

1-2021

Education on Boyer 4th Newsletter - Jan 2021

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.

EDUCATION ON Boyer 4th

The campus newsletter of the Messiah University Education Department

Issue 5 | January 2021

TEACHING MEDIA LITERACY
TO STUDENTS WITH
INTELLECTUAL DISABILITIES
OR AUTISM

RESOURCES FOR TEACHING MEDIA
LITERACY IN SPECIAL EDUCATION

TESOL
SYMPOSIUM

TESOL MINORS PRESENTED
AT OUR FALL SYMPSOSIUM

TAKE CARE
OF YOURSELF
HOW TO PRACTICE SELF-CARE

In Every Issue

MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT,
TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR
SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS



MESSAGE FROM THE CHAIR

DR. TINA KELLER

January 2021

Are you familiar with the story of the Velveteen Rabbit? It was written by Margery Williams back in 1922, so you are forgiven if it wasn't at the top of your most recent reads. If the book is new to you, I highly recommend it. Click on the image at the bottom of this page to listen to a readaloud performed by Meryl Streep.

The subtitle for the book, *Or How Toys Become Real*, is a more apt description. In brief summary, on Christmas morning a boy receives a number of gifts, one of which is a stuffed rabbit. The rabbit finds it tough at first to compete with the glamor of mechanical toys with their exciting life-like moving parts. Yet, through the love of the boy, he enters into the world of imaginative play and becomes real. When the stuffed rabbit meets actual woodland rabbits able to jump, he makes the shocking realization that not everyone believes that he is real. He begins to doubt his own realness. Later in the story, his realness again is put to the test as the boy holds him close during a perilous bout of Scarlet Fever. I will not reveal the ending; you will need to read the book yourself to find out if the rabbit ever became real.

I had forgotten about this children's story until I came across the book *The Velveteen Principles* by Toni Raiten-D'Antonio. I am not usually drawn in by self-help books but when I saw the cover, I recalled the beloved story from my childhood. In rereading *The Velveteen Rabbit*, and reading *The Velveteen Principles* I was struck by the question, what does it mean to be real? As we enter into a new year we often take the time to reflect upon these big questions of life. Entering into 2021, at least for me, brings self-reflection to a heightened level.



The Velveteen Rabbit OR HOW TOYS BECOME REAL



HERE was once a velveteen rabbit, and in the beginning he was really splendid. He was fat

On the Cover:

Four current seniors shared a pre-Covid JR field experience photo at the Mechanicsburg Kindergarten Academy Alex Bishop, Lexi Benedict, Emily Stevens, and Kaylie Ryder.

The
Velveteen R
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HERE wa
velveteen ra
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otted brown a
ead whiskers,
with pink

One of my favorite sections of the book is a conversation about becoming real held between the Velveteen Rabbit and another more experienced toy; Skin Horse;
“Real isn’t how you are made,” said the Skin Horse. “It’s a thing that happens to you. When a child loves you for a long, long time not just to play with, but REALLY loves you, then you become Real.”
“Does it Hurt?”
“Sometimes,” said the Skin Horse, for he was always truthful. “When you are Real you don’t mind being hurt.”
“Does it happen all at once,” he asked, “or bit by bit?”
“It doesn’t happen all at once,” said the Skin Horse. “You become. It takes a long time. That’s why it doesn’t happen to people who break easily or have sharp edges or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But those things don’t matter at all because once you are real you can’t be ugly except to people who don’t understand.”

Authenticity in a world of picture perfect selfies, polished public images and fake news is a rare occurrence. As Christians, how do we determine what is real? What is our true identity? How do we pursue our authentic self? How do we “become” as the Skin Horse suggests? In considering these questions, I was drawn to read

Ephesians 5 1-2 (The Message)

Watch what God does, and then you do it, like children who learn proper behavior from their parents. Mostly what God does is love you. Keep company with him and learn a life of love. Observe how Christ loved us. His love was not cautious but extravagant. He didn’t love in order to get something from us but to give everything of himself to us. Love like that.

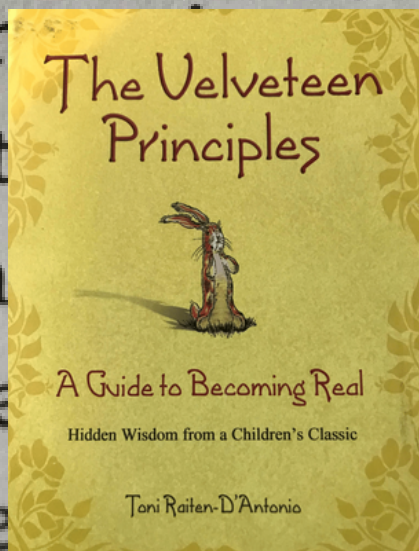
Maybe 2020 left you with shabby fur and loose joints. It is my hope and prayer that 2020 might have also left you with a sense of your realness, of the unconditional love that God has for you and of the beauty and life that is found in his extravagant love. As we enter into 2021 together may we strive for an authenticity—a realness that is grounded in the love of God and our love of one another.

