
10-2021

Education on Boyer 4th Newsletter - October 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 11 | October 2021

NEW WIDA STANDARDS

Students will experience
the new English Language
Development Standards
this Fall

YOU CAN'T UNSCRAMBLE EGGS

A look back at the impact
virtual learning changes had
on Elementary Education

WHAT WORKS IN TEACHING AND LEARNING IN SPECIAL EDUCATION?

Preparing Pre-Service Special
Educators to Co-Teach
Personal Finance

In Every Issue

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

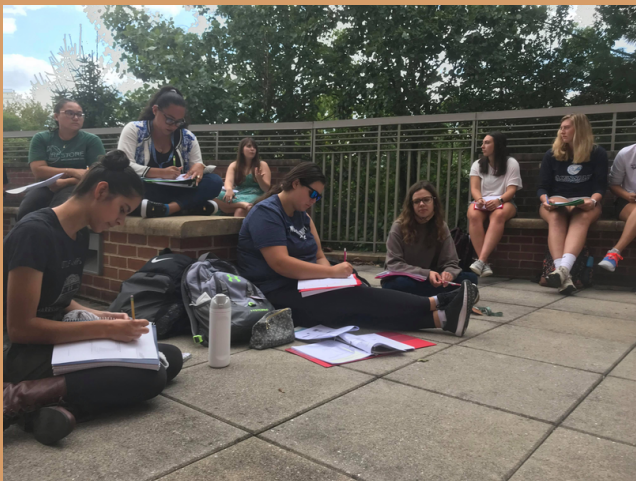


MESSAGE FROM THE CHAIR

DR. TINA KELLER

October 2021

I am so glad that I live in a place where we are able to enjoy all four seasons. Sure, there are times that I dream of a tropical home, but when the leaves change into brilliant hues I am grateful to live in central Pennsylvania. This fall is filled with exciting events! From Homecoming to conferences, October is humming in the education department. It has been especially exciting for me to see the ways that students are creatively meeting the challenges of this semester. It is not uncommon for me to find students studying in one of the relaxing Adirondack chairs found around campus. Or, swinging from their hammock beside the creek. Professors have held classes outside and students have found ways to continue to grow and serve in our community. We are adaptable and we are resilient. I am so blessed to be a part of this community and I can't wait to see what God has planned for us in the year ahead.



EDUC 208-Educating English Learners students enjoying the cooler weather while having a class Socratic seminar discussing the labels we use for students.



This month, may we take the time to enjoy the natural beauty around campus. Talk a walk on the fit trail, sit by the Yellow Breeches Creek, visit a fall festival or pick sunflowers in a local field. Celebrate the changing of the seasons thankful to God for his beautiful creation.

On the Cover:

Who is this young scholar? It is none other than our very own Dr. Hazen. Take a look at page 11 for the answers and winners of our Guess Who contest from last month.



LEARN MORE

Education Department Honors Projects

The Neighborhood Map Writing Tool

Over this year I am investigating the Neighborhood Map Writing Tool, one I first encountered in an article Professor Janae Lapp has us read in English 307. I want to discover the circumstances in which it has been used in the past and evaluate its usefulness. I implemented it with the class of 8th graders I worked with for my Junior field experience, and will analyze which goals it did and did not meet. I will also try it out myself, creating 3 annotated maps from my own neighborhoods and creating beautiful writings from these maps and my past. I then hope to take these findings and present them in a short series of videos that English teachers can easily access.

REBECCA WENGER

CURRENT YEAR (SENIOR)
ENGLISH W/ 7-12 TEACHING
CERTIFICATION
TESOL MINOR

Why did you choose this topic?

I chose this topic because I have a hunch that it will be one of the important pedagogical tools in ELA classrooms of the century. If it is worth the hype I want to magnify it, and if it is not as good as it appears on the surface I want to warn others.

What resources are you using for your project?

I am using Murray Library, an 8th grade class that Junior field helped me access, my advisor (Tina Keller)'s expertise, and my personal experience.

What are you learning so far?

I am learning how to research, the amount of time creating one's own research takes, the importance of accountability, and where to get inspiration when the going gets tough.

When will you finish your project?

December, 2021

DEVOTIONAL

A MONTHLY DEVOTION WRITTEN BY MESSIAH
UNIVERSITY EDUCATION STUDENTS.

Love and Craziness

Psalm 90:12 "Teach us to number our days carefully so that we may develop wisdom in our hearts."

