Education Student Scholarship

Fall 2020

Education Departmental Newsletter, 2016-2019

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.
Happenings In Education

A WORD FROM THE CHAIR. . .

We are mid-way through the spring semester, and as always during this session, time is quickly speeding by. I hope the snow is over, and I am excited to see the spring flowers pushing up through the ground. This is one of my favorite spring quotes—it nicely sums up my feelings about both winter and spring:

“People ask me what I do in winter when there’s no baseball. I’ll tell you what I do. I stare out the window and wait for spring.”

—Rogers Hornsby

In this season, as in every season, we are always moving forward in the Department of Education. We are looking to add two additional faculty members, and we are excited to see how this expanding collection of education professionals will enhance the experiences of our students while they are with us. Our department was recently awarded a VISTA grant to continue work with Downey. The focus for the next three years will be on parenting and parenting education.

More exciting things are happening beyond the walls of Boyer—later this month, the School will be hosting visitors from Zambia, who are interested in learning how to establish a Teacher Education Program for their nation’s schools. They are seeking our input, and we are humbled and honored to see where this could lead.

Our students and faculty continue to inspire, as you will read in the following pages.

Blessings to you and your families.

Department of Education, Chair
One of the highlights of each year’s J-term Cross-Cultural / EDUC 308 course in Indonesia is a visit to “Grace’s School.” Grace was a student of mine in the Master of Education program for Indonesian Christian teachers that I developed while serving as a missionary in Indonesia. Grace came into the program with little understanding about education, a seedling Christian faith, and little money. Through that program, however, her faith became strong, and she became zealously committed to fostering critical thinking, learner engagement, and Christian faith through education. She put her theory into practice upon graduation, when she elected to take a very poorly paid position as principal of a low-resource Christian junior high school. Since then, it has been my privilege to witness the transformation of the students in that school through Grace’s initiatives. She develops leadership skills and learner autonomy with a continual emphasis on a biblical foundation.

The following is an excerpt from the journal of Christina Miller, a Messiah College student in the 2016 course in Indonesia . . .

Grace’s School was our first experience in a Christian school in Indonesia. The students there could not have been friendlier or more welcoming. In terms of hospitality, this school went far above what we could have ever expected. Kelsey and I were in a 9th grade classroom, and we knew that the students would be able to speak a little more English than the students in the schools that we had previously been in. We made the lesson a little more challenging because of this, but I feel like we could have made it even more advanced.

The students picked up everything that we said very quickly. They were also able to understand our instructions, which the students at the previous schools had struggled to do. This helped us in the group and pair work. In most of the other schools, we used our weather cards just to have the students match the words to the pictures. At Grace’s School, we were able to have the students actually play the memory game without any difficulty. The kids were so respectful and cooperative. It was amazing to see how effective Grace has been in giving these students critical thinking skills as well as teaching them English.
Then in the afternoon, we were able to learn from the students! They taught us two different kinds of batik, the famous Indonesian fabric art. Learning from the students was a real blessing for all of us. I was very impressed with their ability to teach us, even though they didn’t have all the words that they needed in order to do it. When they couldn’t figure out the words that they needed, they were able to work together to describe the process. It was an amazing afternoon!

Seeing the fruit of ministry:
I look forward to returning to Grace’s School each year, because it is an opportunity to see the seeds of education and Christian mentorship flourishing. Each year, this simple, poor school vastly outshines the others we visit in terms of the English language level, student responsibility, and critical thinking that we observe. I feel blessed to have been a small part of the process in helping to prepare Grace to make a difference in the lives of so many Indonesian young people.

~Dr. Jan Dormer

WHAT’S THE TESOL MINOR ALL ABOUT?

R

ealistically looking at future classrooms, almost all of them will contain English language learners (ELLs). ELLs are relocating from traditional living areas, such as the southwestern part of the United States, to the rest of the country. This poses a challenge to many teachers who have not had training in this area. It does not simply take a good teacher to assist these students. Teachers may have lessons planned quite well, but their ELLs will be coming to the lessons with significantly different backgrounds and prior learning which may prevent students from participating and benefiting from a lesson.

Skills are needed in order to be more inclusive in lesson planning so that no matter the variety of backgrounds present in a classroom, all may take part and grow. The TESOL minor at Messiah College seeks to equip teacher-students with those skills. Furthermore, it is very practical to add as a minor due to overlapping course requirements. With just a few extra classes, you could have experience that will make a significant difference to a student somewhere and opportunities to bless people at home and globally through mission work.

From my ELL experience, I learned the importance of getting to know each student individually. In order to teach someone other than yourself, you must get to know that individual’s culture, experiences, and learning styles.

~Paige Grotte
he TESOL program at Messiah will be beneficial to any future educator, regardless of whether or not you see a future as an ESL teacher. There is a great emphasis on inclusiveness of students and recognition of the diversity within a classroom that applies to all classrooms. Students will all be coming with unique experiences to a lesson, so teachers need to be ready to adapt.

Moreover, teachers who are willing to learn new methods through the TESOL program are giving hope. There are generally dismal prospects for ELLs as they tend to do poorly due to a lack of proper attention through their school work. Without basic assistance in learning a new language, they struggle throughout their time in the education system. This program takes a look at language itself and how people learn it, new ways of reading, and incorporating new vocabulary. These are transferable skills as these steps take place even when changing from subject to subject.

I was struck by the will to learn a new language for the benefit of one's family even when one is illiterate in their own native language.