All the Best,
Dr. Keller

P.S.

If you are interested in encouraging children to discuss this text, possibly through a Socratic seminar (hint hint!) here is a link to a wonderful teacher’s guide.

<https://www.prindleinstitute.org/books/the-velveteen-rabbit/>



Scholarships

APPLICATIONS ARE DUE 12:00 NOON ON THE LAST THURSDAY IN FEBRUARY

Ethel Brandt Bigham Endowed Education Award

All PK-4 and Grades 4-8 juniors with a minimum cumulative GPA of 3.60 and a desire to teach in an urban or rural setting are encouraged to apply for this approximately \$1200 award.

Ernest L. Boyer, Sr. Teacher Scholarship

All current Teacher Education Program students (all certification programs) in their junior year with a minimum cumulative GPA of 3.60 and an outstanding record of community service and leadership are invited to apply for this \$3000 award.

Suzanne Joy Johnson Endowed Scholarship Award

All current Teacher Education Program students (preference given to PK-4 and Grades 4-8 majors) in their junior year with a minimum cumulative GPA of 3.60 and demonstrated dynamic interpersonal skills are invited to apply for this award (approximately \$1300).

Terry L. Stoudnour Endowed Education Award

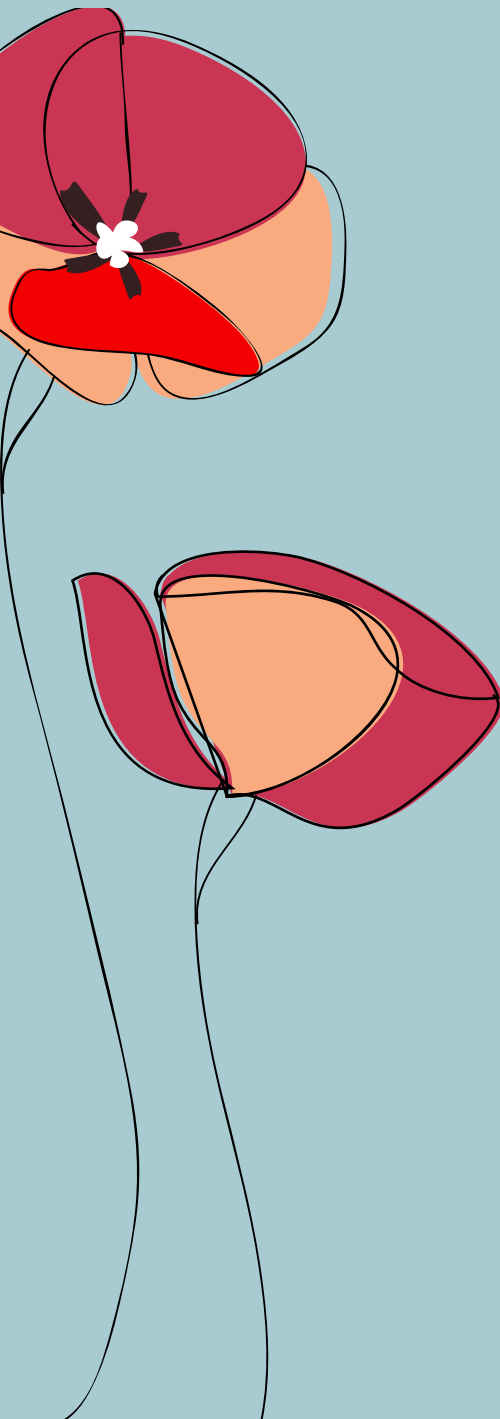
All current Teacher Education Program students (all certification programs) in their junior year with a minimum cumulative GPA of 3.60, an exemplary record of leadership, service, ethical standards, and academic achievement are invited to apply for this approximately \$1400 award.

Murk-Hayes Endowed Education Award

The award is open to candidates of any Messiah University teacher certification program and seeks to recognize a teacher certification candidate who has a demonstrated interest and capacity for serving K-12 educators in urban contexts (approximately \$1000).

[Click Here for the applications](#)

All of these awards are add-on awards. They will be added to, not substituted for, any financial aid the recipient already receives. Award amounts may vary slightly, based on market performance.



Comparing Candidates on Issues when Voting

Resources for Teaching Media Literacy in Special Education

By the Partnership for Media Literacy for
Exceptional Populations

Illustrated by **Jordan Muñoz**



Who is My Friend?

Resources for Teaching Media Literacy in Special Education

By the Partnership for Media Literacy for
Exceptional Populations

Illustrated by **Karen Ennis**

Includes a helpful brief article for special educators with a lesson about teaching how to discern friendships in the context of media literacy. The lesson is especially designed to teach middle school through adults with intellectual disabilities or autism.

Find on Messiah University's MOSAIC, at https://mosaic.messiah.edu/edu_ed/37/



BY MELINDA BURCHARD

Media literacy skills support socialization, but students with intellectual disabilities or autism may need more support in learning these skills. Two college educators, one retired law enforcement officer, and two college librarians formed a team to address such needs for this specific population, The Partnership for Media Literacy for Exceptional Populations.

