

10-2020

Education on Boyer 4th Newsletter - October 2020

Education Department

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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 2 | October 2020

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



MESSAGE FROM THE CHAIR

DR. TINA KELLER

Concern... Love... Kindness... Humility...

October, 2020

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?

STUDENTS IN THE EDUCATION DEPARTMENT

Julianna Chen



MEET JULIANNA

Hometown: West Chester, PA

Home School District: West Chester Area School District

Major: Early Childhood Education (PreK-4) /Special Education

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.



"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)



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

STUDENTS IN
EDUC 208

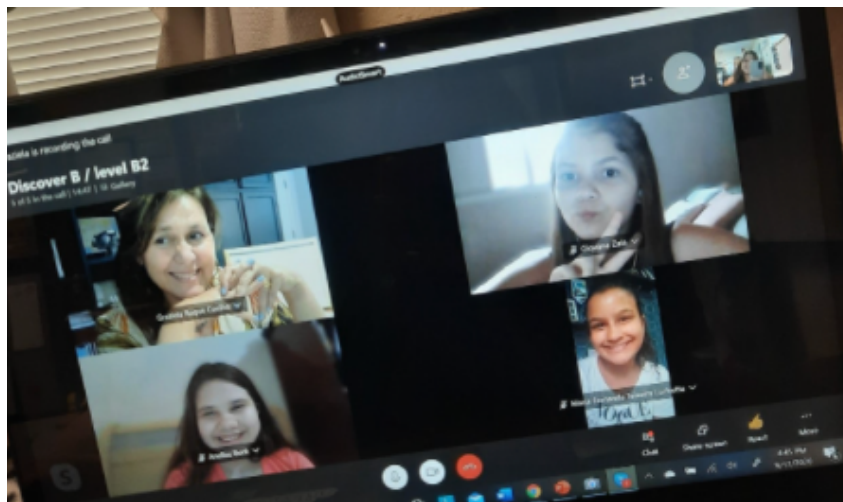
Learning from English Learners

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.

BY TINA KELLER



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



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.



HEARD IN THE CLASSROOM

What are we talking about this month?



ABBY LAWRENCE

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.



Emily Stanley

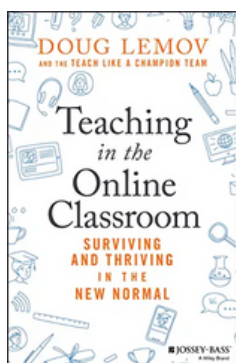
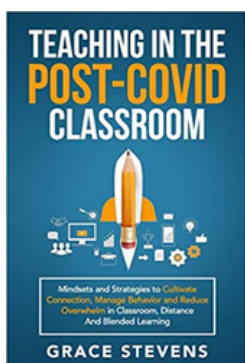
Emily is really enjoying her Educational Psychology class. Learning about the different types of intelligences and development stages places more of a tangible focus on certain aspects of students' growth, while also knowing that these are strictly followed and that each student is an individual. I think 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.



LEIBY SOTO, MIKAYLA FREDERICK, REBECCA WENGER, KYNZA LEARMONT-RAWLS

TESOL/ESL Minors in EDUC 311 discuss creating classroom environments that take into account BOTH individualistic and collectivistic cultures.

TRENDS IN THE FIELD



DR. JENNIFER FISLER

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.





DR. MFUM-MENSAH

PROFESSOR SPOTLIGHT

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FAVORITE SCRIPTURE VERSE AND WHY

"Psalm 107

This psalm 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.

