

Graduate Education Newsletter

VOLUME 12, ISSUE 1

FALL 2005

Spring Courses are Filling up! Register online at www.smcvt.edu/graduate

Summer Registration Begins February 6 for matriculated students and March 6 for non-matriculated Students. Summer classes begin May 22.

INSIDE THIS ISSUE:

RESPONSE TO INTERVENTION	1
SPIRITUALITY IN EDUCATION	1
SUMMER COURSE RECOMMENDATIONS	2
GIANGRECO CARTOON	2
CONGRATULATIONS ROBINSON SCHOOL	2
JONATHAN'S SUMMER IN WINTER	3
AOSTRE'S NEW BOOK	3
ETS ENDORSEMENT	3
NEW JOBS FOR GED STUDENTS	3
IMPORTANT STUDENT TEACHING DATES	4
CAPSTONE REMINDERS	4
ONLINE REGISTRATION	4
GRADUATE ASSISTANTSHIP AVAILABLE	4

Catch 'em Before they Fall: Response to Intervention By Beth Peterson and Karen Donovan

Saint Michael's College professors and students are learning about the implications of the latest authorization of the Individuals with Disabilities Education Act (IDEA). In 2004, Congress reauthorized IDEA renaming it the Individuals with Disabilities Education Improvement Act (IDEIA). Several significant changes were made. Among the changes, the law now allows for students with specific learning disabilities (SLD) to be identified through a process called Response to Intervention (RtI) as an option to using the discrepancy model. The discrepancy model requires teams to find a significant difference between a student's ability and their achievement on standardized tests. Response to Intervention is the first ever major change in the process of identifying students with SLD and has broad ranging implications for regular education and teacher training for all students.

Using a Response to Intervention Model requires that a school be able to provide for universal screenings, frequent curriculum-based assessment, and research-based interventions for all students prior to assessment for special education. The special education team can then use that data, rather than further testing, to determine the existence of a SLD. A specific learning disability could thus be diagnosed if a student does not respond to several research-based interventions.

The use of the discrepancy model to identify students with learning disabilities has been much maligned and has created several persistent problems that RtI is designed to solve. There are

Continued on page 2

Spirituality in Education Program News By Aostre Johnson

On October 27, Dr. Mark Chater from Bishop Grosseteste College in Lincoln, England gave a talk to 60 education students and faculty on *“Educating the Young in a Time of Terror: British Perspectives on the Ethical, Religious and Spiritual Nurture of Children and Adolescents.”* He outlined the development of public and private school-based religious, ethical and spiritual education in Great Britain and compared it to this development in the United States. Next, he turned to the issue of “the time of terrorism” that we are living in. He argued that, although terrorism is a serious threat and a matter for deep public concern, it must be factored into the ways we educate. To some degree, there is an element of exaggerated “public panic” that surrounds terrorism, which can easily turn into an “us vs. them” mentality. To counter this, all educators, whether public or private, should teach “religious literacy.” (In the U.S. this often means teaching *about* religions as part of a multicultural social studies curriculum.) But more importantly, Dr. Chater argued that “political literacy,” “media literacy” and “citizenship education” are critical skills for the 21st century. Our young must learn to comprehend as much as possible about global political realities (according to their developmental readiness), intelligently critique sources of their media information and become active participants in democratic institutions as well as human rights projects. I will teach a course on *“Spirituality and Education”* this summer during the last week of June and the first week of July; watch for exact dates in the summer schedule.

Summer Course Recommendations

By Jonathan Silverman and Becky Wigglesworth

How do you make decisions on what courses you take? Do you choose the ones that sound like fun or do you follow the "shoulds" like good medicine? Here is an advanced screening of some summer courses that fulfill both needs!

GED 502 Media Literacy:

Remote Control or Self Control

K-12 teachers will discover how the media impacts individuals and will practice motivating and fun activities to bring back to your class.

GED 604 Teachers Writing, Writing Teachers: Writing Workshop for K-16 Teachers

Develop your own writing while learning new methods for teaching and using writing across the curriculum.

GED 575 Spirituality and Education

Differing beliefs about spirituality are implicitly present in educational environments. Join an engaging forum to address diverse perspectives on spirituality and the implications of these for teaching and learning.

GED 598 LOGO

Combining science, technology, engineering, and math this course will help you turn your classroom into an interactive robot building studio. Are you game?

GED 670 Bringing History to Life

Based at the Shelburne Museum this course investigates interdisciplinary approaches that include literature, drama, history, movement, and writing to bring to life 19th and 20th century America.

GED 673 Special Topics:

Art History for the Classroom

Enrich your artistic literacy and expand your curriculum by delving into such genres as Roman Architecture, Chinese painting and calligraphy, Renaissance painting, West African shrines, Impressionist painting, Harlem Renaissance paintings and sculptures, Abstract Expressionist murals and Pop Art.