-Dayren Soto

On another note, the mission field is vast! As ELLs come into new areas, many churches offer outreach programs for adults to learn English where your skills would be put to good use. Additionally, these skills are tremendously practical if you are considering international opportunities and missions. Knowing these language-learning skills that transcend language barriers is priceless. You can make such an impact on so many people through the skills that you will acquire in the TESOL minor.
To check out what is going on currently with the TESOL program, take a look at their Facebook page at https://www.facebook.com/mctesol/

Working in the English class held at the Heart of Harrisburg Church has given me the opportunity to bring the information I learned in class into a real-life situation. More important than the pedagogical knowledge that I gained through teaching and observing English lessons, my time working with ELLs at Heart of Harrisburg has given me a much clearer image of the daily challenges of immigrants. It seemed that almost every week I would hear a tragic tale of parents who felt ashamed that they were unable to help their children with homework, or of college graduates who were relegated to peeling potatoes or assembling cardboard boxes because their English was unsatisfactory. There was a general downtrodden feeling that arose from being unable to communicate in their new country. It was truly a privilege to help these students, learn their stories, and obtain a clearer image of a demographic that is too often depicted in a negative light.

~Robby Lyon
An Innovative Focus

If you’ve spent any length of time in a K-12 public school setting, you’ve likely heard terms like “standards-aligned curricula,” “targeted intervention,” “data-driven decision making,” and “progress monitoring”: a reflection of the changing face of public education. Beginning this spring semester, this kind of professional vocabulary will be heard around the fourth floor of Boyer as well, thanks to some innovative changes to the junior field experience. In addition to the basic requirements of junior field experience, such as teaching whole-group lessons, juniors in the field this spring will design and implement targeted, data-driven interventions for small groups of learners in their assigned classrooms.

The children with whom they work will have been identified by the teacher (using district assessment instruments) as needing remediation, acceleration, or enrichment in math and/or literacy. Pre-student teachers will be given access to a diverse array of assessment data for the children in their intervention groups and have the unique opportunity to practice using this information to design and deliver specialized instruction. Throughout the semester, pre-student teachers will implement and analyze progress monitoring assessments and report on students’ progress to the classroom teacher.

A Fresh Format

The most obvious change to the format of the junior field experience is that students will be in their field experience placements for the full school day on Tuesdays and Thursdays. This allows for a cohesive, big picture perspective on the elementary curriculum that wasn’t possible when pre-student teachers were only present in schools in the mornings.

Another interesting change in format of the junior field experience is that weekly, one-hour workshops will be provided on campus by our Messiah College math and literacy curriculum and instruction faculty, Dr. Carol Buckley and Dr. Sarah Fischer. During these workshops, Dr. Buckley and Dr. Fischer will be able to assist in all stages of the process of identifying and planning appropriate interventions that are aligned with those used by the school. They will also support students in reflecting on the effectiveness of the implementation of these interventions.

In order to provide the pre-student teachers with experience in both math and literacy interventions, students will spend half of the semester working with learners in math and half of the semester working with learners in literacy. In this way, the K-8 learners will receive math and literacy support for the full semester. Based on ongoing assessment of progress, the K-8 learners may be moved in or out of the groups so that group membership could change as the semester progresses.

In conjunction with EDUC 302 and EDUC 304, juniors will be building a math and literacy intervention portfolio that will not only scaffold their learning throughout the experience, but will also serve to showcase their professional development in this area as they head out into the job market.
Invaluable Collaborative Relationships

We anticipate significant learning opportunities for our students as they use assessment data to drive their instruction; practice designing and delivering targeted interventions; and implement ongoing progress monitoring, which has only been made possible through the willingness of local teachers and administrators to mentor our students in this area. They are already finding that new opportunities have opened up for collaboration with various faculty and staff in their placements as a result of this new focus, such as learning support teachers and math and literacy specialists. We expect that the greater emphasis on small group instruction will allow our students to focus on implementing high quality, evidence-based strategies so they can confidently use them when they are responsible for a full classroom of students. Our students will also provide an invaluable service to classroom teachers and the children with whom they work by giving them individualized instruction and attention.

Scholarship Award

Who's that laughing in the hallways of Boyer Hall? It just might be Dayren Soto, a junior dual major who radiates joy in learning and teaching. Dayren serves as a resident assistant in Mountain View Residence. Under the expertise of Dr. Tina Keller, she is currently participating in an honors study about the impact of tutoring on her development as a teacher. Additionally, Dayren serves as a parent tutor, partnering in a scholarship project with Dr. Carol Buckley. Through that program, Dayren partners with one area school teacher, learning in advance about the math content for the next week. Then once each week, Dayren tutors parents of struggling students so they might be empowered to support the homework success of their children.

During a Chapel in February, Dayren was awarded the first ever Wittlinger Award. In 2014, the Class of 1964 reunion committee created a new student award in recognition of Dr. Carlton Wittlinger, their class advisor, as part of their 50th class reunion celebration. A graduate of Messiah Junior College in 1935, Dr. Wittlinger returned to Messiah and served more than 35 years as a teacher and visionary administrator. The Class of 1964 Wittlinger Award seeks to honor students who demonstrate Dr. Wittlinger’s broad academic accomplishments, including his qualities of persistence and unselfish dedication, as they pursue and develop their own academic leadership skills. Criteria includes being a junior of high academic promise with a minimum 3.7 GPA, strong character, integrity, and a commitment to service.

The Department of Education extends our congratulations to Dayren!
Happenings In Education

A WORD FROM THE CHAIR... . .

Merry Christmas and congratulations on completing another semester!