Each issue includes a brief article for the audience of special educators plus a sample lesson for the audience of middle school to young adults with autism or intellectual disabilities. Find issues of this new project by searching "media literacy" on Messiah University's MOSAIC site at <https://mosaic.messiah.edu/>

**TEACHING MEDIA LITERACY TO STUDENTS WITH INTELLECTUAL
DISABILITIES OR AUTISM**

MIKAYLA FREDERICK

EDUCATION DEPARTMENT HONORS STUDENT AND ANITA VOELKER LITERACY AWARD WINNER



*How can we best support
English Learners?*

MIKAYLA RECEIVED FUNDING FROM THE ANITA VOELKER LITERACY AWARD TO PURCHASE BOOKS THAT WILL SUPPORT HER EDUCATION DEPARTMENT HONORS PROJECT. SHE IS RESEARCHING HOW BEST CLASSROOM TEACHERS CAN SUPPORT ENGLISH LEARNERS. WE CAN'T WAIT TO LEARN FROM HER FINDINGS!

DEVOTIONAL

A MONTHLY DEVOTION WRITTEN BY MESSIAH UNIVERSITY EDUCATION STUDENTS.



FIND COMFORT IN THE UNKNOWN ***(INSPIRED BY HALIE'S TRIP TO ECUADOR*** ***FOR A MESSIAH CROSS-CULTURAL COURSE)***

Written by Halie Stewart

“Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.” Joshua 1:9

When you step out into the unknown or feel God calling you to do something uncomfortable, our first reaction is to scream, “No!” We are hesitant to act upon this calling and don’t want to completely let go of the control we work vigorously to achieve every day. We are petrified. We are anxious. We question God. Although we know that God is continually with us and would not position us in harm’s way, we nevertheless question why he would want us to enter into unfamiliar territory. Usually, it’s to teach us a lesson. In the middle of the chaos that emanates from the uncomfortable moments, we learn something about ourselves that we would have never learned had we stayed where it was comfortable. I have encountered numerous uncomfortable seasons when I wanted to run from God in fear of what would come, but I understand now that he wants me to reach my full potential by escaping my comfort zone.

When you feel God calling you to somewhere unfamiliar, or to attempt something that you wouldn’t normally- take the risk! You will learn something about yourself. Maybe you will discover an activity you love! God is with you through it all, as we are reminded when we read Joshua 1:9. There are countless stories in the Bible in which God calls someone to do something they aren’t comfortable with. I guarantee most of them wondered why he would want them to, but they listened, and they were blessed on the other end of it. They also grew in their faith and found God in the hardest trials during the uncomfortable times. Go out of your comfort zone- it feels unnatural, but so worth it! God will be with you always, so do not fear.



DR. JENNIFER FISLER

PROFESSOR SPOTLIGHT

Office: Boyer 408 Email: jfisler@messiah.edu

WHY DID I BECOME A PROFESSOR

I did not set out to be a professor. During grad school, I thought I would go into research or work for an assessment company like the College Board. When the job opened up at Messiah, I couldn't turn down the opportunity to return to my alma mater, a place that literally changed the trajectory of my life.

FAVORITE SCRIPTURE VERSE AND WHY

Philippians 1:6, NIV: "being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus."

My Residence Hall Director gave me this verse during a hard time my first year at Messiah. It continues to give me hope while I live in the "not yet" of God's promises.

WHAT I DO ON THE WEEKENDS

I enjoy running and reading. My family and I can often be found supporting causes we value at local running events on Saturday mornings. My "Want to Read" list on Goodreads is longer than my "Read" list, but I am chipping away at it with a mix of fiction and non-fiction reading.

IF I WASN'T A PROFESSOR I WOULD BE...

Serving in a non-profit organization that promotes educational equity. I am energized by our students who catch and spread the vision of using education as a means to freedom and opportunity for all. When I see our students and graduates doing this work, I am thankful to have played a small part in supporting their efforts to impact the world. If I wasn't at Messiah, though, I would want to be more directly involved in educational equity work.

WHAT I LOVE MOST ABOUT MESSIAH

Messiah is attempting to do something that few other universities even try: provide students with a deep understanding of the themselves, the world, and their vocation, girded with a hospitable approach to what it means to be a follower of Christ. As a community, we seek to model what it looks like to be firmly rooted in Scripture while remaining curious about and open to how others are living out the call to love God and love others. It is not easy to live in the tension of certainty and humility, but I am surrounded by Messiah students and employees who are willing to do that hard work. It's a special place to be.

EDUCATIONAL BACKGROUND

Messiah College, Bachelor of Arts
Rutgers Univ., Master of Education
Rutgers Univ., Doctor of Education

CLASSES I TEACH

Professional Issues in Education

SERVICE

I serve as the Assistant Dean of Teacher Education and the Program Director of the Graduate Program in Education.

I have recently started serving as a small group leader for my church's youth group.

