



Graduate Programs in Education  
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# Saint Michael's College

## Graduate Education Newsletter

FALL 2009

Volume 16, Issue 1

### Director of Graduate Education, Dr. Anne P. Judson, receives top service award at 2009 Academic Convocation



“Anne Judson simply goes about making things happen to improve the lives of others,” the citation read. “Whether she is helping someone find employment or calling a dentist to ask them to donate services for someone in the community, Anne does it all without expecting thanks or acknowledgement.” She was called “a true model of humility and service.”

Dr. Anne Judson, director of graduate education, earned the Norbert A. Kuntz Service Award, for 2009, as selected by her faculty colleagues. The award was presented at the Academic Convocation on September 25 in the Chapel of Saint Michael the Archangel on the college campus.

Zsu Kadas, professor of mathematics, read the citation honoring Judson’s outstanding record of service. Judson has served for 12 years as director of graduate education, and has “led the department through curriculum revisions, added new programs and ultimately transformed the graduate program to offer both on-campus and off-campus programs of study.”

Judson was also praised for stepping in wherever needed without fanfare. “Whether substituting for an instructor, supervising student teachers, or coordinating new programs, Anne does all with grace and responsibility.” The citation indicated that Judson has most recently orchestrated the new Education Leadership Program which is gaining widespread attention around the state.

Judson was also cited for her extensive support and practical, effective work with Vermont’s Refugee Resettlement Program, the Salvation Army, and many other situations, such as organizing help for a family that suddenly became parents of triplets.

- Register for the Spring 2010 semester online at [www.smcvt.edu/graduate](http://www.smcvt.edu/graduate)
- Reminder: Please complete the candidacy application prior to earning 12 credits
- Student Teacher application meeting will be held January 27 from 3:30-4:45
- See page 4 for important course schedule changes

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### Parker Palmer speaking at Saint Michael's on April 30, 2010

Mark your calendars for an important event. Parker Palmer will be speaking on campus on Friday, April 30 at 7 p.m. in the Chapel of Saint Michael the Archangel. Palmer is founder and senior partner of the Center for Courage and Renewal, which offers programs to support educators, physicians, clergy and others "rejoin soul and role," as they renew themselves and their passion for their life's work. He is the author of many articles and books, including: *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, *To Know As We Are Known: Education as a Spiritual Journey*, *A Hidden Wholeness: The Journey Toward an Undivided Life* and *Let Your Life Speak: Listening for the Voice of Vocation*. The event is free. No reservations necessary.

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### Congratulations to Newly Hired GED Students!

**DAVID ALBEE**  
Kindergarten, Porters Point Colchester

**JESSICA EATON**  
Fourth Grade, BFA Fairfax Elementary

**EMILY C. DONOVAN**  
Special Educator, Winooski High School

**MEG RITTER**  
Special Educator, Crossett Brook Middle School

**WILL ANDREWS**  
Team Velocity, Winooski Middle School

**AMANDA JOHNSON**  
Math / Science Fifth - Eighth Grade  
Swift House, Williston Central School

**KRISTEN KLEIN**  
Special Educator, St. Albans City School

**ELIZABETH STEELE**  
Third and Fourth Grades, Allenbrook Elementary School

**SARAH WARNER**  
Special Educator, Fifth and Sixth Grades  
Vergennes

**CYNTHIA BALLAS**  
Special Educator, Robinson School

**TIM SCOTT**  
Special Educator, Milton Middle School

**KATE KENNY**  
Art Six - Eighth Grades  
Hartford Middle School, VT

**COURTNEY RECKORD**  
Art, Milton High School

**HEATHER GEVRY**  
Special Educator, Seventh and Eighth Grades  
Mount Abraham Union High School

**MICHELE FRETTE**  
Special Educator, South Burlington High School

**ERIC HOWARD**  
Art, Barre City Elementary and Middle School

### MORE CHANGES IN COURSE SCHEDULES/OFFERINGS

A few changes in course offerings are listed below. Check with your advisor regarding your personal plan of study to be sure you can complete your goals as scheduled.

*Licensure courses:*  
**GED 522 Teaching Literacy in the Elementary Classroom** will now be offered in fall and spring semesters only on Wednesdays.