We all know that with the end of the semester comes stress, exhaustion, and a longing to rest. While not everyone’s home is relaxing and stress-free, I pray that during this Christmas season, you can consciously make the most of your time away from school. Shopping and family get-togethers are enjoyable, but do not forget the reason for which we take a break: God entered the world through a miraculous birth to save you and me. A couple of weeks ago, my pastor said something that struck me: If you can believe that God became a human, then all of the other miracles are completely reasonable.

It is easy to get caught up in the hustle and bustle of the season; I encourage you to choose to be present and engaged with the people around you. Remember that Jesus is the reason for the season and forget any remaining academic stress that you carry with you.

See you next year!

Don't take the photo

Department of Education, Chair

December 2017

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On Saturday, September 23rd, Messiah College TESOL and local Migrant Education programs joined together for eSTEAM at Messiah College. eSTEAM is a program where Messiah College students and faculty provide engaging and enriching activities related to a central theme within the studies of science, technology, engineering, arts, and mathematics (STEAM) to culturally and linguistically diverse students. The central theme for Saturday, September 23rd was bridges. Messiah College engineering and education students provided engaging workshops including the history and types of bridges, constructing bridges out of various materials, and a walking tour of Messiah College’s swinging and covered bridge. Messiah College students also served as group leaders to actively engage with students during sessions. This role serves as a way for students to act as mentors. “Many of the students came from very poor backgrounds, and yet their motivation and determination for a better future is extraordinary...it showed me that the education I am receiving here at Messiah is not something to be taken lightly, but something to be cherished.” -Grace Beattie, student. We have three eSTEAM Saturdays scheduled over the school year. Dr. Keller, Dr. Buckley and Professor Vader sponsor the events in partnership with MCEA. We look forward to having EDUC 308 and MCEA students join us.

This year’s Annual Diversity Summit featured our very own Dr. Keller along with several other members of the Messiah community on October 10, 2017. Pictured here are Dr. Keller with several seniors in the TESOL minor as well as adjunct Lindsay Ebner.
"The book offers a critical perspective on the interaction between the education enterprise and marginalized populations. It further examines the complexities in the enactment of policies in practice in spaces of marginalization. This timely, authoritatively constructed work is a must-read for those currently engaged in translating the Sustainable Development Goal of quality education for all in the post-2015 era."

~Edith Omwami,
University of California, Los Angeles

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**Accolades**

On the weekend of October 19, 2017, Dr. Melinda Burchard and four seniors presented at the ACSI Professional Development Forum in Lancaster, PA. All four co-presented with Dr. Burchard on two topics: designing low-cost math manipulatives for students who struggle learning math, and supporting studying and memory for students who struggle in the context of social studies, math, or Bible.
28 Messiah College pre-service teachers volunteered all day at the Kings Gap State Park Garden Harvest Day.
On November 1, 2017, Dr. Sarah Fischer presented at the Department of Education’s Fall Forum on her research regarding marginalia in children’s books. Dr. Fischer asks us: What do plastic Easter baskets, cuckoo clocks, and a miniature porcelain blue bird have in common? Looking back on your childhood, can you recall reading any particular books that manifested themselves in your words, thoughts, or actions long after the book was closed and returned to the bookshelf? In the field of education, research into young readers’ aesthetic responses to texts is often limited to specific reading events involving a reader and a book. In this talk, Dr. Fischer presented some of her recent research findings that expand reader response research into the physical and conceptual landscapes of children’s lived experiences where reader identity and place identity collide.
Happenings In Education

A WORD FROM THE CHAIR . . .

I keep hearing, “Spring is just around the corner” and am then snapped into reality by the local weather forecasters talking about “snow” or “freezing rain.” I was thinking about how I fix my eyes on the weather and conditions around me rather than fixing my eyes on God.

Hebrews 12:1-2
“. . .Let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us, looking unto Jesus the author and finisher of our faith . . .”

The words of this chapter were penned to encourage believers who were facing great persecution to “fix” their eyes on the perfect example of the Lord Jesus Christ who overcame life’s toughest obstacles. To win the race, the Olympian must stay focused on the goal, put forth his very best effort, and stay committed to the task. In the Christian life, winning requires the same disciplines. You must lay aside the sinful habits and attitudes that hold you back and fix your eyes on Jesus. Only by focusing on and following His example of love, surrender and obedience can you win the race.

Yes, the Christian race requires great commitment and focus, but has one great reward that the Olympic games do not have. In the Christian race, every runner can win. Paul wrote in I Corinthians 9:24, ”. . .They all run to obtain the prize." What an encouraging thought! If you fix your eyes on Jesus as you run the race of life, you are a guaranteed winner. No other race on earth can boast such greatness. No wonder J. Vernon McGee, well-known Bible teacher and author, refers to Hebrews 12 as "the hope chapter." Spring is coming. We have accomplished much this year but our race is not over. We have much to do in the remaining months on this academic year. It is my prayer that we will run this race together constantly lifting each other up in prayer and support.

Blessings to you and your families.

Department of Education, Chair
Messiah Students Present on How to Write Legally Defensible IEPs

Leah Kasper guides participants through critique of a Present Level that was flawed and then specific corrections to improve specificity and readability toward an improved IEP that actually guides intervention practice.

Becca Hegman (Dual Major, 2019) guides a teacher through an interactive critique of an IEP goal to improve appropriate details in the context and conditions of a goal.