RESEARCH INTERESTS

Trauma-informed Education
Co-Teaching
Anti-racist Teaching

Halie Stewart



MEET HALIE

Hometown: Lititz, PA

Major: Early Childhood Education (PreK-4)

Minor: TESOL

Why did you choose Messiah?

Each time I visited the campus, I felt like I was stepping foot into my second home. Everyone I met was so kind and helpful that I wasn't afraid of getting to know new people, which was a struggle for me as I used to be extremely shy. Another reason I chose Messiah is because of all of the travel opportunities they provide. I had never traveled anywhere before coming to Messiah and I knew it was something I wanted to take advantage of during my college years, and I'm so glad that I have!

What do you love about Messiah?

The biggest thing I love about Messiah are the opportunities for growth, whether that be spiritual, mental, or physical. There are trips that allow you to grow as a person, Bible studies, and weekend activities that allow you to destress or grow in your faith. This is so amazing because as a Christian college, we have many different options of how to grow and are not limited in the ways we can do that. I love having the option of being part of a Bible study while also spending time with my friends at a fun event Messiah hosts. There are so many ways to better yourself, but it's up to you to get involved and that's one of my favorite things.

What advice do you have for students?

A big piece of advice I have for students is to take advantage of all the travel opportunities. While there aren't really any right now, I think all the trips offered teach us so many great life skills that everyone can use. Even if you don't think you can afford a J-term or May-term trip, it is so worth it because you get to travel and live within a culture for a few weeks and there is something that changes inside of you during that time. Fall break and j-term break trips are also amazing because you get to give back and you make new friends all at the same time. To sum it up: Take advantage of the amazing opportunities Messiah provides!

Photos from the Field

MESSIAH STUDENTS SHARE CLASSROOM MOMENTS

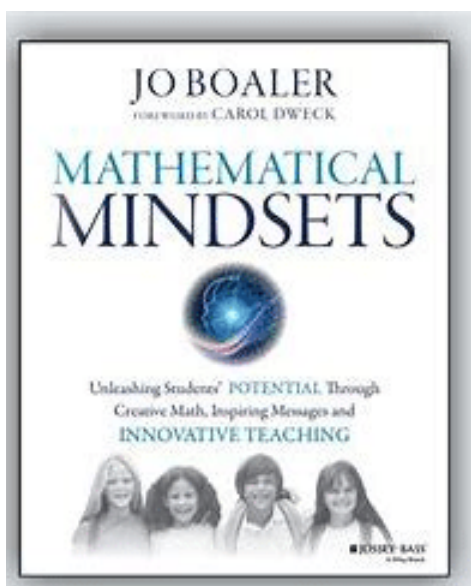


CASSIE BARBUSH

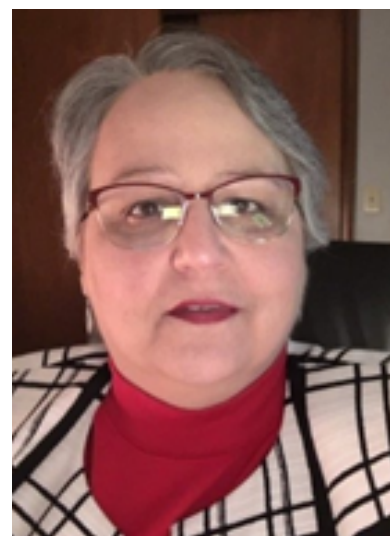
*Online English Teaching
with Brazilian English
Learners*

Discussing American culture, baking cookies and learning about seasons





TRENDS IN THE FIELD



Book Review: *Mathematical Mindsets: Unleashing Students' Potential Through Creative Math, Inspiring Messages and Innovative Teaching* by Jo Boaler

You may be familiar with Carol Dweck's book "Mindset". In that book, Dweck espouses that the view you have of yourself influences how you live your life. Further, it discusses the difference between fixed and growth mindset.

Jo Boaler applies the concept of "mindset" to Math and Math education in her book "Mathematical Mindsets." She describes a world of math education where every student develops mathematical reasoning skills and is successful. In this world, mistakes are embraced; struggles become productive; flexibility and creative thinking are valued. Boaler argues that children's lives are being harmed by society's lack of understanding about Math education. In the book, she offers practical research-based strategies for teaching students to learn and love Math.

The information in this book parallels current trends in Math education. Currently, there is a strong emphasis on Mathematical Reasoning and developing a deep conceptual understanding of the ideas. We value invented strategies for problem solving and encourage student communication to articulate those invented strategies. We recognize that students can learn from their mistakes, and the educator must ask well-constructed questions to scaffold students' problem solving attempts. This allows for a little discourse in the math classroom as well as some "productive struggle." Math education must include the use of concrete manipulatives to solidify conceptual understanding. It should also include viewing problems from different perspectives, an opportunity to critique the reasoning of other, modeling with mathematics, and developing resiliency and perseverance, to name a few. In sum, today's Math classroom looks very different than the Math classrooms of a generation ago. We are growing our students' ability to think creatively, flexibly, mathematically.