**GED 547 Middle & Secondary Curriculum Planning** will now be offered on Thursdays in the spring (not Wednesdays).

*Reading courses:*  
**GED 510 Becoming a Literacy Leader & 517 Teaching Nonfiction in the Elementary Grades** will not be offered until Spring 2011

**GED 534 Assessment & Instruction in Reading** will now be offered on Tuesdays (not Thursdays) in the spring.

Want to be listed? Please e-mail Meg Krohn at [mekrohn@smcvt.edu](mailto:mekrohn@smcvt.edu)

## Maryann Carlson and Victoria Anelli Receive Outstanding Teacher Awards

Congratulations to Maryann Carlson (M. Ed., 2008) and Victoria Anelli (currently enrolled in Saint Michael's School Leadership Program). Maryann and Victoria have received Outstanding Teacher Awards from Milton Middle/High School and Albert D. Lawton School respectively.

## Strategy Corner: Behavior: Make Expectations Clear, Early and Often

Written by Jesse Roy, Behavior Specialist, Founders Memorial School

We have all made the mistake of assuming too much when it comes to a student's familiarity with the routines of daily school life. Expectations for what students *should* already know how to do (move through the halls, behave in the bathroom, get ready for math) may seem reasonable enough, but do not always account for the wide range of children's previous experiences. From school to school, classroom to classroom and household to household, the emphasis on these "basics" can be very different. With this in mind, a fair amount of challenging student behavior can be safely framed in terms of a lack of understanding.

By devoting time at the beginning of the year to discussing, formalizing and practicing expected behaviors for school settings and tasks, teachers take a proactive approach to reducing disruptive behavior. Empowering, full-class conversations about values and rules, visits to different areas of the building, modeling and role-playing activities all serve to clarify exactly what is expected of students, from trips to the water fountain to playground etiquette. These expectations should be revisited regularly throughout the year.

For individuals who present more difficult behaviors, these measures establish plain boundaries and help to reduce anxiety by promoting predictability. The positive influence of a peer group operating within consistent, well-defined expectations makes "acting out" seem a little more out of place.



Integrated Arts Academy Parade

## Graduate Student Spotlight

By Becky Wigglesworth, instructor of education

**Name :** Diane Siegriest

**Licensure Area:** Elementary Education / Early Childhood

**Master's:** Information Technology

**When did you know you wanted to be a teacher?**

I realized that I wanted to be a teacher at 13 or 14 years old when I started showing up at my mom's classroom after school to help. Also as a 4-H Club member, I was aware that I preferred Child Care projects far more than the cooking, sewing, and home beautification projects.

**Briefly describe your favorite moment with a young person.**

My favorite moments as a teacher have been when children who hate to read finally find the book that "catches" them, and they realize for the first time the power of print.

**What other jobs have you held?**

Town lister, day care operator, cashier

**What was career choice #2 (after teaching)?**

Psychologist

**What do you hope a former student will say to you 10 years from now?**

Actually this happened last spring. A college student whom I taught 10 years ago stopped for a visit. Her favorite memory was that we danced "The Twist" in the hallway one day when we heard drums in another room. At first I was appalled. Didn't I teach anything of value, hadn't I transformed lives? But in the midst of learning to read, spell and multiply, we had moments of unexpected fun, and this student had sought me out 10 years later to tell me that she would soon be applying for a job as a music teacher.

**What is one thing you would want your future students to know about you?**

I would like students to know that after the age of 50 I learned to snowboard, learned to drive a motorcycle, rafted through the Grand Canyon, and earned my Master's Degree. I would want them to know that they should never limit themselves because of something they don't know how to do "yet."

## The Courage to Create: Re-identifying as an Integrated Arts Academy Teacher

By Jonathan Silverman

Nearly two years ago, the Burlington School District initiated two magnet schools to respond to a call for equity and excellence. This was certainly a leap of faith for educators, community members, and students alike. It was both visionary and a risk by the Burlington School District's Superintendent and School Board. Perhaps, no group was more affected than the teachers at the two magnet schools: Integrated Arts Academy (IAA) at H.O. Wheeler and the Sustainability Academy at Lawrence Barnes. The following comments are a result of my recent experience co-leading the professional development courses for IAA (with Joan Robinson, School Program Coordinator at the Flynn Center), yet I sense they may apply to many of us involved in education.

