

The Educator

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WELCOME SPRING! BEGINNINGS AND BEYOND...

Many moments throughout each month of spring semester and summer short terms were mini-milestones for the department. You can read about some of the January through June happenings in this edition of *The Educator* and share in our celebrations.

Spring term 2011 began with a renewed emphasis on multiculturalism and diversity. Students explored their cultural roots using primary sources, government documents, interviews, memories, and photographs. Students also enjoyed a series of events at the Selma Public Library that featured authors who had written about their heritage. In February the department

welcomed Dr. Tommy Bice, Deputy State Superintendent of Education, to campus. The Teacher Advisory Committee, teacher candidates and area educators participated in a day-long seminar with Dr. Bice.

March roared in like a lion with Alabama Math Science Technology Initiative (AMSTI) training, field trips, presentations, and service opportunities that enhanced learning opportunities in all of our classes. The "Parent Panel" features one example of how "a village" expands our vision of learning for all.

In April, the department recognized teacher candidates' accomplishments at Honors Convocation. We are proud of their accom-

plishments.

In May, teacher candidates were actively involved in two new partnership school districts. Read more about this unique learning opportunity.

As the end of June approaches the department looks beyond our campus and sees



endless possibilities for 4 of our candidates who will be certified to teach in P-12 classrooms.

PARENT PANEL MAKES A DIFFERENCE

Each semester Dr. Judy Blanton surveys students to identify which component of EUD 402 Exceptional Children contributed to a positive attitude toward students with disabilities. From a myriad of options, 80% of the respondents indicated that

the "Parent Panel" was a major factor that engendered inspiration and a desire to work with children with special needs.

The Parent Panel is composed of 3 to 5 parents of children with disabilities

generally between three to five years of age. Panel parents are selected by Sarah Youngblood, Director of the Special Preschool Early Intervention Childhood Program (SPEC) located in the West Alabama Rehabilitation Program in Selma (p. 3).

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CONGRATULATIONS GRADUATES!

- Anna McCray, Elementary Education
- Heather Cooper, Elementary Education
- Brandy Strickland Barger, Social Science 6-12
- Jodie Breedlove, English/ Language Arts 6-12

Deputy Superintendent, Dr. Tommy Bice, Visits Judson

The Department of Education was delighted to have the honor of welcoming Deputy State Superintendent of Education Instructional Services, Dr. Tommy Bice, to campus, on February 22, 2011. This was an extraordinary opportunity for faculty, staff, students, and local educators from the Teacher Advisory Council to talk with this prominent state official.

During his visit, Dr. Bice toured local schools, presented information concerning a new direction for education in the State of Alabama, and met with Judson Department of Education students. Throughout his visit, he openly shared his many experiences and elicited questions and thoughts about the current state of education in Alabama from all he met. "I found it so encouraging that he cares so much about education as a

whole...It honestly made me realize how much I wanted to be a teacher," stated Katie Davis, an education major. It was evident that Dr. Bice was truly interested in learning what those on the "front lines" believed was working and more importantly, what could be changed to better education in Alabama for all of its children.

Dr. Bice's message emphasized the new and necessary call for educators to do what is best for each and every child by reinventing and changing instruction and teacher training to meet challenges of the next generation. "He talked about changing Alabama schools so that teachers do not feel obligated to teach to the test, but instead, to teach to student needs," remarked Amanda Fee, Music Education major.

Judson's Department of Education was indeed honored that Dr. Bice expressed a continued deep interest in Judson College's commitment to partnership schools and in its commitment to developing leaders for tomorrow's classrooms.



HONORS CONVOCATION

On April 12, 2011, the department recognized three teacher candidates for their scholarship, service, and teaching abilities at Honors Convocation.

Dawn Dorr received the Outstanding Elementary Education Student for 2010-2011. Dawn's work in P-6 classrooms is a positive reflection of her dedication to her studies.

The Outstanding Secondary Education Student 2010-2011 was awarded to

Laura Lee Logan, an English/Language Arts 6-12 major. Laura Lee has shown competency in preparing and presenting lesson plans that meet the diverse needs of English/Language Arts 6-12 learners.

Bethany Rush, an elementary education major, received the Most Outstanding KDE Member 2010-2011. Bethany makes a positive contribution to the overall goals of the department.



Congratulations!



Judson Students Participate in AMSTI Training (Continued on p. 3)

The Alabama Math, Science, and Technology Initiative (AMSTI) is lead by the Alabama State Department of Education in an effort to improve math and science teaching statewide. During the spring 2011 semester, elementary education majors, Lisa Head, Anna McCray, and Bethany Rush, along with Dr. Lesley Sheek participated in preservice certification training arranged by The University of Alabama. The goal of AMSTI preservice certification is to provide an

"intact, year-one, AMSTI experience" similar to what the participants would receive if they attended grade/subject level training at an AMSTI Summer Institute.

The AMSTI mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies. The premise behind AMSTI is that students learn math and science best by doing math and sci-

ence, especially when they are able to relate it to their daily lives. According to Lisa Head, "The AMSTI training was very stimulating for me as a future teacher. The experiments and constructivist-based curriculum materials were presented in a way that was not intimidating and the instructors were very helpful with questions I had. I would recommend this training for any teacher candidate."

PARTNERSHIP FEATURES INTEGRATION MODEL FOR COURSEWORK

The department actively seeks to create partnerships where educators, clinical education faculty, and teacher candidates form a learning community. In this model all work together to design and plan instruction for P-12 classrooms.