Carol Buckley



Alexandria Cass

Elementary Education pre-K to 4 and
Special Education k-12

Juniors in EDSP 397 researched math interventions in special education

Alexandria Cass Evidence of Practice of Evidence-Based Math Teaching and Intervention Practices

Let's try it!

123

Teaching Developmentally **MES= Mod**

Tens Ones

Explicit Teaching **MES= 1.22**

Concrete Manipulatives **MES= 1.22**

H T O

Visual Representations **MES= .47**

Now It's Your Turn!

1. Grab a Piece of Paper
2. Separate your paper into Hundreds, Tens, and Ones
3. Write out the number in the right column
4. Draw out hundreds blocks, ten rods, and ones cubes
5. Take a picture of your work and upload it!
6. Free to ask and answer, go back to slide 5 for an example from me!
7. HAPPY BIRTHDAY!

Verbalization **MES= 1.04**

Sequencing Problem-Solving **MES= .82**

Peer Tutoring **MES= 1.02**

156

156

Self-Regulation **MES= .96**

Screen/Intervene **MES= Mod**

Megan Loomis Evidence of Practice of Evidence-Based Math Teaching and Intervention Practices

Teaching Developmentally **MES= Mod**

Explicit Teaching **MES= 1.22**

Concrete Manipulatives **MES= 1.22**

Visual Representations **MES= .47**

Verbalization **MES= 1.04**

Sequencing Problem-Solving **MES= .82**

Peer Tutoring **MES= 1.02**

Skip Counting

45	120	80	24	15
35	95	64	6	78
90	10	85	40	44
42	12	53	36	70
59	14	66	90	103

Skip Counting

45	120	80	24	15
12	24	36	48	60
58	2	65	62	69
80	85	90	95	100
36	15	6	30	

Self-Regulation **MES= .96**

Math

Screen/Intervene **MES= Mod**

Students brought photos or screen shots of their best field work or lessons in math and determined how their work matched those evidence-based practices.

Megan Loomis

Elementary Education pre-K to 4 and
Special Education k-12



Meet Sarah Davis!

She is a Junior with a Dual Certification of Elementary (PreK-4) and Special Education (K-12) Major with Minors in French and Math. Read below to find out what Sarah has to say about her study abroad experience.



Over a weekend, I took a long bus ride down to Marseille in the south of France and hiked les calanques where I got to swim in the Mediterranean Sea.

"Fall 2019, I got to spend the semester studying in Strasbourg, France. I took all of my classes in French to complete my French minor, but I also got to involve my Elementary Education side by observing in a third-grade class at the local European school that is attended by students from all over Europe. More than anything, though, my study abroad semester was about seeing the world and learning about myself and other cultures through it, as I was able to take advantage of the easy international travel options over many of the weekends. Being exposed to other cultures, going through the language-learning process, and experiencing first-hand what it is like to stick out due to a language barrier or cultural difference has already helped me in making meaningful connections with some of my students from field placement.

Studying abroad was an incredible experience, and I cannot recommend it enough!"

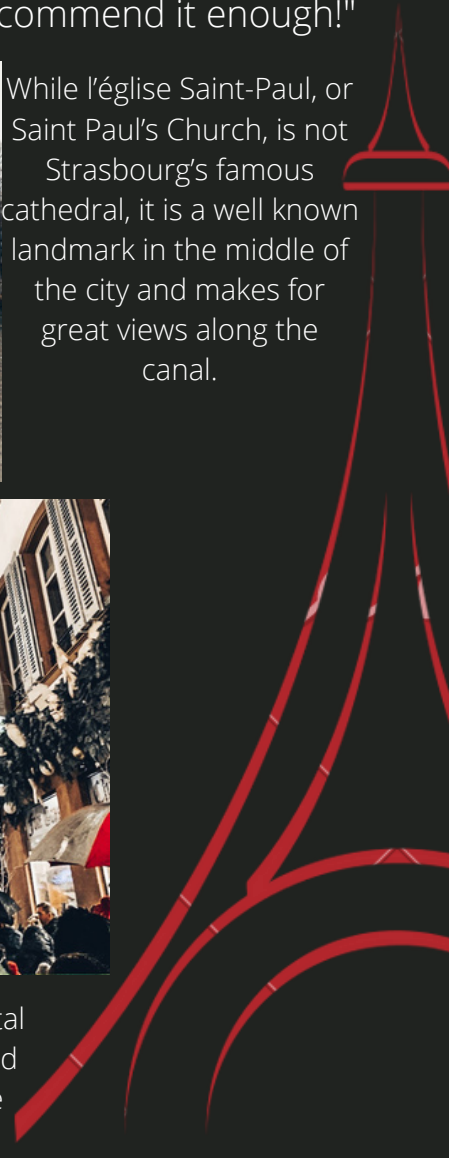
French students get about two weeks off of school for La Toussaint, or All Saints' Day. During that time, I got to travel to Marrakech, Morocco and spend a couple days trekking through the Sahara on a camel.



While l'église Saint-Paul, or Saint Paul's Church, is not Strasbourg's famous cathedral, it is a well known landmark in the middle of the city and makes for great views along the canal.