At the 2019 Council for Exceptional Children International Convention, Dr. Melinda Burchard presented twice, once about practical applications of the Endrew F. Supreme Court case. Her second presentation included three co-presenters, all Messiah College Dual Majors, on the topic of how to write legally defensible IEPs. The quality of IEPs has been a heightened need since the Endrew F Supreme Court Case (2017) raised the requirements for students with disabilities to make progress with high expectations. Becca Hegman, Leah Kasper, and Olivia Rossi are all seniors pursuing teacher certification in elementary and special education. After past strong performance on their own IEP writing skills, they met additional times outside of classes to enhance their abilities to teach others about components of quality IEPs. Each student specialized on specific components or requirements of a legally defensible IEP, sharing the basic information on the poster and then workshoped using interactive materials so participants could actively engage with the learning. Response was strongly positive with immediate recruitment to graduate schools and employment, and expressions of appreciation from professors, special education supervisors, and teachers from all around the nation (Maryland, Nevada, Hawaii, etc.) and the world (including Japan). Becca, Leah, and Olivia are collaborating with Dr. Burchard in future smaller scale workshops on IEP writing as well.

Dr. Pam Baker, a professor of special education from George Mason University, and Dr. Burchard's own dissertation chair, spent time with the Messiah students, including discussions of graduate school options.

Olivia Rossi explains how to integrate implications of the Endrew F. Supreme Court case (ambitious high expectations) with sequencing of Intervention Intensity in determining next steps in an ambitious IEP goal, one that supports progress of the child appropriate for the child's unique needs.
Dr. Gaither’s book (co-written with Wayne J. Urban, and Jennings L. Wagoner, Jr.) *American Education: A History*, has just been released! *American Education: A History, Sixth Edition* is a comprehensive, highly regarded history of American education from precolonial times to the present. Chronologically organized, it provides an objective overview of each major period in the development of American education, setting the discussion against the broader backdrop of national and world events. In addition to its in-depth exploration of Native American traditions (including education) prior to colonization, it also offers strong, ongoing coverage of minorities and women. This much-anticipated sixth edition brings heightened attention to the history of education of individuals with disabilities, of classroom pedagogy and technology, of teachers and teacher leaders, and of educational developments and controversies of the twenty-first century. The book can be found on Amazon!

### Upcoming Event

Every spring the Department of Education holds a Farewell and Commissioning Service for its graduating seniors. Come for an inspiring evening as we celebrate God’s goodness and challenge this year’s Department of Education graduates to lead lives of purpose as they depart Messiah.

This year’s event will occur May 8, 2019, 7 p.m. in Parmer Hall.

Department of Education alumni, students, their friends and family and cooperating teachers are invited to attend. The service includes scripture reading, prayer, a brief meditation usually given by a department graduate, musical performances by local school groups, a commissioning litany, and the presentation of lapel pins to the graduates. The lapel pin challenges and reminds graduates to continue to learn, serve, and care through their work as teachers. A reception and time of fellowship follows the service.
Each semester the Teacher Education Program hosts the teachers who are mentoring our junior field experience students for a catered dinner. This year our event included music from junior Music Education major, Josh Song, words of appreciation from senior Education major, Danielle Cardone, and encouraging words for mentors from Messiah College alumnæ and Harrisburg School District teacher, Lauren Popeck.
Social Studies Methods students have been studying Authentic Learning and exploring the use of Concrete and Representational resources. Students constructed 3D models that could be utilized to explain complex concepts such as the three branches of government and the production process for bringing orange juice to the table. Additionally, students recently used tangible realia to construct a classroom museum that told the story of Messiah College student campus life. Students brought artifacts from their dorm room or home and arranged them to turn Boyer Hall Room 271 into the Messiah College Campus Experience Museum. Students learned how interacting with primary sources and artifacts create a powerful means of making a personal emotional connection to events from the past and the people who lived them.
or a special education course about students with mild and moderate disabilities, Messiah College juniors serve teachers from Northern York County School District in creation of math intervention kits. The teachers come to our class once to explain their math intervention needs and tell about the children in their classes. Then Messiah's students design intervention materials and lessons to meet those needs. The teachers returned to Messiah's campus on Wednesday, February 27th for demonstrations of the math kits, leaving with new materials they can use in math interventions for children with disabilities or math difficulties. This mutually beneficial collaboration has been occurring for several years now, thanks to the partnership with teachers, supportive school administrators, and Connie Bleiler, a math coach for the Northern York County School District.

Caption 1: At the start of the math intervention project, Lori Warren met with Shay Williams and Mariah Frey to explain her math intervention practices and the unique needs of her students.

Caption 2: Katie Hippel designed an intervention to support place value reasoning, including ways for children to check reasoning using multiple types of manipulatives.

Caption 3: Lexy Poe demonstrates her intervention on reasoning about the characteristics of 2-D and 3-D shapes.

Caption 4: For 4th grade teacher, Amy Wildasin, Emily Deardorff demonstrates a self-checking interactive manipulative to support finding factors.

Caption 5: Shay Williams explains the developmental sequencing of her five intervention activities on rounding and place value.

Caption 6: When Messiah students finished their presentations, our client teachers then shared about their own expertise and career paths. Here, Matt Vance shares ways he grew in behavior management with Jaryn Ruth and Lexy Poe.
YOU'RE INVITED TO

Collaborating with Confidence, Composure and Grace

By: Gabby Brooks

Have you ever wanted more resources to support communicating with families in a school classroom? Come learn about effective practices for parent-teacher interactions, including support of productive struggle for learning. Audience participants will have the opportunity to explore a toolkit supporting collaborative relationships with the families of their students. Together, let's learn to collaborate with confidence, composure, and grace.

March 15, 2019
Parmer Cinema
3 o'clock in the afternoon

Refreshments begin at 2:30 pm
How well do you REALLY know the professors you claim to know and love? Here’s a chance to put your knowledge to the test!

See if you can match each professor with their fun fact. The first five students to submit the correct answers to Caroline Downing at cd1323@messiah.edu will win a sweet treat!!