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

NEWS FROM THE NEST

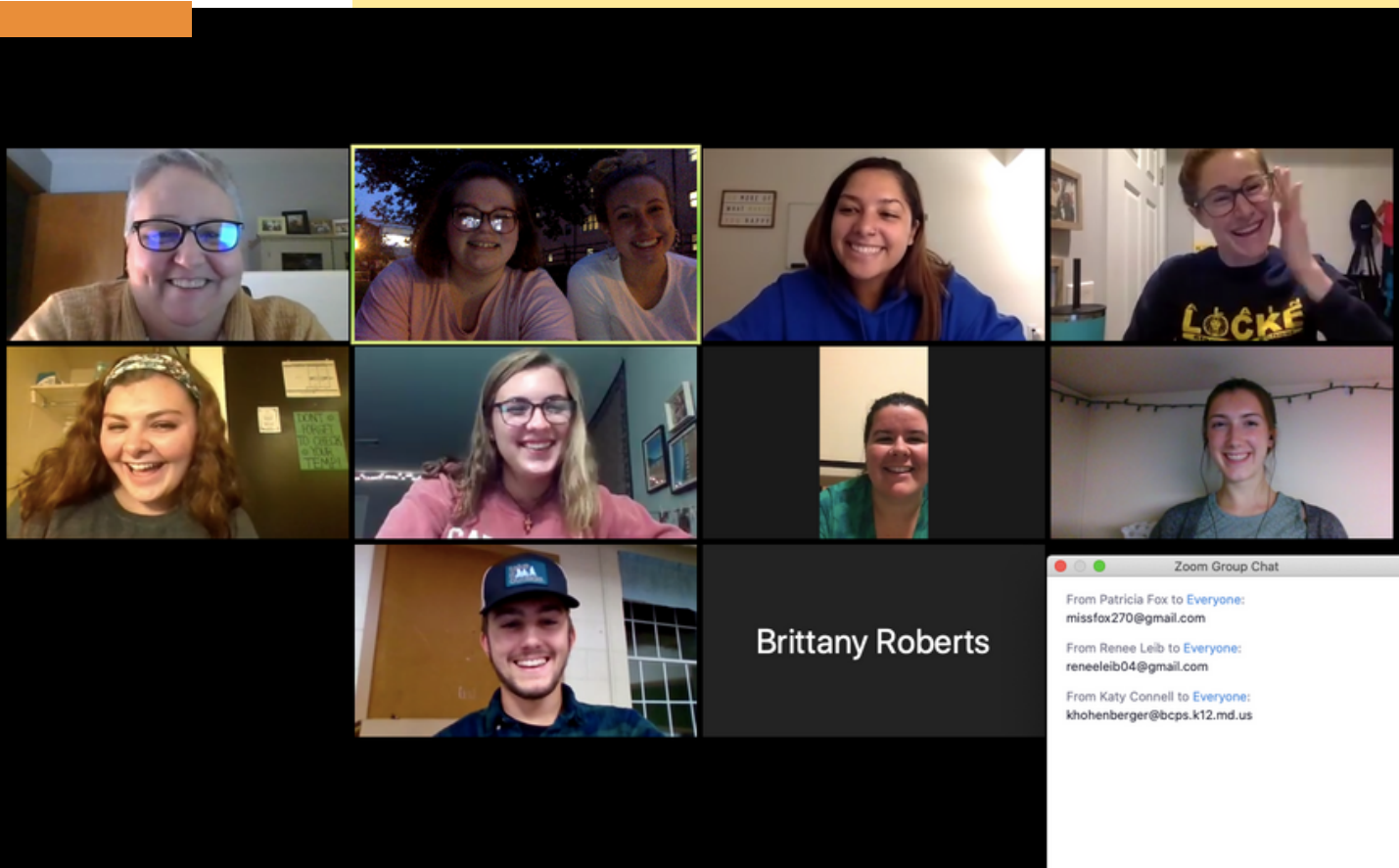
THIS SUMMER SAW NATIONAL TENSION, PROTESTS, AND SOCIAL CHANGE. WE ASKED A PANEL OF MESSIAH ALUMNI HOW WE CAN BEST SUPPORT OUR STUDENTS THROUGH THIS TIME.

Messiah Alumni Patty Fox, Renee Lieb, and Katy Connell joined EAMU to be panelists under the topic Teaching in a Time of Social Change. The three shared their experience teaching during this crazy time and provided not only advice on how we can best support our students but also what Messiah's Education Department can do to help better prepare us.

Patty Fox, Messiah class of 2015, spoke about her experience teaching second grade and kindergarten in the School District of Philadelphia. She talked about her inability to be a mirror for her students because of the color of her skin. She explained that she brings in people from the community that look like her students to read to them so they can see someone that looks like them as a reader.

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.



Screenshot from our Zoom session

CRAIGHEAD HOUSE

A LOCAL CULTURAL ASSET FOR EDUCATION MAJORS

By Sarah Fischer



Dr. Sarah Fischer, Assistant Professor of Literacy, is the Educational Coordinator for Craighead House

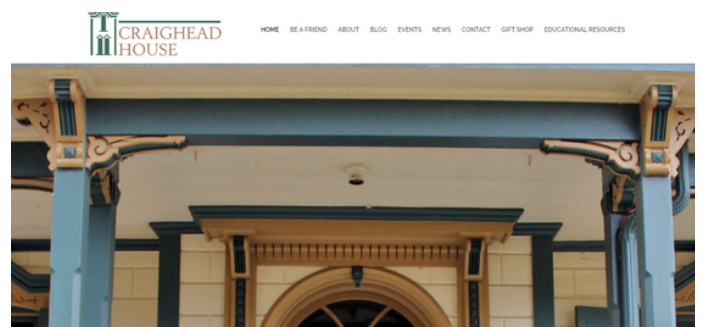
click here to [Learn More](#)

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/>



Welcome to Craighead House. Home of the Craighead Naturalists

Craighead House is historic for its architecture, but more so for what happened within its walls and on its landscape. This late Victorian home near Brilling, Joseph, PA, is where Frank Craighead, "School of the Everglades," was born and raised. His daughter, Jean Craighead George, Newbery Award-winning author of *My Side of the Mountain*, was born here.