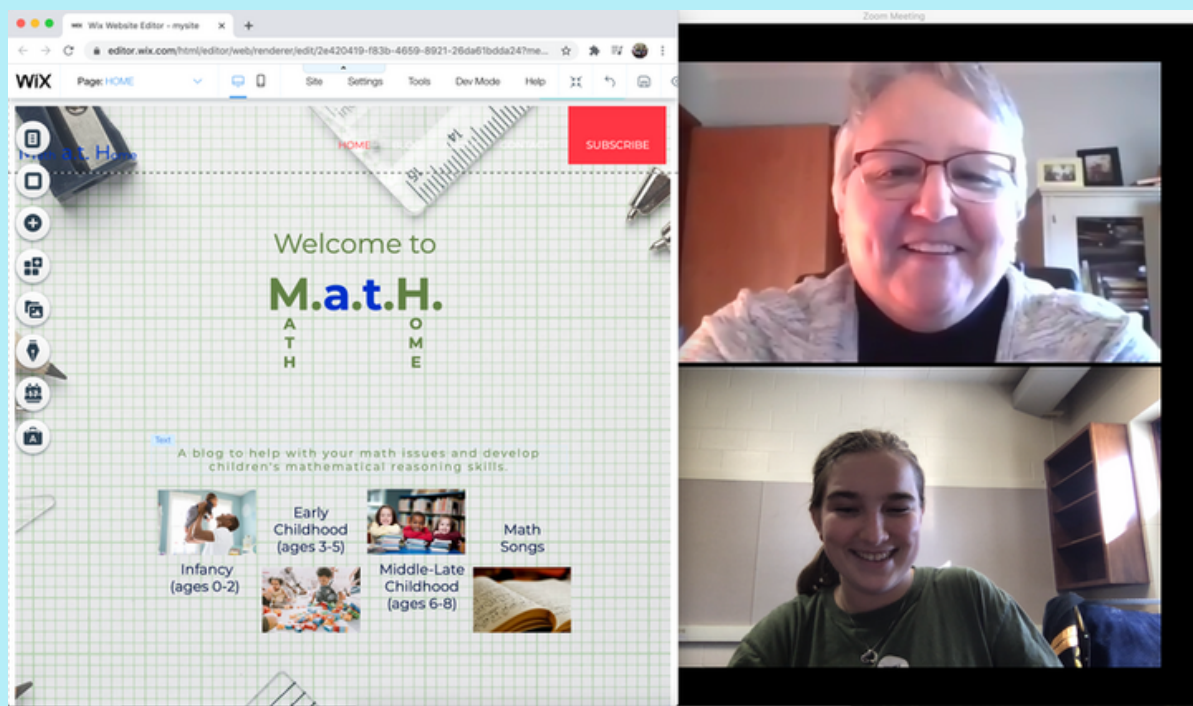
Strasbourg is the Christmas Capital of Europe, so the decorations and markets at Christmas time were amazing!



Smith Scholar Intern

The Dr. Robert & Marilyn Smith Scholar Intern Grant allows qualified juniors and seniors to work for a semester or a full year as an apprentice for a faculty member involved in a significant scholarly project. In exceptional cases, a lower division student may be considered. The activities undertaken by a student intern will vary according to the needs of the project, but the time commitment of the intern should not exceed 75 hours per semester. Typically, students earn \$450/semester for their efforts.

Dr. Buckley and Maria meeting over zoom to discuss their research along with a sneak peak of their blog.



Maria's Story- Dr. Buckley reached out to me last Spring about a research project she was hoping to do. She introduced me to this opportunity of applying for a Smith Scholar Intern Grant and I feel very lucky. Dr. Buckley and I are working together to put together resources for the parents of young children that they can use to promote their children's mathematical reasoning skills. We have compiled a list of fun activities, games, and even just ways of talking to children that can help them understand some of the basics behind math concepts. All of these activities have a basis in child development and mathematical concepts. We are currently taking this list and expanding it into full descriptions. We are planning on presenting everything we have compiled into a blog that will slowly become filled with fun math resources. We are also hoping to present the blog and our research at state level math conferences in the coming year. The blog will be out soon!

We asked TEP students why they want to #BeATeacher



EAMU President Kendra Gilbert wants to #BeATeacher because of her calling from God to be a light to others.