<table>
<thead>
<tr>
<th>Professor</th>
<th>Fun Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Fisler</td>
<td>A. Was the producer of The Jim and Tammy Show at the PTL Television Network in Charlotte, NC before they came to Messiah</td>
</tr>
<tr>
<td>Milton Gaither</td>
<td>B. Was planning on going into Pre-Med until they got a C in intro to Biology</td>
</tr>
<tr>
<td>Tina Keller</td>
<td>C. Played on the Texas A&amp;M handball team</td>
</tr>
<tr>
<td>Don Murk</td>
<td>D. Loves country outlaw music (Johnny Cash, Waylon Jennings, etc.)</td>
</tr>
<tr>
<td>Sarah Fischer</td>
<td>E. Loves Swedish fish &amp; Chai tea. (Maybe their students will bring them some?)</td>
</tr>
<tr>
<td>David Hazen</td>
<td>F. Their first real job was to demonstrate how to use an ATM machine.</td>
</tr>
<tr>
<td>Ariela Vader</td>
<td>G. Can play the saxophone</td>
</tr>
<tr>
<td>Melinda Burchard</td>
<td>H. Loves thrift stores</td>
</tr>
</tbody>
</table>
Happenings In Education

**A WORD FROM THE CHAIR. . .**

Happy May! I decided to share some quotes dealing with graduation. I hope you find them meaningful and helpful.

“If you could only sense how important you are to the lives of those you meet; how important you can be to the people you may never even dream of. There is something of yourself that you leave at every meeting with another person.”

-**Fred Rogers**

“Education is not preparation for life; education is life itself.”

-**John Dewey**

“To accomplish great things, we must not only act, but also dream, not only plan, but also believe.”

-**Anatole France**

“There are far, far better things ahead than any we leave behind.”

-**C.S. Lewis**

“Now that you’ve graduated, just remember: Bosses don’t usually accept notes from your mother.”

-**Melanie White**

“Go confidently in the direction of your dreams. Live the life you have imagined.”

-**Henry David Thoreau**

“You don’t go to university so you can punch a clock. You go to university so you can be in a position to make a difference.”

-**Janet Napolitano**

“The only way of finding the limits of the possible is by going beyond them into the impossible.”

-**Arthur C. Clarke**

“So many of our dreams first seem impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable.”

-**Christopher Reeve**

“Don’t judge each day by the harvest you reap but by the seeds that you plant.”

-**Robert Louis Stevenson**

“The horizon leans forward, offering you space to place new steps of change.”

-**Maya Angelou**

I wish you all the best in your bright futures ahead.

Blessings to you and your families.

Department of Education, Chair
Dr. Murk participated in “500 Men Reading Week” by reading to students at Downey Elementary School during the second week of March. He read “The Very Quiet Cricket” and “How I Became a Pirate” to the students. 500 Men Reading Week is a yearly event in Central PA organized by the American Literacy Corporation that is an opportunity for men from the community to encourage literacy and be positive role models for students (http://www.superreader.org/500-men).
eSTEAM Saturday was on April 13. The education department partnered with the physics department and the Oakes Museum to focus on movement. Messiah students volunteered as session leaders to teach about animal movement and as group leaders to actively engage with students throughout the day. Migrant education students learned about movement through an animal tracks lesson, live animal observations, and launching paper rockets!
On Wednesday May 1st TESOL/ESL minors presented at their first Undergraduate TESOL Symposium held at Messiah College. Fourteen undergraduates presented for the public on topics such as classroom management, culturally responsive teaching, multicultural literature, math instruction for ELs, understanding the citizenship process, and ways that teachers can lower affective filters, to name just a few.
Alumni Update: Elizabeth Berger

What was your major while at Messiah?
Dual Certification in Early Childhood (PreK-4) and Special Education (N-8) with a minor in TESOL

When did you graduate?
2014

What have you been up to since graduation?
I have been teaching full time in local school districts. My first four years were spent teaching kindergarten in the Northern York School District. This year, I switched to Spring Grove to be closer to home. I am working with 4th graders as an ELA instructor. I received my Master’s of Curriculum and Instruction with a concentration in Children’s Literature from Penn State University’s World Campus. My research focused on the instructional use of trickster tales in literacy and social skills development. I also work part time as the Children’s Ministry Coordinator of Messiah United Methodist Church in York. This affords me the opportunity to build relationships and teach in the Christian context, which is very freeing and exciting.

What are your plans for the future?
In May, I will be completing the ASD Endorsement program through Messiah’s Graduate Program. In May I will also be beginning a Doctorate of Education in Organizational Change and Leadership through Baylor University in Waco, Texas.

How do you feel Messiah has prepared you?
My time at Messiah allowed me to grow in my faith, confidence, and competence as an educator. I was challenged by caring professors and driven classmates to think critically and persevere despite adversity.

Do you have any advice for current students?
I hope that current students can take the time to network while at Messiah and find a balance between fully enjoying their college experience and working hard to prepare for what comes next.

Favorite memory at Messiah?
My closest friends are my roommates and classmates from Messiah College. We loved playing rec sports and attending the concerts, sporting events, and countless other fun activities that took place on campus.

What did you like about your major/courses?
I appreciated that my courses were relevant and engaging. While four years of college cannot fully prepare you for the first year of teaching, Messiah’s undergraduate program enabled me to be as ready as I possibly could to begin work in the dynamic field of education.
Anna Marie Clark was supervised in this College Honors project by Melinda Burchard, Associate Professor and Coordinator of the Special Education program.