I'm stressed about writing lesson plans, my younger brother is playing video games, my other younger brother is singing karaoke loud enough for everyone in town to hear, my sister is riding her roller skates around the house, my mom is trying to make dinner, my dad is laying hardwood floor, and my dogs are going crazy. This is a typical night at my house. Mom yells at the top of her lungs that it is time to eat and I notice that we all just stopped everything we were in the middle of to come and each together and talk about our days. We eat, sarcastically make fun of each other, and play a few board games. As crazy as life seems, every night we drop what we are doing to spend quality time together because we love each other.



Take a step back from your busy life. Take a deep breath. Look around you. What do you notice? You are there for a reason. Allow God to come into your heart and talk to you. Life is crazy, but it is also full of love and special little moments. If you keep running around stressing out, you will miss the beautiful moments happening right in front of you. Ask God to reveal to you the brevity of life so that you see that your days are numbered here on earth. As we learn to number our days, may we see the goodness and be more thankful of the little moments in life that are covered by stress.

Written by: Abby Lawrence (bottom left)

HEARD IN THE CLASSROOM

What are we talking about this month?



Marcellia Gartner

"I am really enjoying is in my EDUC 301 course literacy: climate curriculum and instruction, where we are learning about marginalia and uncontrolled scribbles. With these, young readers draw or write in the margins of a text and these marks are used to explore the world and the literature that they are processing. These marks can be stigmatized by society but we should be encouraging young readers to use these tools to enjoy reading."



Micah Wagner

"This year I am learning a lot about middle level students themselves and how I can create a learning experience that they will never forget!"



Students in EDUC 311

TESOL/ESL Minors in EDUC 311 discuss creating classroom environments that take into account BOTH individualistic and collectivistic cultures. The book, Managing Diverse Classrooms, has been a wonderful example of how teachers can support students and families. Students participate in weekly Socratic seminars unpacking key themes and making connections to their teaching. We especially enjoy opportunities to spend time talking outside.

TRENDS IN THE FIELD

TEACHING ONLINE

Dr. Jennifer Fidler

In the last year and a half our students and recent graduates have received a crash-course education in online teaching. In true Messiah student and alumni fashion, they have seized the opportunity to learn something new and use what they are learning to support their students academically and personally.

Here are 10 tips from our alums:

1. Give audio and visual cues and directions.
2. Have students respond non-verbally (hand signals, whiteboards, chat).
3. Teach kids to use the technology appropriately.
4. Use Google Classroom, SeeSaw, NearPod, Jamboard, PearDeck to engage and monitor student work.
5. Attend to students' social-emotional well-being in addition to academic learning.
6. Take time to make sure your online environment is structured and organized.
7. Establish and maintain routines.
8. Solicit feedback from students and parents and revise practices as needed.
9. Incorporate fun and community building activities.
10. Establish your own boundaries and take care of yourself.





DR. MFUM-MENSAH

PROFESSOR SPOTLIGHT

Office: Boyer 404 Email: omfum-mensah@messiah.edu

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)