GED 678 Aesthetic Perspectives on Education and Culture

Stories will be at the center of this "hands-on" aesthetic class. Using empathic and inquiry skills participants will initiate a community project to honor the imagination and promote understanding.

The full summer listings will be online in late January at www.smcvt.edu/graduate..

Response to Intervention *Continued from page 1*

four concerns with the discrepancy model. First of all, the model is a "wait to fail" model where it is common not to be able to find a student eligible until 3rd or 4th grade when remediation is much harder. Secondly, the discrepancy model has been shown to lack validity. Thirdly, it requires intellectual testing which is costly. Lastly, the discrepancy model is known to create both false positives and false negatives in the identification of students with SLD. For example, a student who has not had high quality instruction might be falsely labeled as a student with SLD. RtI is an alternative to this troubled method of identification.

A three-tiered, school-wide approach to implementing Response to Intervention is recommended. This approach has significant impact on regular education.

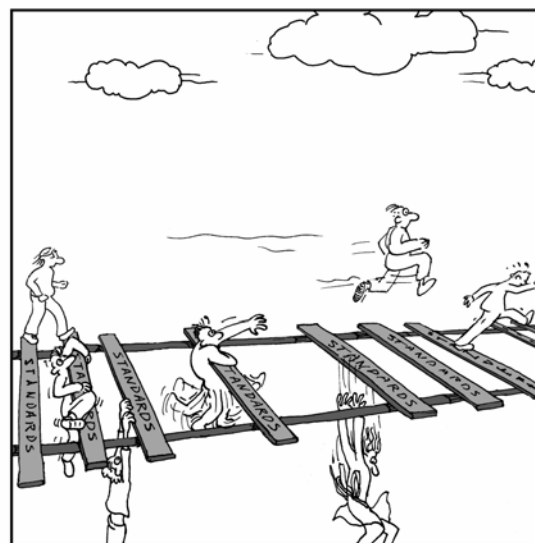
Tier 1 involves the entire school participating in universal screening, the use of research-based approaches, frequent data collection, teacher-designed interventions and curriculum-based assessments. The educational support team may or may not be involved at this point. Tier 1 is a regular education responsibility and involves 80-90% of students.

Tier 2 includes 5-15% of students identified by classroom data as at-risk. Research-based interventions are tried, documented and evaluated. More intensive targeted remedial services are provided. Remedial personnel, at-risk programs and educational support teams are often involved. This is also primarily a regular education responsibility through the educational support team.

Tier 3 is 1-5% of students who would participate in a special education evaluation and, if eligible, be provided special education and related services.

There are several perceived benefits of this change. Some are greater parental involvement and satisfaction, immediate access to intervention, reducing unnecessary labeling, and making data-based decisions. SMC will be learning more about Response to Intervention and weaving the skills and concepts as needed into courses.

For more information about Response to Intervention try the following Web sites: www.idonline.com, www.wightslaw.com, or www.usu.edu/mprcc.



HOW MANY STUDENTS ARE FALLING THROUGH THE CRACKS?

Congratulations! to the **Robnson School Community (Starksboro)** for earning the **Kennedy Center Ticket for Success Award**. This award is given to only five schools nation-wide for exemplary arts-based programming. **Saint Michael's College** has been a key partner to **Robnson School** offering professional development and mentoring on curriculum and evaluation and providing graduate studies for members of the school staff: **Jonathan Silverman**, Coordinator of Arts in Education, serves as consultant and is a member of the leadership team; teachers **Frank Spina**, **Kerry Neidermeier**, **Myriah Cogswell**, and **Beth Sands** are graduates of or currently finishing the Graduate Program in Education; and **Robnson School's Art Consultant Vera Ryersbach** is an adjunct instructor in our graduate Program.

Cartoon is reprinted with permission: Giangreco, M.F. (2000). *Teaching Old Logs New Tricks: More Absurdities and Realities of Education*. Minnetonka, MN: Peytral Publications. www.peytral.com

Jonathan's Summer in Winter

As many of you know, Jonathan spends his summer directing the graduate program and teaching. The spring semester is his "summer." This spring he is going to spend most of it in England with his family. For pressing advising needs please contact: Karen Donovan (654.2826 or kdonovan@smcvt.edu) if you are working towards your licensure in art education and Aostre Johnson (654.2436 or ajohnson@smcvt.edu) if you are working towards your masters in Arts in Education. Jonathan can be reached by his Saint Michael's e-mail and will return his messages ideally within a week. He will also be on campus from March 21- 24. To meet with him during this time, please contact Judy Delage (654.2649 or jdelage@smcvt.edu). If you are planning to be in his summer Capstone class, please note that the first class will be Thursday, March 23, from 3:30-5:00 in Jeanmarie Hall 391. Thank you for your flexibility.