James LaGrand, Director of the Messiah College Honors program with Anna Marie Clark.

Anna Marie shared that her awareness of disabilities began as a child accompanying her parents in service through Joni and Friends International.

Anna Marie Clark is a 2019 Biopsychology Major with minors in Speech and Language Pathology and Disability and Family Wellness. She is President of the Sign Language Club and is active in disability-related service such as volunteer work with Joni and Friends, Uniquely the Same, Special Olympics, and Night to Shine. Anna Marie completed a College Honors project entitled Transition to Employment for People with Disabilities: Closing the Employment Gap. Her research added perspectives of an Occupational Therapist. Upon graduation, Anna Marie has already been accepted into the Doctoral of Occupational Therapy program at University of Pittsburgh.
Claire’s topic was “Engaging Inquiring Minds: A Guide for Teaching Elementary Science Through Inquiry.” She shared her research about inquiry based learning and created an easy to read guide for elementary and preservice teachers. Claire is shown above with Ariela Vader who supervised her project and Jim LeGrand, Director of the Honors program.
Attention Special Education Certification Graduates!

Now you can **extend your certification** to include grades 7-12 without needing to add a content area certification.

The PA Department of Education has recently changed its guidelines for special education certification in preparation for the return to PreK-12 special education certification coming in 2022. **Messiah College is offering a way for those who have special education certification in PreK-8 to add grades 7-12 by taking two summer 2019 courses and doing a small number of field experience hours.**

**What are the benefits of this option?**

- Extend your special education certification into the high need area of grades 7-12
- Discounted tuition: Total cost is $2645
- Convenient- both summer courses are online with field experience done in your choice of settings
- Act 48 credits for in-service teachers
- Coursework counts toward permanent (Level II) certification for those who have not yet completed their 24 required credits

**Schedule and cost for online courses**

- **6/3-7/26- HDFS 311 Adolescent Development (Summer Online) (Cost: $525/credit, $1575 total)**
- **7/7-8/17- EDME 537 Transition and Secondary Special Education (Online) (Cost: $690/credit, $2070 total)**
- Discount for summer 2019: $500 off each course

  **Total cost: $2645**

**To apply:**

Students will apply to the Graduate Program in Education as a non-degree student. Contact Sierra Kinslow (skinslow@messiah.edu), Graduate Program Admissions Counselor, to apply.
The President of the Sign Language Club, Anna Marie Clark, taught an interactive lesson on American Sign Language to seniors in the Special Education program. Students first learned single signs and phrases commonly used in special education classrooms, especially for children with autism, communication disorders and multiple disabilities. Anna Marie then engaged students in a game to compete with fluency of the ASL signs learned. Anna Marie is a major in Biopsychology with minors in Speech and Language Pathology and Disability and Family Wellness who has also taken special education courses. Some students reported this was their favorite lesson of all four years at Messiah!

1) Lindsay Chabak and 2) Olivia Rossi practice the sign for “run”.

3) Ava Petrosky and Amber Lehman-- Amber signs "sit down" while Ava instead signs "candy" -- HMMM! They might be approaching teaching from different perspectives!

4) Rachel Lawrence, Becca Hegman, Bekah Colegrove, Maggie Mancini, and Renee Leib While learning the sign for "clean up", Bekah Colegrove got really into this, looking a bit more like a meme for spending money.

5) Maggie Mancini signs "go".

6) Anna Marie Clark models "thank you" for the class to practice.
The year in Photos
Happenings in Education
A Word From The Chair...

Here we are again, nearing the end of another semester, and what a semester it has been! I pray you all had a happy Thanksgiving and enjoyed your time celebrating with family and friends.

Although the Thanksgiving season is over for the year, the spirit of thankfulness is not. I am reminded of a question I’ve heard, “If we woke tomorrow with only the things that we thank God for today, what would we have?”

Philippians 4: 6-7 says, “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus” (NIV).

In the craziness that comes with the end of the semester, in creating and taking final exams, please remember to reflect on the birth of Christ and give thanks for the many blessings all of us have. For every good thing comes from Christ.”

Blessings to you and your families.

Donald A. Murk
Department of Education, Chair
Leadership in IEP Quality

On Tuesday, October 8th, five seniors co-presented with Dr. Melinda Burchard at Leadership in IEP Quality. From sixteen area school districts, pairs of Special Educators and Special Education Administrators participated in this full-day professional development workshop. Content emphasized implications of recent court cases, quality components of IEP goals, sequencing of intervention intensity, and assessing the quality of IEPs. Dr. Burchard's co-presenters were all seniors who will graduate in May with dual certification in elementary grades and special education: Abby Foster, May Kirk, Moriah Ramsey, Brittney Wilkerson, and Shay Williams.
This workshop first took place on July 30th. It was so popular that they hosted another event in October!
Melinda Burchard, Associate Professor of Special Education, recently collaborated with Sarah Myers, the Education Department’s Liaison Librarian, to improve student learning about information literacy specific to finding and using evidence-based teaching practices. When Melinda noticed a need to improve her students’ skill-specific training on information literacy, she sought consultative support from the Education Department’s Liaison Librarian, Sarah Myers. Sarah recommended refinements to the sequencing of information literacy development throughout the entire unit. The primary improvement was use of two formative assessments to discover which students needed individual support in the information literacy skills important to finding and reasoning with evidence-based teaching practices. Students answered surveys about how much and what types of experiences they had with previous college-level library research and their feelings about those experiences. During their early process of searching for articles, they also used screencast software to record their actions searching for and citing articles, with students verbalizing their reasoning as they did so. Analysis of the formative assessment data showed that some responses to the Information Literacy Survey or some behaviors during their screencasts were predictive of outcomes such as grades on the assignment or growth in self-efficacy for finding and using evidence-based practices (an important skill in teaching). Dr. Burchard and Sarah Myers presented their findings at the 2019 Conference and Exhibition of the American Library Association. They also published an article about the project and study in the Journal of College Reading and Learning: Burchard, M.S. and Myers, S. (2019). Early information literacy experience matters to self-efficacy and performance outcomes in teacher education. Journal of College Reading and Learning, 49(2). doi: 10.1080/10790195.2019.1582372
The Pennsylvania Association of Colleges and Teacher Educators held their 48th Annual Teacher Education Assembly in October. Several Education Department Faculty and Teacher Education Program faculty and staff participated.