Imagine working hard for many years with one of the most challenging and diverse populations in Vermont and being informed that you will soon be a pioneer, teaching in a school known for integrating arts throughout the curriculum and school programming. From the outside, it could appear as an extraordinary opportunity to create change and successfully meet the diverse needs of students. From the inside, from teachers' perspectives, that opportunity was saddled with a perceived gap of experience and ability teaching with the arts. Understandably, many H. O. Wheeler staff initially felt this was yet another reform that one has to learn, add on, and/or "get through." The pressure to have students perform well on tests, conform to typical school structure, and adhere to teacher training that overemphasize fulfilling requirements all might inhibit a teacher's capacity to handle change. As educators, we may envision an ideal where we help students develop the ability to respond to ambiguity, take control of their own learning, make connections across disciplines, and develop a critical eye to learn from each other. In reality it is too rare that these occur.

I confess: as one who is obviously impassioned about

arts in education, I came to these professional development courses with a bias that the transition would be smooth and that the focus of the professional development coursework would mostly be on content and teaching strategies. I assumed everybody loved the arts!

I learned quickly that everyone may love the arts but may not be too keen on teaching in and through the arts. In the two years leading up to the opening of the IAA I have witnessed resistance, confusion and trepidation alongside excitement. So much of the work we had to do was to dispel the myth of the gifted artist and creating "Fame." I became aware that I needed to not only convey the theory and practice of integrated arts but more critically to help teachers shift pedagogical paradigms. In other words, to attend to the needs of this committed staff I needed to empathize with their story and develop an environment conducive to change.

Like teaching, professional development needs to be a process where relationships serve as the foundation for learning. Through patience and building trust, we mutually created a space for exploration, thinking, introspection, connection, and collaboration. By creating and reflecting on art work, designing curriculum, working collaboratively, and visiting other arts magnet programs, we cleared a path to the humility, risk taking and imagination necessary to assume a new approach to learning and teaching. We found our way to honor the artist in each of us and to reignite the courage to be an artful teacher. At some point this summer, in the collaborative creating of a ceramic piece, dancing a fable, or in collaboration on an upcoming unit, teachers at the IAA staff began to see themselves differently. Thanks to the IAA staff, I am even more in awe of the bravery to re-identify as a teacher. Perhaps, by continually stretching what we are capable of we model the flexibility, curiosity, resourcefulness, and commitment we seek in all students.

## Education Funding In Vermont 2010-2011

By Brian O'Regan

The annual and oftentimes challenging process of finding the balance between providing adequate resources to meet the wide array of school and students needs and being responsive to community taxpayer concerns about the affordability of property taxes, has become even more challenging with the current economic environment.

In a comprehensive document entitled "Current Realities 2010" (<http://www.vtvsba.org/>), David Cyprian, a legislative analyst for the three statewide education management associations, (Vermont School Boards Association, Vermont Superintendents Association and Vermont Principals' Association) illustrates a range of issues integral to the discussion of school funding.

The document's narrative highlights several cost drivers including declining statewide student enrollment and significant actual and anticipated deficits in the state government budget. The legislature has budgeted for a zero increase in education spending for FY 2011 and deficits are projected to amount to over \$350 million through fiscal year 2013. This comes at a time when the aging of our educators is reflected in the increased contribution recommendations (over 50% from FY 2010 to FY 2011) by the Vermont General Assembly, Joint Fiscal Office in support of the Teacher Retirement System.

Cost shifts to local school districts, reduced state revenue and spending increases all lead to higher property taxes.

## Changes in Course Schedules/ Offerings

Good News! Contrary to an announcement in the spring 2009 newsletter, **GED 558: Introduction to Educational Research** WILL be offered summer 2010. Laura Winters, instructor during summers of 2007/2008, will teach the course again in summer 2010. Thank you, Laura!

**GED 673A Heroes: The Arts & Social Justice** is a new course taught by Jonathan Silverman which will be offered *only* in the Spring. This course fulfills the GED 678 requirement.

See back page for more changes.