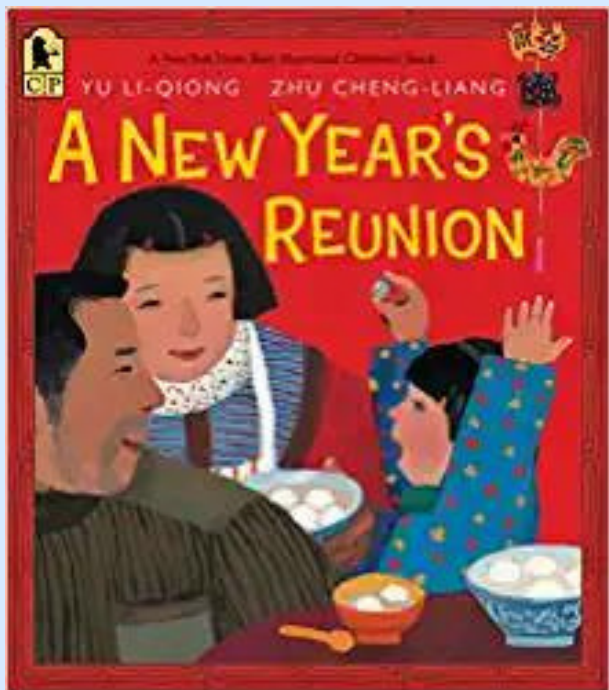
WHAT I DO FOR FUN

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

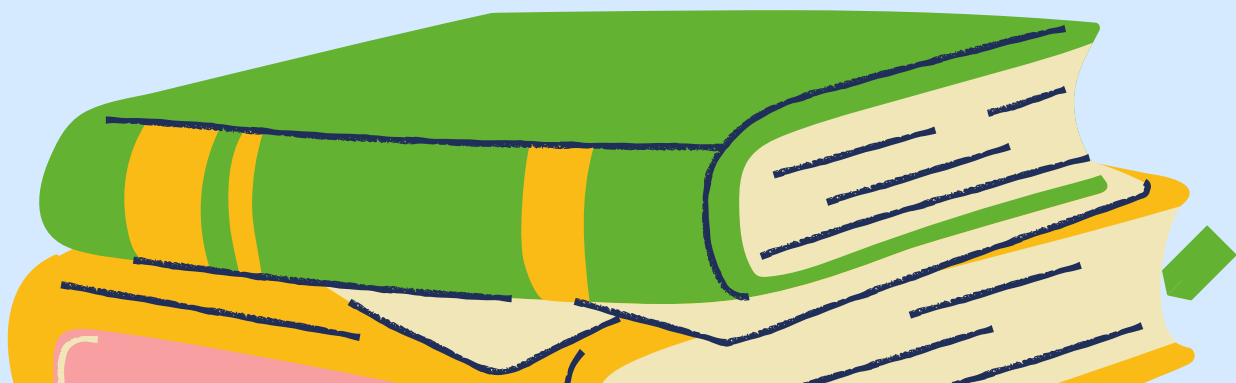
Postcolonial Studies
Education Policies in the Developing World
Education and Social Development
Participatory Research with Marginalized Groups
Socio-historical analysis of Education Development in Sub-Saharan Africa

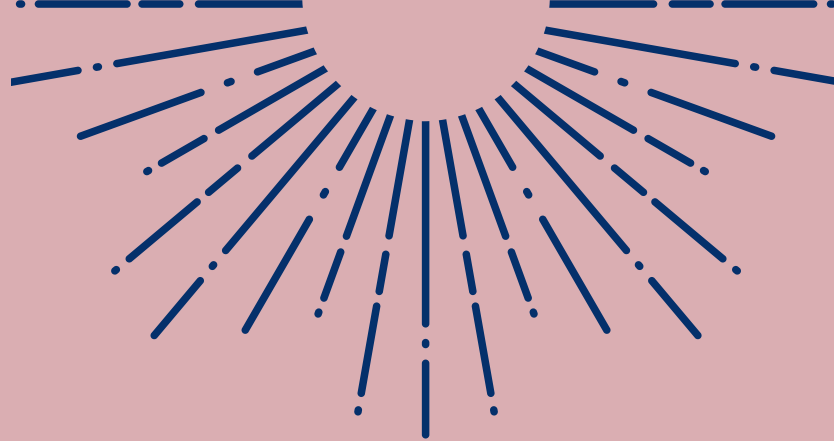
Check Out This Children's Book!



Reviewed by: September Nguyen

When I first found this book, I immediately resonated with its cover because I was able to see a representation of myself and my family. The cover has a Chinese family eating traditional Chinese food for Chinese New Year. As an Asian American, I grew up celebrating Chinese New Years with my family. I believe this book is a quality picturebook because both the illustrations and text play an important role in creating a meaningful story. In one review, the writer describes how this picturebook gives young readers an opportunity to compare their own celebrated holidays and traditions to the family's Chinese New Year's celebration, including the differences in foods. And that the picturebook isn't stereotypical either, while allowing students to understand the book on their own. I completely agree with everything this reviewer has said because I think this picturebook educates and allows readers to feel and empathize on the experiences that some Chinese working families face, the traditions of Chinese New Years and how it is particularly meaningful to this family, as well as allow young readers to compare their own traditions. Author, Li-Qiong Yu and illustrator, Zhu Chengliang are both Chinese creators of Children's books representing Chinese culture. In particular, Zhu Chengliang's illustrations include Chinese characteristics into his drawings. Their personal experience of being Chinese and celebrating Chinese New Years allows young readers to be educated with authenticity, and as the reviewer has mentioned, prevents stereotypes or inaccuracies of Chinese culture. I recommend this book to all readers because it engages readers into the reunion of a Chinese migrant working family, where the father comes home only once a year on Chinese New Year. Readers are invited to read and see meaningful illustrations of Chinese New Years and why it is so important to this family.