Jennifer Fisler co-presented with Tricia Joergensen of Holy Family about their study comparing the outcomes of student teaching through traditional and co-teaching models. Their study earned the Professional Achievement Award for Distinguished Research.

One engagement activity demonstrated by Dr. Hazen was "What the Hashtag" through which presentation participants summarized their prior knowledge of evidence-based practices in a sentence strip "tweet".

David Hazen co-presented with Melinda Burchard about modeling evidence-based teaching practices while teaching course content.
2019 Education Department Fall Forum

Following Clues: Interactions of Self-Efficacy, Information Literacy and IEP Quality

Presenters:
Melinda Burchard, Ph. D., Associate Professor of Special Education
Sarah Myers, M.S.L.S., Murray Library Collection Development Coordinator, and Liaison Librarian
Katie Hipple, Smith Scholar Intern for IEP Quality

What:
In Scholarship of Teaching and Learning, 2 related studies showed interaction across college experiences between information literacy skills, self-efficacy, and quality of a student product. Come learn about these studies and apply to your own practice as a college scholar and teacher or as a teacher in PreK-12th grades.

When:
Wed November 13, 4-5pm

Where:
Boyer 131

Refreshments Provided
The Messiah College Education Association, MCEA, offered an informational meeting to explore the minor in Speech and Language Pathology. Students explored no tech and low tech augmentative and alternative communication methods. To explore related roles of a Speech Scientist and/or a Speech Language Pathologist, students engaged with helping a partner communicate requests using ONLY eye gaze, no words, and no movement other than the eyes. They could ask for bubbles, blocks, Legos or dancing scarves, and could communicate yes/no or stop/go by looking at one symbol given a choice of two.

Messiah College Education Association (MCEA) has been busy this fall! In October, MCEA hosted a workshop presented by Dr. Melinda Burchard on Speech and Language Pathology. The activities were both engaging and informative! In November, MCEA assembled bags of snacks for the hard working student teachers, and offer words of encouragement and scripture to sustain them.

“"The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty."”

Winston Churchill
On Sunday, October 6th, 38 juniors in Inclusion Practices volunteered at Garden Harvest Day. Through that event, Messiah College serves the Environmental Education Program of Kings Gap State Park plus area families. In return, our students have the opportunity to practice concepts of collaboration and service and reflect on applications of course concepts through service.
The Department of Education hosted a Children’s Book Sale in October! Books were donated by the Early Learning Center, library, Dr. Caroline Maurer and others. Proceeds will fund a new urban education scholarship to honor Dr. Murk and Steven B. Hayes.

The book sale took place the day of Homecoming and was open to the public Oct. 21 & 22. The sale was attended by the public, alumni, students, faculty, and friends!

A big thank you to everyone who attended or assisted!!
Happenings in Education

A Word From The Chair...

We all know that with the end of the semester comes stress, exhaustion, and a longing to rest. I pray that during this Christmas season, you can relax and consciously make the most of your time away from school. Shopping and family get-togethers are enjoyable, but do not forget the reason for which we take a break: God entered the world through a miraculous birth to save you and me. My pastor once said this, that really that struck me: If you can believe that God became a human, then all of the other miracles are completely reasonable.

It is easy to get caught up in the hustle and bustle of the season; I encourage you to make a choice to be present and engaged with the people around you. Remember that Jesus is the reason for the season and forget any remaining academic stress that you carry with you.

See you next year!

Donald A. Murk
Department of Education, Chair
In this year's Education Department Fall Forum, we celebrated how faculty can collaborate in scholarship with colleagues across disciplines and with students. Three individuals co-presented: Sarah Myers, Katie Hipple, and Dr. Burchard.
Katie Hipple earned a Smith Scholar Internship for 2019-2020, in which she is supporting research about IEP quality. In that role, she helped to plan and present professional development workshops for area special education teachers and administrators. She is also helping to study IEP quality of pre-service teachers, co-presenting about interactions between self-efficacy and IEP quality. She will also co-present these study results with Dr. Burchard at the International Convention of the Council for Exceptional Children in February.

Sarah Myers, Liaison Librarian for the Education Department and Collections Coordinator for the Murray Library, collaborated in co-planning and assessing one unit in a course for which faculty needed help improving information literacy. In that role, she designed two formative assessments, a survey and a ScreenCast video, each of which helped identify students who needed early help to succeed in a research assignment about what worked in teaching. Miss Myers collaborated with Dr. Burchard to investigate interactions between self-efficacy, information literacy experiences, and performance of information literacy skills. Dr. Burchard and Miss Myers also published this study and presented study results at the 2019 national Conference of the American Library Association.
Messiah’s TESOL Symposium was led by 16 students on various TESOL topics ranging from selecting culturally responsive books to advocating for adults to have better programs available to learn English. The audience, consisting of parents, peers and friends were able to rotate through various classrooms to choose presentation topics that were of interest to them!