PROFESSOR TEMPLE

PROFESSOR SPOTLIGHT

Office: Boyer 422

Email: jtemple@messiah.edu

EDUCATIONAL BACKGROUND

Superintendent's Letter of Eligibility – Shippensburg University
M. Ed. Educational Administration – Shippensburg University, M. Ed. Education – Shippensburg University, B.S. Elementary Education and Special Education - West Chester University

CLASSES I TEACH

EDSP 207: Introduction to Special Education
TEP 312: Field Experience
TEP 439: Student Teaching
EDME 537: Transition and Secondary Education
EDME 583: Capstone Project
EDME 534: Teaching Practicum

SERVICE

Coaching individuals with disabilities

RESEARCH INTERESTS

Teacher Supervision
Instructional Strategies

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.

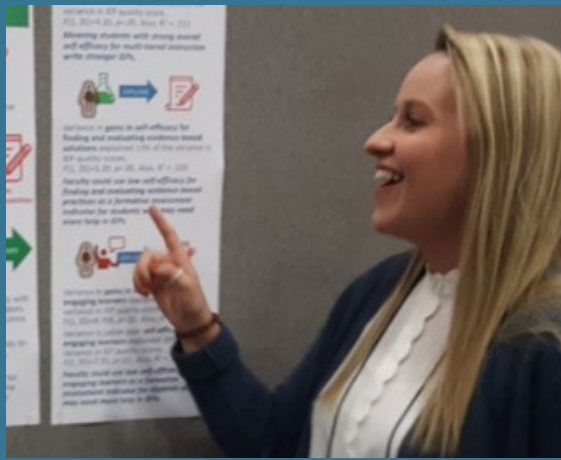
HIDDEN TALENTS

Home and handmade chicken pot pie

FAVORITE VACATION MEMORY

The beauty of Kawaii Island

Celebrating Education Department Undergraduate Scholars

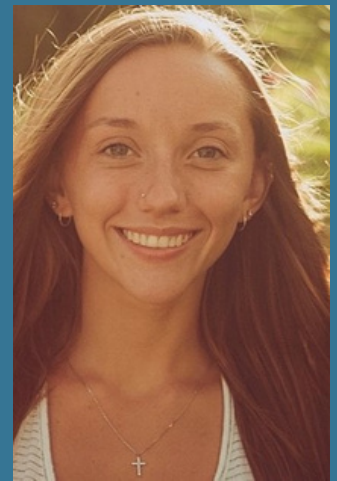


Katie Hipple Vargas (left) presented with Dr. Melinda Burchard at the 2020 International Convention of the Council for Exceptional Children, CEC. She then co-authored an article published in the October issue of *Pennsylvania Teacher Educator* about interactions between self-efficacy and IEP quality. 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, PACEC. 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!



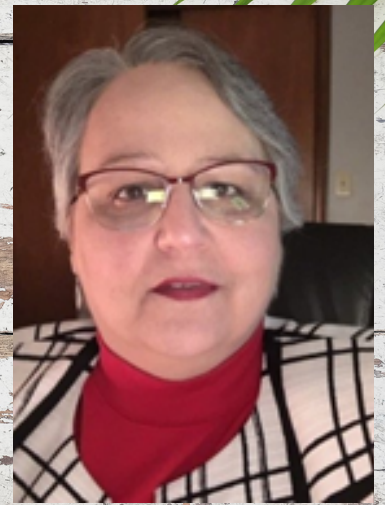
TECHNOLOGY CORNER

Our Favorite Online Resources and Tools



RESOURCES FROM

Dr. Buckley



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.



