incomplete statement    | Expression                                                                   | Fragment                                |
| Daily Use               | Time, purchases, temperature, distance, space, etc.                          | Read – books, email, letters, cards, billboards, etc. |
| Rules                   | Function tables, proofs, properties, Etc.                                    | Capitalize names, i before e except after c, cyc means long vowel, etc. |
We were joined by 5 Messiah Alums during the middle of their very hectic first year of teaching. The guests taught a variety of grades and subjects but all had one thing in common to share: teaching during a pandemic is hard work! But they all are finding creative ways to manage with students completely online or in a hybrid model. They could all agree that Messiah's education program helped them with lesson planning and keeping a positive attitude in the midst of all of the chaos. To see a recording of the meeting please email eamu@messiah.edu.
This is such an interesting time to be an educator. The current environment with increased frequency of virtual learning provides an opportunity to reflect on our practice and rise to the challenge of learning new ways to be an effective teacher.

One thing that I believe makes a huge difference in a college classroom are the experiences and associated stories that the professors share with pre-service teachers. When professors provide authentic examples from their own experience in similar situations in the K-12 setting, it creates a much more rich learning opportunity than strictly learning theory without those examples. However, when it comes to our current situation with so many students from the K-12 system learning in any number of different virtual settings, many professors have less real-world experience from which to pull. I have experience teaching adult learners virtually. I’ve read about strategies for teaching PreK-4 students virtually. While I still have an ample supply of applicable stories and expertise about teaching my specific discipline, I have no real experience from which to pull when it comes to teaching five year olds about numbers, one-to-one correspondence, or counting sequences in the virtual world.

Fortunately, I know who does have that experience. Messiah University alum who have been in the field teaching through the initial stages of the pandemic have this experience from which we can pull. Many of our alum in the early stages of their career were thrust into teaching remotely in the spring 2020, and continue to do so either totally remote or with a hybrid model this fall. On August 31 (Maggie Mancini) and September 2 (Aubrey Werley, Genna Mitchell Heath, and Kelsey Strum) shared their experience via ZOOM webinar with students in Math: Climate, Curriculum, and Instruction I and Principles and Structures of Mathematics classes. They discussed some resources, virtual manipulatives, virtual management of students, instructional delivery, curriculum, practical ideas, and much more. It was rewarding to listen to the profound wisdom, rich experiences, and creative instruction these alum have developed to adjust to teaching through a pandemic. I am sincerely grateful for their contribution to the discussion. I admire their dedication to their students, and have great respect for the work you are doing.
Photos from the Field
MESSIAH STUDENTS SHARE CLASSROOM MOMENTS

EMILY STEVENS
Second Grade
Northside Elementary
Mechanicsburg School District

Giving a developmental spelling assessment

"Fishing for 10" - an addition game
The photos above show use of materials designed by Messiah University students serving children in the multiple disabilities class at Wellsville Elementary School. These represent varied specialized pedagogies that require touching shared materials, hand-over-hand prompting, or working in close proximity with learners. The Individuals with Disabilities Education Act, IDEA, requires we meet the unique needs of children who qualify for special education. Eligible children qualify to receive a "free appropriate public education", FAPE. The Endrew F Supreme Court case of 2017 set a standard of ambitious expectations. So how do we meet such unique needs during a pandemic? The challenge to deliver FAPE now involves new technologies for virtual teaching, enhanced skills in communicating with adults who are supporting virtual learning, and specialized pedagogies less reliant upon touching or proximity. The Council for Exceptional Children, CEC, compiled and shared resources to support special educators in IEP revisions, technology, and problem-solving to meet the unique needs of learners in special education:
https://exceptionalchildren.org/improving-your-practice/resource-library/resources-teaching-remotely
- Everyone Can Think About Balloons: Scaffolding for Comprehensible Input in Mainstream Classrooms
- Supporting ELLs in the General Education Classroom
- Distance Learning for ELs
- The Perfect Beauty Makeover

TINA KELLER IS INVITING YOU TO A SCHEDULED ZOOM MEETING.

JOIN ZOOM MEETING
HTTPS://MESSIAH.ZOOM.US/J/9230658811
MEETING ID: 923 065 8811   PASSCODE: 6RM6RY

NOVEMBER 16TH
5PM
We have such creative students!

Four Creative Juniors Share Their Talents

In the top left we have Becca Ziegler, a Middle Level Education major with a certification in grades 4-8 with a math concentration. Tap is her way of expressing herself, it is an emotional release and a way for her to praise the Lord. The image in the top right we have Emily Watson, an Elementary Education major with certification in grades PreK-4 and a minor in children and youth services. Singing has always been a passion of hers and she joined the Concert Choir her freshman year; it challenges her and provides her a fun way to express her creativity. In the bottom left we have Tara Pryor, an Elementary Education major with a minor in studio art. She has always loved to paint and it is a nice, comforting escape from reality for her and she suggests we all pick up a paintbrush! In the bottom right we have Alexa Renda, a Pre-K-4 Elementary Education major with a minor in children and youth services. She decorated her prosthetic leg to make it less of a scary thing for her students. She did this with comics to help students associate it with something familiar and exciting for them to look at, and encourage them to ask questions if they want to. By showing students that disabilities exist and are nothing to be afraid of, they become more accepting and compassionate for those who are different from them.
ANITA VOELKER

Literacy Research Award

OPEN TO ALL EDUCATION DEPARTMENT STUDENTS

ARE YOU INTERESTED IN PRESENTING AT A CONFERENCE, COMPLETING HONORS RESEARCH, OR CONDUCTING A SERVICE ORIENTED LITERACY PROJECT?

Funding is Available

Applications can be found here

Or Talk with Dr. Keller
My first year I had five students and four paraprofessionals in my classroom, so I quickly learned I was managing many different counterparts each day. In college, I had aspirations of the teacher I was going to be, as I’m sure you do, too! Don’t lose sight of them in your first year, but also realize it may take you time to build up to them. More than half of my students’ families spoke Spanish, making parent communication an overwhelming and laborious endeavor. It was heart breaking not being able to pick up the phone and call home to share a proud moment with a parent. Especially when I knew my non-verbal students wouldn’t be able to independently share it with them either. I was overwhelmed and working 12 hour days and still taking work home. By October, I had settled into a routine of choosing one thing to improve from the week before. Just one. Sometimes it was adding in new task bins, fine tuning paraprofessional schedules, and sometimes it was as simple as taking my lunch break. Choose one thing at a time, and do it well. By December, I had found a solution to my communication barrier with the help of a colleague and the TalkingPoints app. You won’t have your perfect classroom or be your vision of the “perfect teacher” on day one, and that’s ok. Appreciate every smile and laugh you get from your students. You already know that’s why we do what we do. When you get overwhelmed, and you will (it’s normal!), take a breath and choose one thing. Love your students, and find unwavering grace for yourself.
Would you like to contribute to our newsletter? Do you have an idea for an article? We would love to hear from current students or Messiah Alumni!
Email ideas to tkeller@messiah.edu

November

Lead and Learn Conference– November 14
TESOL Symposium November 16th 5:00 via Zoom
Dr. Mfum-Mensah's Book Talk Celebration–November 17th 7:00 via Zoom
EAMU Conversation Café
November 19th 7pm via Zoom
Penn TESOL Conference
Nov.21

Follow Us
An un-conference dedicated to bringing current educators together with pre-service teachers.

Join us to make connections, make friends, and make ideas explode!

November 14, 2020
10:00 AM EST - 1:00 PM EST

Click here to register! Registration is FREE!

Free Professional Development

For current Messiah students as well as active Teachers

This event is sponsored by

[PAECT Logo]