TESOL MINOR INFO NIGHT

**Come learn about the TESOL Minor from
current students and professors!**

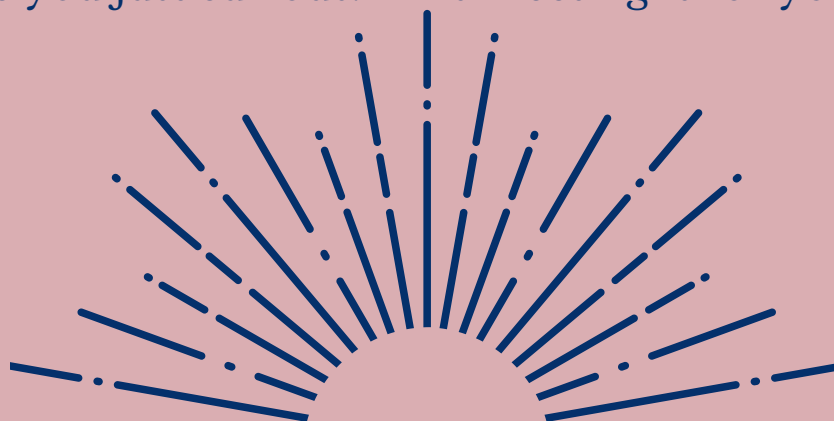
**OCTOBER 12TH
6:00 - 6:30 PM**

BOYER 277

Would you like to teach English abroad?
Are you interested in becoming an ESL teacher?

Would you like to be better prepared to teach multilingual learners in your
future classroom?

Are you just curious? This meeting is for you!



40 States are a part of the WIDA consortium. This means that they use the standards and assessment for the Multilingual Learners in their state.



New from WIDA

2020 ELD Standards

This fall, teachers and students will experience the new 2020 WIDA English Language Development Standards Framework for English Learners. These standards had a delayed release this past spring. They are similar to previous editions, but emphasizes "a commitment to advancing the field of language development for multilingual learners through a framework that supports equity and encourages students' assets."

"The 2020 WIDA Standards emphasize four "Big Ideas" for curriculum development, instruction, and assessment: 1) equity of opportunity and access; 2) integration of content and language; 3) collaboration among stakeholders; and 4) creating a functional approach to language development. The resources included in this edition offer practical strategies that allow teachers of multilingual learners to explore new ways to implement these four themes into their everyday practice."

To learn more, or watch a webinar, take a look page 4 of Everybody's Kids-The Pennsylvania Department Of Education Newsletter regarding English Learners.

[ESL-Everybodys-Kids-Spring-2021-Newsletter \(center-school.org\)](https://www.esl-center-school.org/ESL-Everybodys-Kids-Spring-2021-Newsletter)



PROFESSOR TEMPLE

PROFESSOR SPOTLIGHT

Office: Boyer 422

Email: jtemple@messiah.edu

EDUCATIONAL BACKGROUND

Superintendent's Letter of Eligibility
M. Ed. Educational Administration
M. Ed. Education
B.S. Elementary Education / Special Education

CLASSES I TEACH

EDSP 207: Introduction to Special Education
TEP 312: Field Experience
TEP 430/432: Student Teaching
EDME 537: Transition and Secondary Education
EDME 534: Teaching Practicum

SERVICE

Coaching individuals with disabilities

RESEARCH INTERESTS

Teacher Supervision
Instructional Strategies
Curriculum Design

WHY DID I BECOME A PROFESSOR?

Even though I retired with 35 years in public education, I wanted to return to the classroom with the intention to provide instruction and supervision to future teachers.

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 decisions and interactions with others - to treat others as you would want to be treated.

FAVORITE TEACHING MOMENT

There have been many over the years; however, recently it has been gratifying to hear from graduates 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 AND HOBBIES

Handmade chicken pot pie
Reading and Traveling

FAVORITE VACATION MEMORY

The beauty of Kawaii Island

New Opportunity!

Are you searching to a way to serve the local community?

Would you like to gain new experience and skills?

Would you like to earn money in the process?

If the answers are yes, then the Social Science Fellows Program is for you.

Social Science Fellows

The **Social Science Fellows program** is designed to engage students in a variety of interdisciplinary projects that meaningfully **advance the work of social service organizations in the greater Harrisburg area**. If selected, Fellows will either join a cohort of their peers and work collaboratively under a Program Director, or work with a faculty Project Manager on a departmental project based on the needs of a community partner. These community-based service projects could include research and/or advocacy work on regional program and policy communications that impact **housing, education, employment, health, and basic needs**. Fellows will be paid for 5-10 hours per week as they work on projects throughout the academic year (for a semester or longer).

FELLOWS COULD WORK WITH COMMUNITY PARTNERS SUCH AS:

- Capital Area Coalition on Homelessness (CACH)
- Communities Practicing Resilience
- Dauphin County Systems of Care
- Greater Capital Region STEAM Ecosystem

Use the QR code to learn more about the Fellows program and to apply!