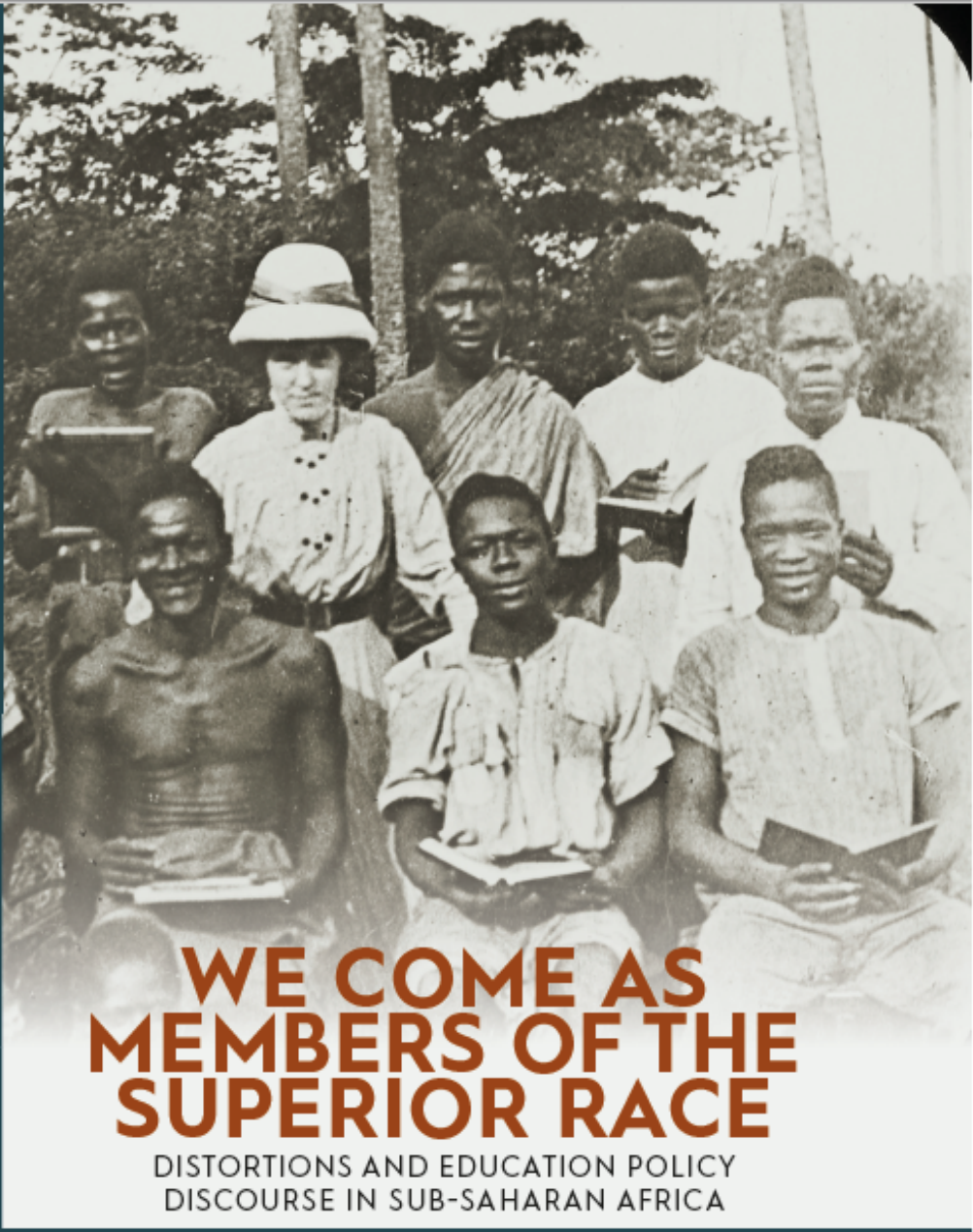
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OBED MFUM-MENSAH | WE COME AS MEMBERS OF THE SUPERIOR RACE



WE COME AS MEMBERS OF THE SUPERIOR RACE

DISTORTIONS AND EDUCATION POLICY DISCOURSE IN SUB-SAHARAN AFRICA

OBED MFUM-MENSAH

Book Talk



Tuesday
November
17th at 7:00
via Zoom

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.

***NEW BOOK WRITTEN BY DR. MFUM-MENSAH
PUBLISHED THIS MONTH***



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."

MEET OUR 2020
EDUCATION DEPARTMENT
FIRST YEAR STUDENTS



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!"

EACH MONTH WE WILL HIGHLIGHT 8
WONDERFUL FIRST YEARS! REACH OUT TO
MAKE THEM WELCOMED.

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)



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

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

I would earn:
TESOL Minor,
TESOL Certificate

I would earn:
TESOL Certificate

3 OPTIONS:

TESOL Minor: Academic Acknowledgement
TESOL Certificate: Teaching English Abroad, Adults
PDE Pennsylvania Program Specialist Certification K-12: Teaching ESL in Public Schools



TESOL Minor

Education Majors (PreK-4, Dual, Middle Level, Secondary) TESOL/ESL minor with Pennsylvania ESL Program Specialist Certification K-12	All Other Majors TESOL/ESL minor
Choice of HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)	Choice of (Pluralism Quest Requirement) EDUC 346 Sociocultural Perspectives on Education (3) HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)
EDUC 208 Teaching English Language Learners in K-12 Schools (3) (TEP requirement)	Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330/331 Instructional Design(3) (TEP requirement)	EDUC 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)	EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)	EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)	EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)	EDUC 402 TESOL/ESL Internship (1)

TESOL Certificate

All Majors
Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330 or 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)



ALUMNI ADVICE

LESSONS FROM MESSIAH ALUMNI



ALUMNI PROFILE

*Aubrie
Weaver*

CLASS OF 2016

West Shore Christian Academy
Pennsylvania

Third Grade Teacher

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



FOLLOW US