Aostre's New Book



Nurturing Child and Adolescent Spirituality: Perspectives from the World's Religious Traditions

Faculty member Aostre Johnson is a co-editor of this book published by Rowman and Littlefield. Other co-editors include Karen-Marie Yust, associate professor of Christian Education at Union Theological Seminary, Sandy Eisenberg Sasso, Rabbi of Congregation Beth-El Zedeck and Eugene C. Roehlkepartain, senior advisor for Search Institute. This book provides a forum for prominent religious scholars who are also knowledgeable about children and adolescents to examine the state of the knowledge in this area. Over 40 contributors from diverse religious traditions in the United States and across the globe explore how religious communities are utilizing their own wisdom in nurturing today's youth and the challenges they face in doing so in a rapidly changing world. Visit www.rowmanlittlefield.com to purchase.

ETS Endorsement

In the fall 2004 GED newsletter you read that Saint Michael's College was the first institution of higher education in Vermont to receive conditional approval to offer the Educational Technology Specialist (ETS) initial teaching license. Now, one year later, we are pleased to announce that the Vermont Standards Board for Professional Educators has granted full approval for the ETS licensing program. This means that graduate education addressed and resolved the few questions that were raised during the 2004 initial review and we are fully approved to recommend students for an initial license or additional endorsement as an Educational Technology Specialist.



New Jobs for GED Students – Congratulations to All!

Karen Able	Alternative Teaching Coordinator	Brattleboro Union High School, Brattleboro
Tammy Chambers	Reading Teacher	Sheldon School, Sheldon
Beth Christian	Special Educator	Mt. Abe High School, Bristol
Victoria Cleiland	Special Educator	Williston Central School, Williston
Debbie Crow	Instructor	Stern Center for Language and Learning, Williston
Tom Daily	Special Educator	The Baird School, Burlington
Jan Fraga	Information Technology Director	Rutland Northeast Supervisory Union
Kerry Mahoney	Kindergarten	Summit Street School, Essex
Angela Morin	Special Educator	Hunt Middle School, Burlington
Kerry Nierdermeier	1st/2nd grade	Powell Valley Elementary, Gresham, OR
Alison Ruggles	Special Educator	Essex High School, Essex
Emily Ryan	Kindergarten	Heartworks School, Williston
Melanie Savio	Special Educator	Milton Elementary, Milton
Steven Schmidt	2nd/3rd grade	Orchard School, South Burlington
Melita Sedic Lawton	ESL Teacher	Flynn Elementary, Burlington
Shelley Smith	Special Educator	St. Albans City School, St. Albans
Kristi Soule	Special Educator	Jericho Elementary, Jericho
Amy Tewksbury	Elementary Art	Twinfield Union School, Twinfield
Laura-Beth Ulwick	Special Educator	Centerpoint School, South Burlington
Todd Norman	Elementary	Barranquilla, Columbia

If you have been hired recently and your name is not on this list please contact Jensen Welch, Graduate Education Assistant at jwelch2@smcvt.edu.

Graduate Assistantship Available for 2006-2007 Graduate Programs in Education

Applications for our graduate assistantship are currently being accepted for the 2006-2007 academic year. Matriculated graduate education students may apply.

**Fall/Spring/Summer 2006-2007
Academic Year Assistantship:**

Hours: 20 hours per week and 15 weeks per semester.

Pay: \$4,700 plus a tuition waiver of 36 credits.

Application Deadline: May 1, 2006

The graduate assistant supports the Graduate Education Department. Responsibilities include assistance with projects such as the publication of the department newsletter and maintaining data for our Review Program of Approval by the State Department of Education. To apply, please send resume, letter of intent, and two references to:

Judy Delage
Saint Michael's College
One Winooski Park, Box 281
Colchester, VT 05439



Graduate Programs in Education
One Winooski Park, Box 281
Colchester, Vermont 05439

ATTENTION!!! FALL 2006 STUDENT TEACHERS MANDATORY MEETING

January 30, 2006

3:30 - 4:45 p.m. in STE 321

Applications to student teach due February 6, 2006

Capstone Approval Form

Reminder: E-mail or snail mail your methodology with the approval form (www.smcvt.edu/graduate/courses/forms.asp) to the Capstone instructor as much in advance of registering for Capstone as possible. Anne Judson (ajudson@smcvt.edu) teaches Capstone in fall and spring and Jonathan Silverman (jsilverman@smcvt.edu) teaches in the summer.

Online Registration Up and Running

We are pleased to announce that our online registration system worked smoothly for the fall 2005 semester. If you are a matriculated student you may register online by visiting: www.smcvt.edu/graduate

Non-Profit
Organization
US POSTAGE
PAID
Burlington, VT
05401
Permit No. 154