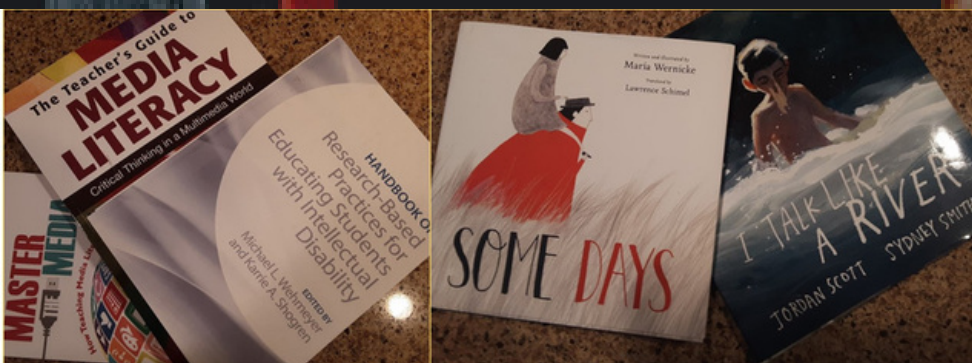
"I want to be able to see students grow as individuals and make their own life choices. They already have a lot on their plate and I want to be there and assist them when needed in any obstacles." -Irene Kim



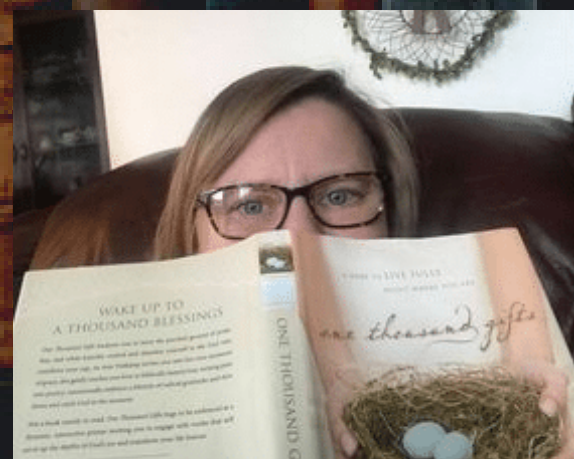
WE ASKED OUR STUDENTS AND FACULTY:

WHAT ARE YOU READING

Over Winter Break?



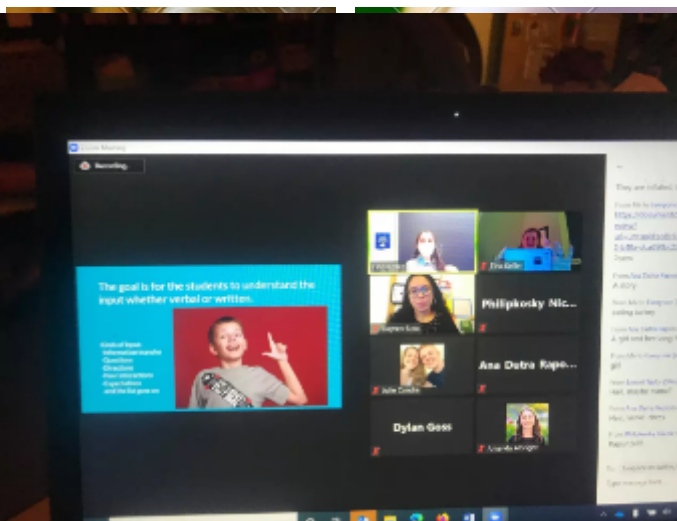
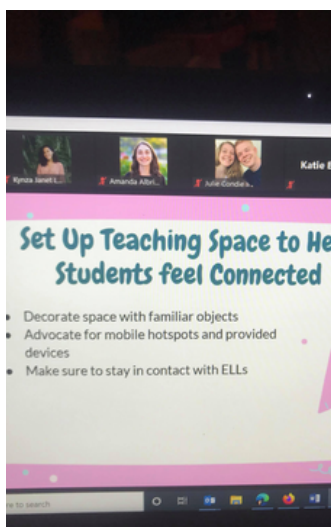
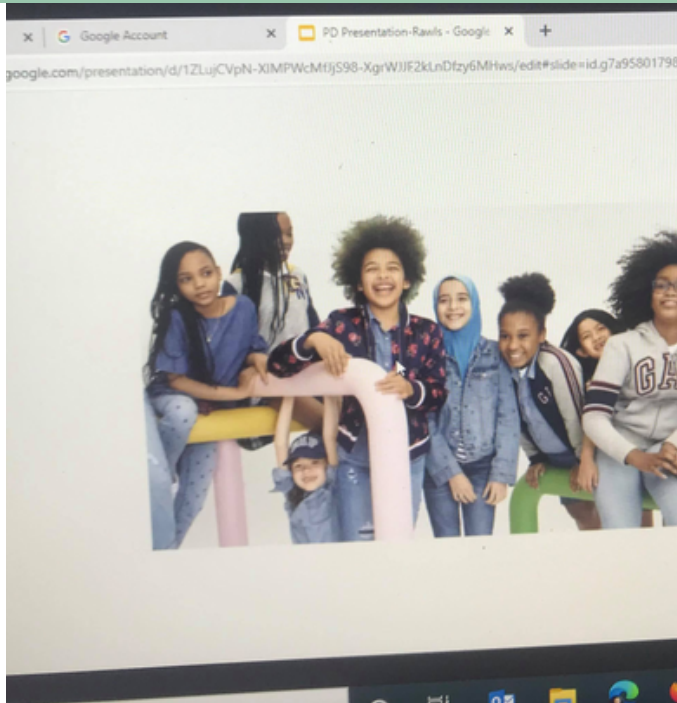
What Dr. Burchard is reading: *Handbook of Research-Based Practices for Educating Students with Intellectual Disability* plus two books about teaching Media Literacy. (Not as boring as some of you think.) On the fun side, over break I discovered two new children's books to add to my bibliotherapy collection, *Some Days* by Maria Wernicke, and *I Talk Like a River* by Jordan Scott. I highly recommend BOTH of those for elementary classroom libraries!