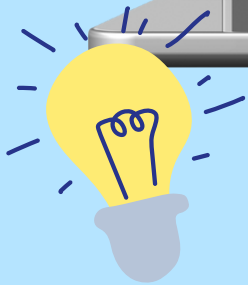


QUALIFICATIONS TO BE CONSIDERED AS A SOCIAL SCIENCES FELLOW:

- Desire to support social service organizations
- Minimum of 3.0 overall GPA
- Must be of Sophomore, Junior, or Senior status
- Must have a faculty academic advisor recommendation
- Must be able to coordinate travel to Harrisburg (may be optional for departmental projects)

For further information about the program, please email Bridgette Watkins (watkins@messiah.edu). Visit our website at www.messiah.edu/homepage/2725/social_science_fellows





How to Crush Student Teaching with Dr. Samantha Fecich

Last month, EAMU invited Dr. Samantha Fecich to speak to Messiah education majors as they gear up for student teaching!

She provided EAMU members with advice and tips that will help them build rapport with students and other teachers in their field placements.

To hear more tips from Dr. Fecich, visit her website and podcast called EduMagic.



Save the Date!

Eastern Pennsylvania PRE-SERVICE TEACHER DAY

Saturday, November 6, 2021
9:30 am – 3:30 pm
Millersville University

Featuring:

- Keynote address
- Presentations and panels spanning K-12 math education
- Thematic Sessions
 - Taking Action
 - Make it, Take it
 - Growth Mindset/Mindfulness
 - Technology/Special Issues



Network with pre-service and practicing teachers from across the state!

Exchange ideas, resources, experiences, and best practices!

Build your professional teaching career!

Registration open
Sept 6th – Oct 22nd

Sponsored by PCTM and PAMTE

For more information, contact Cynthia Taylor: cynthia.taylor@millersville.edu

FIND OUT MORE:

[HTTPS://WWW.MILLERSVILLE.EDU/MATH/
COLLOQUIUMS-SEMINARS.PHP#PSTDAY](https://www.millersville.edu/math/colloquiums-seminars.php#pstday)



CONTACT CBUCKLEY@MESSIAH.EDU IF
INTERESTED

Who?

Name the Education Faculty Member



Dr. Carol Buckley



Nicole Philipkosky



Elizabeth Smith



Dr. Sarah Fischer



Bev Goodling



Emily Sidelinger



Jeanne Temple



Julia Davis



Dr. Tina Keller

Contest Winners



Lisa Vargas and Molly Fried

TECHNOLOGY CORNER

Our Favorite Online Resources and Tools



RESOURCES FROM

Dr. Hazen

TECH TOOLS TO TRY IN TWENTY-ONE

IT'S HARD TO IMAGINE WHEN WE HAD MORE "OPPORTUNITIES" TO TRY NEW TECHNOLOGIES IN THE CLASSROOM. BUT THESE NEW CHALLENGES HAVE PUSHED US TO TRY NEW APPROACHES AND SEEK NEW ONES FOR THE UPCOMING YEAR. HERE ARE THREE THAT I AM GOING TO TRY OUT IN 2021.

1. MOTE [JUSTMOTE.ME](https://www.justmote.me)

PROVIDING QUALITY FEEDBACK IS ONE OF THE MOST IMPORTANT THINGS TEACHERS CAN DO FOR STUDENTS, BUT IT IS ALSO TIME-CONSUMING. AS A RESULT, MOST TEACHERS DON'T GIVE NEARLY ENOUGH. MOTE MAKES IT EASIER TO GIVE FEEDBACK FASTER. A GOOGLE CHROME EXTENSION LETS YOU ADD VOICE COMMENTS IN THE COMMENT FIELD OF ANY GOOGLE DOC, SLIDE PRESENTATION, SPREADSHEET, OR INSIDE THE GOOGLE CLASSROOM ENVIRONMENT. USING VOICE IS FASTER AND MORE PERSONAL AS STUDENTS CAN HEAR YOUR ACTUAL VOICE INSTEAD OF WRITTEN COMMENTS.