This goal was realized in a recent collaborative effort between the department and Brookwood Forest Elementary School in Mountain Brook City Schools. Teacher candidates enrolled in EDU 311 Instruction Media, EDU 406 Evaluation of Learning, and EDU 403 Curriculum Design collaborated with all in the learning community during and after school hours to interweave

standards, content learning objectives, materials, teacher candidate projects, practice teaching experiences, integrated unit planning, and learning-based outcomes in classroom practice.

There is an ever increasing demand for 21st century teachers to incorporate technology and media into best practices. Mountain Brook Schools have access to the latest technologies and resource personnel - technology coordinators, school media specialists, and parents who are committed to providing financial support to purchase new and innovative materials- to complement and support the use of learning with technology.

The department is grateful to Mrs. Donna Williamson, Technology Administrator, Mountain Brook City; Ms. Sharon Mims, Technology Specialist Brookwood Forest; Ms. Yvette Faught, Principal Brookwood Forest Elementary, and to the inspiring and dedicated teachers of Brookwood Forest Elementary for an innovative professional experience in a learning community.



AMSTI (CONTINUED)

AMSTI training supports the knowledge and skill that preservice teachers gain through their mathematics and science methods course. Participants are afforded to opportunity to see and participate in curricula based on national standards in chorus with state objectives.

Dr. Sheek reflected on her experience stating, that "AMSTI training provided Judson teacher candidates with an in-

"The AMSTI trainers were gracious to provide this enriching learning opportunity, one that will make a difference for Judson teacher candidates and the students they will soon teach," stated Dr. Sheek.

depth look at the Investigations curriculum, a curriculum that supports the National Council of Teachers of Mathematics Principles and Standards for school mathematics. An emphasis was placed on mathematical thinking and reason-

ing as Judson education majors participated in problem solving activities to foster a coherent mathematics curriculum, one where students think flexibly about num-

ber. Teacher candidates learned valuable classroom routines, math games, questioning techniques and specific math lessons to support a learner-centered mathematics program."

The Department of Education at Judson is so grateful to Dr. Stacy Surman, Cynthia Freeman, Ninette Cannon, and The University of Alabama/University of West Alabama AMSTI Site for their assistance with making this training possible.

PARENT PANEL MAKES A DIFFERENCE

Children accompany their parents and Mrs. Youngblood to the Judson campus to present the difficulties and rewards of raising a disabled child. The panel generally consists of parents of children with Down Syndrome, Cerebral Palsy and Autism and each speak candidly about the daily challenges that they face portraying the psychosocial impact of the disability on the family. Each

parent shares their movement through the Grief Process of shock, denial, guilt, anger, sadness, and finally acceptance. After the parents present their stories, students are allotted time to express their opinions, comments, and an opportunity to ask questions. One student stated, "You are all heroes." One parent noted, "You may have my son in your classroom one day, and I want you to

see what I see...the happiness that he has brought into my life. I want him to be accepted by his peers and challenged."



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Teacher Candidates

America's Best
Christian Colleges

Judson College listed among top colleges by U.S. News: Guidance Counselors say...

Judson College one of Best

RECOGNIZING SUCCESS

In the beautiful lyrical text, *Long Night Moon*, Cynthia Rylant (2004) writes "Long ago Native Americans gave names to the full moon they watched throughout the year. Each month had a moon. And each moon had its name....In May, a Flower Moon blooms, wide open, bright." Just as Rylant celebrates this exciting time of the year in her beautiful book, we recognize the end of the academic year as a time for reflection and celebration. This May, we excitedly recognize teacher candidate, Anna McCray as she prepares for her career to bloom brightly. We congratulate Anna McCray on completion of clinical practice this semester. Anna worked in a kindergarten class at Brent Elementary under the direction of cooperating teacher, Mrs. Harbin. She completed her clinical practice in fourth

grade at Albert Turner Elementary, under the direction of Mrs. Tubbs-Turner. We are grateful to both schools and their leaders for partnering with Judson to help prepare our teacher candidates. We are all thrilled for Anna and wish her a long and successful career.

The Department of Education also recognizes two sophomores for their outstanding scholarship, character and commitment to the field of education. Amanda Carle and Sarah Smith were both inducted into Judson's Beta Rho chapter of the Kappa Delta Epsilon this academic year. To become a member, a teacher candidate must complete 30 credit hours, maintain a minimum 3.0 GPA, and demonstrate outstanding character. We congratulate Amanda and Sarah on this honor.

Theory in Practice

The constructivist approach is not only something we learn about in educational psychology, but it is incorporated into each of our method classes. For example, in social studies, we have learned to challenge children's point of view by having them see life through another's eye. This is done by reading children's literature from an often overlooked character in history and having the students discuss how they would feel or react in a particular position. In math and science, we trained in AMSTI and learned how to make these subjects come alive for students. We learned to help students construct their own thoughts, and then discuss why the concepts are true. For English, we have learned to incorporate art, poetry, and reader's theater in the classroom to help develop students' language abilities. We have taken a hands-on, minds-on approach to guide students toward success in the future and inspire them to be life-long learners and thinkers



From left to right: Brandy Strickland-Barger, Amada Carle, Anna McCray, Sarah Smith, Jodie Breedlove Back row: Dawn Dorr, Bethany Rush, Ryan Dowling