Some of the powerful moments in several of the presentations were video clips or experiences that allowed the audience to take the role of an English learner. Members of the audience heard lessons in Chinese and/or Arabic and were expected to participate by answering questions. The overwhelming feeling helped put into perspective the way English learners might feel in a classroom setting.

Our presenters offered various ways to combat the anxiety and frustration of not understanding what the teacher is saying. One presentation focused on bilingual education and how it can create a safe and welcoming environment. Another presenter advocated for the use of the students’ native languages to be used in the classroom. Other presenters mentioned how to create a culturally responsive classroom environment, the importance of considering the culture of the students, and offering to communicate with parents via an interpreter.

Other relevant topics covered in the TESOL Symposium were how to help students who have experienced trauma and how we can differentiate between students with a learning disability and students that are English learners.

The TESOL Symposium was a success due to the hard work of the students! Their research and preparation helped to engage the audiences and equip them with tools for working with students who speak a language other than English.
16 EDUC 311 students presented at our TESOL Symposium on Tuesday, December 10th from 6:30-8:30pm.
Featured Alumni

Featuring:

Kelly T. Stief

Update from Kelly:

I graduated in 2014 with a dual certification in elementary education and special education. Before graduation, I took the Praxis to become certified in elementary education through grade 6 and special education through age 21. I returned to my home district, Montgomery County Public Schools in Maryland, and started subbing the week after I graduated. I was hired that June to work in the Autism Resource Services program at Watkins Mill HS, a diploma bound program where I worked with the students on social skills as well as academics. I added a math certification, as I was teaching Algebra to my students. I also was an Allied Sports coach; we competed against other schools in handball, bocce, and softball. After 2 years, I moved down to co-teach in 6th grade math classrooms. Currently, I have 15 students on my caseload and teach my own math class, co-teach 2 math classes, and teach 2 Resource classes. My school is very diverse, so I am often translating phone calls to Spanish-speaking parents. I am also a mentor for a new teacher in my building. I have visited Messiah countless times since graduation, many of which to visit sports events but others to find friends who reside in the area.
Update from Juliana:

Juliana Harris graduated from Messiah in 2018 with a degree in education and a PreK-4th grade teaching certification, but instead of pursuing a career in a classroom, she is teaching in a museum! After graduation, Juliana moved back to her home state of Massachusetts and began studying for a Masters degree in Museum Education at Tufts University. While attending school, Juliana has worked part time at different science centers, ultimately working her way up to interning at the Smithsonian’s National Air and Space Museum and now serving as staff at New England’s most visited cultural institution!

Juliana currently works as a Program Presenter at the Museum of Science in Boston, Massachusetts. Her primary role is to engage visitors of all ages in hands on activities throughout the Museum’s staffed exhibit spaces. Juliana works mainly in the Engineering Design Workshop, where she helps oversee daily operations in the space. In addition to engaging and educating visitors, Juliana also assists in training and mentoring volunteers and interns. When not at the museum, Juliana enjoys skiing, baking, and traveling!

Juliana feels that Messiah prepared her immensely well for both graduate school and her career. Interestingly, none of the other students in Juliana's masters program have undergraduate degrees in education. She has found however, that her experience planning and teaching lessons and managing student behavior, has been a huge asset in both her work and grad classes! Juliana also volunteered at the Oakes Museum and worked on a museum-focused honors project while at Messiah. Beyond academics, Juliana is so thankful for the relationships that she left college with. Despite living in Massachusetts, she still keeps in touch with many of her Messiah friends and professors!

Finally, Juliana’s advice for current and future students is to not be afraid to explore career paths that may not be “traditional” for students in your major. Juliana stumbled upon the field of museum education while working as a summer camp counselor at a science museum, and she says that it was the biggest blessing. Juliana would also like to add that although putting yourself out there may lead to rejection, as it has for her many times, you’ll never know what you can achieve if you don’t try.
On December 3, 2019, Messiah College Education Association (MCEA) hosted a “New Teacher Panel” discussion. Recent Messiah College graduates who are in their first year of teaching shared with members of MCEA some of the celebrations and challenges associated with the first year of teaching. The panel consisted of Lauren Faircloth (Art Education), Tyler Purcell (Middle School Math), Emily Lockwood (High School English), Kendra Cable (Elementary Learning Support), and Ava Petrosky (Third Grade). We are grateful for the time you invested to make this event a success, and we are blessed by the wisdom you shared. MCEA will be holding more events in the spring 2020 semester. We hope to see you there!
In Dr. Buckley’s Math: Climate, Curriculum and Instruction classes, students are learning how physical activity can help increase a student’s Math achievement. Here, junior education majors learned about creative ways to teach children Math through the use of song and movement. In these photos, students are learning concepts of creating a pattern with movement (left) and counting backwards from five (right) with “speckled frogs on a speckled log”.

Physical Activity & Math
But the angel said to them, ‘Do not be afraid. I bring you good news that will cause great joy for all the people. Today in the town of David a Savior has been born to you; he is the Messiah, the Lord. This will be a sign to you: You will find a baby wrapped in cloths and lying in a manger.’ Suddenly a great company of the heavenly host appeared with the angel, praising God and saying, ‘Glory to God in the highest heaven, and on earth peace to those on whom his favor rests.’”

Luke 2:10-14 (NIV)

Note from the Department:
Let us celebrate the ultimate gift of Jesus’s birth that we were all given this Christmas. May the joy and peace of Christmas be with you all through the New Year. We wish you a joy-filled Christmas!

The Education Department

Christmas Joke:
What kind of car do elves like to drive?
A Toy-ota!