2. ALLSIDES [ALLSIDES.COM](https://www.allsides.com)

WE'RE LIVING IN A TIME WHEN ANYONE CAN CREATE AND PUBLISH ANYTHING AND MAKE IT LOOK CREDIBLE. ADDITIONALLY, OUR STUDENTS SPEND THE BULK OF THEIR DAYS CONSUMING USER-GENERATED CONTENT, A TIME WHEN ALGORITHMS ARE SHOWING US MORE OF THE STUFF WE AGREE WITH AND LESS OF WHAT WE DON'T. ALLSIDES OFFERS NEWS FROM ALL SIDES OF THE POLITICAL SPECTRUM. CHOOSE A TOPIC—LIKE CORONAVIRUS, ELECTIONS, HEALTH CARE, AND SO ON—AND ALLSIDES PROVIDES YOU WITH A CURATED LIST OF NEWS AND OPINION PIECES FROM PUBLICATIONS CLEARLY LABELED AS LEANING LEFT, LEANING RIGHT, AND CENTRIST. CLICK ON ANY OF THEM, AND YOU GO RIGHT TO THE FULL ORIGINAL ARTICLE. THIS SITE WOULD BE AN EXCELLENT RESOURCE FOR ANYONE WHO TEACHES HISTORY, SOCIAL STUDIES, OR WRITING OR RESEARCH WHERE STUDENTS NEED TO SUPPORT THEIR IDEAS WITH TEXTUAL EVIDENCE. THE SITE ALSO INCLUDES FREE CLASSROOM ACTIVITIES LIKE A RED BLUE DICTIONARY, TOPIC PAGES WITH BACKGROUND INFORMATION ON POPULAR CURRENT EVENTS TOPICS, AND LESSON PLANS FOR TEACHERS.

3. PREZI VIDEO [PREZI.COM/VIDEO](https://prezi.com/video)

THIS TOOL ALLOWS YOU TO COMBINE THE ANIMATION FEATURES OF A PREZI PRESENTATION WITH A TALKING-HEAD VIDEO. YOU STAY ON THE SCREEN, TALKING THE WHOLE TIME, WHILE YOUR ANIMATED PRESENTATION IS LAYERED RIGHT ON TOP OF THAT VIDEO. WITHIN THAT SIDE PRESENTATION, YOU CAN SHARE A SCREEN, SHOW A VIDEO, PROVIDE TEXT OR IMAGES, OR ANYTHING ELSE YOU WOULD DO WITH A SHARED SCREEN PRESENTATION.



WELCOMING NEW STUDENTS TO THE DEPARTMENT



Erin Haines speaks to a few of the new students about the TESOL minor as they design their mugs.

Dr. Mfum-Mensah and Prof. Jeanne Temple talk to students about the future teacher's lounge as they pick out decals.



Marcelia Gartner shows one of our new students where to find the 8 semester guides



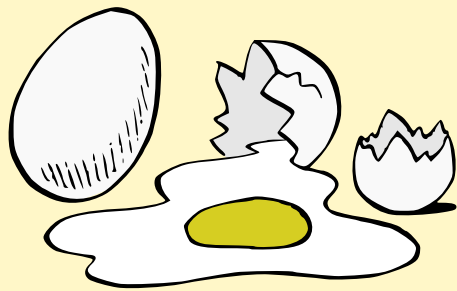
Students arrive, pick a name tag and a mug.



You Can't Unscramble Eggs

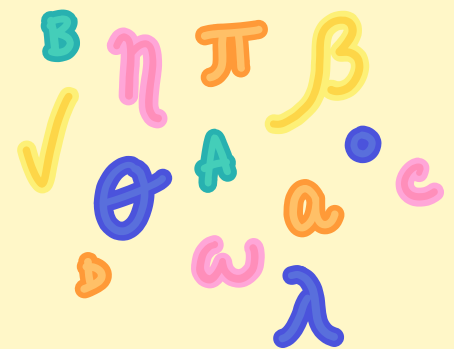
Dr. Carol Buckley

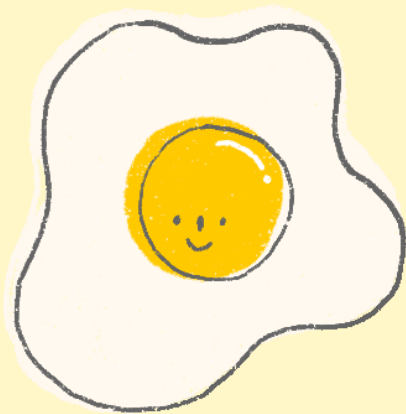
Once eggs are scrambled, it is impossible to return them to their original state. Likewise, once something in life is experienced, it is impossible to turn back time and “un-experience” it. Instead, we need to learn from the experience. Such is the case with how elementary education has changed at the hands of CoVid and the global pandemic.



Eighteen months ago, the world was reeling in an attempt to mitigate CoVid 19. At every corner of life, there was something new to do in order to thrive. Social distancing, hand washing with special soap, hand sanitizers everywhere, sanitizing wipes and gloves when touching surfaces, vaccinations, and, of course, masks. Add virtual learning to the list. Prior to the pandemic, education in Kindergarten through grade 5 (K-5) was traditionally in a face-to-face setting. Sure, there were pockets of virtual learning present, but often that was limited to special circumstances. Cyber schools were available, but were not yet widely used.