Professor Smith:

The Land Uncharted by Keely Brooke Keith
Next Year in Havana
When We Left Cuba – both by Chanel Cleeton

Over 35 people attended our Fall TESOL Symposium! Well Done TESOL minors.



Students presented on topics such as:

- Comprehensible Input
- Supporting ELs in online education
- Supporting ELs in the content area
- Ideas of beauty and English Learners

TECHNOLOGY CORNER

Our Favorite Online Resources and Tools



RESOURCES FROM

Dr. Keller



SOME OF MY FAVORITE TOOLS FOR THE CLASSROOM

Here are three free apps that can help you communicate with multilingual families.

Talking Points <https://talkingpts.org/>

Microsoft Translate

<https://www.microsoft.com/en-us/translator/personal/>

Say Hi <https://www.sayhi.com/en/translate/>

Take Care of Yourself!

By: Maude Yacapsin

Over the last decade, the positive effects of practicing self-care have been well documented in research studies (Yacapsin, 2011; Fleming, Mackrain, & LeBuffe, 2013; Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016). Caring for yourself has long been a practice for social workers and psychologist (Rupert & Dorociak, 2019).

Self-care is a method by which teachers, both preservice and in-service, use to combat the negative effects of identified job stressors such as reduced feelings of placement or job satisfaction, demoralization, and compassion fatigue, otherwise known as burnout (Santoro, 2018). As early as your field placement, you may feel the pressure to perform well for your cooperating teacher and your college supervisor.

You will witness your cooperating teacher respond to the constant demands for accountability as well as to the pressures to care for students (Richards, 2012; Wright, Nankin, Boonstra, & Blair, 2019). Research demonstrates these demands negatively affect teachers' emotional health, well-being and longevity in the field (Jennings, Frank, Doyle, Oh, Rasheed, DeWeese, Cham, Brown, Davis, DeMauro, & Greenburg, 2017). Given this context, self-care, has potential to serve as a core intervention for promoting YOUR well-being and avoiding the emotional exhaustion and depersonalization characterizing the condition of burnout (Yoon, 2002; Bressi & Vaden, 2017). The field needs teachers like you! Your students will need teachers like you! There are many ways you can and should begin to take care of yourself-some are just simple steps! Talk with a friend and make a plan that is sustainable. Check out the image below to see how you can start NOW!



You can also answer a few questions [*here](#), that may help you decide how to initiate a plan for yourself.

*no information is saved or shared!

THANK YOU FOR CARING FOR YOU!



ALUMNI ADVICE

LESSONS FROM MESSIAH ALUM



ADVICE FOR FUTURE TEACHERS

Dear future teacher,

Right now, you are taking steps toward entering one of the most important, impactful, challenging, collaborative, joyful jobs out there. You have likely heard the phrase, “Teaching is a work of heart”; this is true, but I think there is so much more to it. It is, above all, a calling. To speak truthfully, not everyone is meant to be a teacher. But to those who are called to serve, the Lord truly works in, through, and with. On the days where it feels hard, stressful, impossible, remember that the Lord has gone before you. Sometimes, you need to throw away the instruction manual, and just go back to the heart of teaching: relationships. Don’t be afraid to have a dance party, to let the students rest while you read them your favorite book, to ask for help from fellow teachers!

Elsewhere, during your time at Messiah, the most important and helpful advice I can offer is this: get involved. I know your schedule already feels like it is bursting at the seams. I know you feel overwhelmed. I know some days you need to plan in your meal times, your time with friends, your time to call family, to breathe, etc. I know. BUT! You are likely to regret not joining that club, not taking part in the activity, not taking advantage of the many wonderful groups honoring students from all walks of life. Take a chance on these things that might light you up, help you branch out, broaden your perspective, and remind you that you are human. My days dancing with Acclamation in the basement of Witmer were the most renewing: a chance to let go of the day’s stress, to connect with dear friends, and to worship the Lord was the greatest blessing. So, I encourage and implore you to find your own “thing” or, even better, things that do the same for you. Find something that lights you up! I promise you it will be worth it.

Un placer,
Jess Gallup

ALUMNI PROFILE

Jessica Gallup
CLASS OF 2018

Santiago Christian School
Santiago, Dominican Republic

Elementary Learning
Support Teacher

Upcoming Events

MARK YOUR CALENDARS

JANUARY

December 5-Jan 20-Winter Break

January 21-Welcome BACK!!
Start of the Spring Semester

FEBRUARY

Scholarship Applications are due
12:00 noon on the last Thursday in
February

Dorothy Gish Women in Leadership
Application Due by NOON February
28th.

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



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