Providing a virtual learning option for adult learners seems to be a viable option. They are more mobile to satisfy social-emotional needs, have a more established sense of community, may have a greater motivation and ability to assume responsibility, and are often more independent overall. Adapting to virtual learning for K-5 students probably depends on factors such as level of maturity, level of motivation, learning styles, prior experiences and much more. Specifically in primary grades, children may or may not be equipped to initiate and/or navigate a total virtual experience without adult support. There also may be a greater need for social-emotional learning in younger children. However, some changes in the world of education have been learned during the pandemic that should not be discounted moving forward.





Kudos to the many educators that withstood the storm. Almost overnight, the world expected K-5 educators to switch from face-to-face instruction to virtual instruction, and they did! This was especially difficult in the Kindergarten through grade five setting. This overnight transition brought to light some inaccurate assumptions we make every day. We often take for granted the blessings we have in life, without realizing that not all children enjoy the same status. Some districts had a “device” for every child. Some did not. In society at large, it became apparent that not all children even had access to internet service, so the device they were given was useless. This brought to light the diverse population of children in K-5 classrooms, and their diverse needs. Many children had little experience with technology, so the instructional time for weeks focused on teaching children how to access instruction. In addition, the social-emotional needs of children were a challenge to meet virtually.

It was impressive how quickly K-5 education was able to make this change to virtual instruction and learning. Despite the flawed assumptions mentioned above, there were many things we learned which need to stay, regardless of face-to-face, hybrid, or virtual instruction. Virtual manipulatives, electronic books to read or have read aloud, and many other digital resources have grown in availability. We realized the need for flexibility and adaptability to adjust to quickly changing or even planned changes in learning environments. There does not have to be an interruption in learning when bad weather hits, or even a pandemic! We learned how to make instruction more engaging.

Virtual instruction can be interactive through the many programs where children can audio or video record a response. There are more opportunities for teachers to see and hear students. Therefore, virtual options provide needed evidence for monitoring a child’s academic progress and communicating specific needs. Choice is motivating, and with virtual learning students have more ways to demonstrate understanding. In our transient society, education can go with us and always be available regardless of our physical location.

Yes, we still need human interaction. That five year-old child still needs to sit on Dad’s knee for a bedtime story. We cannot and should not replace human interaction with a computer screen. However, when the pandemic finally settles and we begin to transition to the next version of “normal”, I urge you to consider some of the ways in which education has improved during the trying times of CoVid. Just as we can’t un-say something that has been said, can’t un-hear something that has been heard, can’t unscramble eggs that have been scrambled, we should not stop using the good pedagogy and teaching strategies in education that have come from our adjustment to teaching K-5 children virtually during a pandemic.

TESOL DECISIONS

Both the TESOL Minor and TESOL Certificate need to be declared

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

YES

NO

I could add a TESOL minor (18 credits)

I could add a TESOL certificate (15 credits)

I could add a TESOL minor (18 credits)

I could add a TESOL certificate (15 credits)

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)

What works in Teaching and Learning in Special Education?

Did you know?

- 21 States require students to learn about Personal Finance!
- Pennsylvania allows Personal Finance to count for graduation requirements.
- Special educators may serve learners from pre-school through 12th grade.



Preparing Pre-Service Special Educators to Co-Teach Personal Finance

by Melinda Burchard, Ph.D.

When students pursue teacher certification in Special Education through Messiah University, they prepare to serve from infants up through 12th grade. This requires readiness to teach or co-teach up through high school content. With Pennsylvania's initiatives to promote financial literacy, a team collaborated to prepare Messiah's pre-service special educators to co-teach personal finance. That team included: two educators from Northern York County School District, Shannon Trostle and Connie Bleiler; a teacher from Gettysburg, Sam Donahue; two Messiah faculty, Dr. Melinda Burchard and Dr. Carol Buckley; and two pre-service teachers, Karissa Hagar and Alyssa Amels.

In one course, students engaged in training about personal finance including pre and post assessments of knowledge, a teacher's budget game with reflection, and students teaching lessons on personal finance topics.

Dr. Burchard, Dr. Buckley, Mrs. Hagar and Miss Amels investigated interactions between self-efficacy, knowledge and skills, and lesson quality, as well as effectiveness of training for gains in knowledge, and qualitative themes in student reflections. Dr. Burchard, Miss Amels and Mrs. Hagar presented at an international conference last spring. Dr. Burchard presents again about this at a conference in October. All four submitted an article that is now under review.

What worked?

Did students make gains in learning?

The training worked. Students made gains in knowledge of Personal Finance, with very large effect, Cohen's $d = 1.14$. In other words, the instructional unit about personal finance was effective in building knowledge of personal finance.

What Interacted?

How did students' Self-Efficacy interact with Lesson Quality?

The quality of student lessons on personal finance interacted with both final self-efficacy for interventions and with gains in their self-efficacy.

With components of final self-efficacy:
Engagement of learners ($r = .574, p < .05$)
Data-driven decision-making ($r = .670, p < .01$)
Finding and evaluating evidence-based practices ($r = .582, p < .01$)
Monitoring interventions ($r = .547, p < .05$)
Overall self-efficacy for multi-tiered instructional practices ($r = .656, p < .01$)

And with gains in self-efficacy for:
Data-Driven Decision-Making ($r = .507, p < .05$).





Do you want to be a teacher?

Then you need to take educational psychology!

Messiah University is offering a dual enrollment educational psychology course next year in both the fall and spring semesters. If you want to be a teacher, you should take it.

If you want to be a teacher, one of the required courses you will need to take is Educational Psychology. A standard introductory or general psychology course may not count towards degree or licensure requirements. Educational Psychology is a required course at the following colleges and universities: **Messiah University**, Penn State, Grove City, IUPA, Wilkes, Pitt, Temple, Kutztown, Gettysburg, Susquehanna, University of Scranton, Bucknell, LVC, Dickinson, Villanova, Geneva, Eastern, Lafayette, Swarthmore, Drexel and many more. Instruction will be delivered online, providing an opportunity for you to learn alongside Messiah undergraduate students. **Get a head start today on your journey towards becoming a teacher!**

- Fall and spring 2021-22
- Earn credits towards your teaching degree
- Learn alongside on-campus students
- Asynchronous delivery with on-campus learning opportunities

Questions?

Contact: Matt Reitnour

Associate Director of Admissions/Coordinator of Dual Enrollment

Email: mreitnour@messiah.edu | Call: 717-691-6000



Benefits of being dual enrolled at Messiah University

- Create a more flexible schedule as a college student
- Strengthen your potential to graduate from college in less than 4 years
- Experience college life by taking classes taught by Messiah University professors
- Take college courses that may satisfy both high school and college credit requirements

2L_1114



ALUMNI ADVICE

LESSONS FROM MESSIAH ALUMNI



ALUMNI PROFILE

*Juliana
Harris*

CLASS OF 2018

EcoTarium
Worcester Massachusetts

Museum Educator

ADVICE FOR FUTURE TEACHERS

Always follow your dreams, even if it means breaking the mold. While at Messiah I spent many weekends volunteering at the Oakes Museum and spent my summers as a camp counselor at a science museum in Massachusetts. Those experiences inspired me to pursue a teaching career not in a classroom, but rather in a museum. I love helping kids and adults alike discover new things about the world, or learn more about a topic they're really interested in through the hands-on experiences and object based learning that museums provide. This field has afforded me so many unique opportunities, from flying a plane as a summer camp intern at the Smithsonian's National Air and Space Museum, to handling live animals for children's programs. So, my advice would be this- follow your dreams, because whether you need courage, money, or support to do so, I've learned that God always provides.

EDUCATION DEPARTMENT



HONORS PROJECT

Due by

NOVEMBER 1

(to start the following spring)

or

APRIL 1

(to start the following fall)

INTERESTED JUNIORS SUBMIT AN ONLINE APPLICATION

Students complete the online form to initiate interest in completing an education department honors project.

EDUCATION DEPARTMENT REVIEWS APPLICANTS

After reviewing all applications, top projects will be selected and faculty advisors will be assigned.

NOVEMBER 1-15

(to start the following spring)

or

APRIL 1-15

(to start the following fall)

To learn more, visit our webpage [Department Honors projects | Messiah, a private Christian University in PA](#)



Upcoming Events

MARK YOUR CALENDARS

OCTOBER

Open House October 11th

Learn about the TESOL minor-October 12 6:00

TEP Scholarship Reception- October 12

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

HAPPY BIRTHDAY to... Professor Philipkosky
October 28



HAPPY BIRTHDAY to... Doctor Jennifer Fisler
October 29

Harrisburg PACTE conference October 28-30

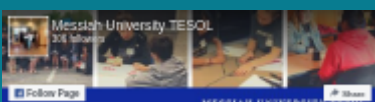
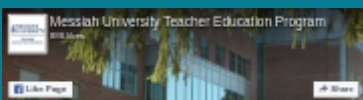
eSTEAM Saturday with Migrant Education Students-Oct 30

Would you like to contribute to our newsletter? Do you have an idea for an article? We would love to hear from current students or Messiah Alumni!

Email ideas to tkeller@messiah.edu



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