

Congratulations Newly Hired GED Students!

MATTHEW ROY
Social Studies LTS, Saint Albans City School

REBECCA LIEBAL
English, LTS, CVU

ANNE WRIGHT SHANK
ESL, Chittenden South SU

JESS FINDLEY
Spanish LTS, Essex Middle School

KRISTEN KLEIN
Special Educator, Saint Albans City School

ANDREA PATTERSON
Special Educator, Williston Central School
Lynx Program

COURTNEY RECKORD
Art, Milton Middle/Senior High School

JESSICA EATON
1st Grade, Allenbrook

KATE STAUSS
English, LTS Harwood

CONGRATULATIONS TO BONNIE CHRISTENSEN

Bonnie Christensen, an adjunct professor here at Saint Michael's, was recently awarded the 2010 Schneider Family Book Award for young children. The winning book, *Django*, which was written and illustrated by Christensen and published by Neal Porter for Roaring Brook, is the biography of musician Django Reinhardt, who was in an accident that severely burned his hands and threatened to end his career. Through perseverance, he went on to become one of the world's most recognized and appreciated jazz guitarists. Bonnie will be teaching a course entitled "Creating the Picture Book" this upcoming summer semester.

Not listed? Please e-mail Meg Krohn at mekrohn@smcvt.edu

- Register for the Summer 2010 semester online at www.smcvt.edu/graduate/courses/
- Reminder: Please complete the candidacy application prior to earning 12 credits. Find the form at: www.smcvt.edu/graduate/forms/default.asp

Laima Ruoff Retires

Laima Ruoff began teaching in the education department in September 1981. Here are her responses to questions about her tenure at SMC.

What courses did you teach?

I taught *Student Teaching Seminar*, *Adolescent Development*, and *Schools and Society* before I became chair of the department. A long time ago I taught *History and Philosophy of Education* in the graduate program.

What would you say are one or two major changes that happened during your tenure?

Positive changes---the merging of Grad and Undergrad; increasing the number of faculty--(when I began, Judith [Hillman], Jody [Willis] and I were the elementary faculty, Alan Stockton was the only secondary faculty and Fran Toomey was part-time undergrad and grad and taught both elementary and secondary special ed.); and strengthening the secondary program. Negatives--the mandated requirements from the State Department of Education. The portfolio stresses student teachers too much and takes away some of our professional judgments about the best way to prepare prospective teachers.

What will you miss most and least?

I miss my wonderful colleagues and all the interesting, stimulating and fun conversations. And I miss seeing the progression of students from naive, young sophomores into dynamic, well-prepared student teachers who are ready to join the profession. I will not miss the portfolio and all the state regulations.

Laima, while we continue to work on portfolios and enjoy our wonderful department, we will miss your cheerful, positive, can-do attitude.



Summer 2010 Course News

New Reading Course Launched:

GED 526 C: Launching and Developing a Writer's Workshop, Grades 3-8

July 19-22 and July 26-30, 1:00-5:15

Last chance course:

GED 663: Classroom Assessment (1 credit) will be offered for the last time this summer. Beginning fall 2010 information from GED 663 will be creatively incorporated into the licensure curriculum courses.

May 18, 25; June 1, 8, 15 5:00- 7:30 or
May 19, 26; June 2, 9, 16 5:00- 7:30

Where do I find the Summer Courses Online?

Students have expressed difficulty finding summer courses online. We apologize for the inconvenience. The schedule is now easily found at www.smcvt.edu/graduate/courses.

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David Rome wins National Teaching Award

Congratulations to David Rome (M. Ed., 1997) the VT winner of the 2009 Siemens Award for Advanced Placement Teachers. David teaches at Burlington High School.

When May I Take Educational Research and Capstone?

You must leave at least one semester between taking GED 558: Introduction to Educational Research and GED 699: Capstone Seminar in Education. There are two reasons for this requirement:

- If taken back to back, most often GED 558 has not ended before GED 699 begins. This would mean your research proposal would not be ready for the first Capstone class.
- This provides more time for collecting data.

Who Approves the Capstone Methodology?

The Ed Research instructor approves the methodology IF the student “skips” only *one* semester between Ed Research and Capstone AND the methodology remains the same for Capstone. Otherwise, the Capstone instructor approves the methodology. Students must send the complete research proposal to the Capstone instructor for approval at least one month before the first Capstone class. This class meets about one month before the actual start of the semester.

New School Superintendents Summer Institute

Brian O'Regan

As part of an effort to continue to provide support to Vermont school leaders, the School Leadership Program is sponsoring a new program specifically targeted toward emergent Vermont school superintendents. The program, scheduled for July 12-15 is entitled: *So You're a Superintendent: Leadership and Management Development; A One Year, Two-Tiered Professional Growth Program*. The program evolved from conversations with many practicing superintendents about the early tenure of these educators and the realities associated with the nature of the job, the responsibilities, the politics, and the many differences between the governance structures of supervisory unions and districts across the state. Educational leadership and organizational management responsibilities can be broad, ambiguous and challenging. This program is intended to provide a framework for a systems approach to this work while providing participants, through individual and shared reflection, the opportunity to develop skill sets, self-confidence and understanding of issues to serve most effectively as an educational leader.

In an era of economic downturn, accountability, transformation and consolidation, the role of a superintendent to successfully lead, manage and serve in a student-centered and futuristic manner requires competence, caring and good character.

The design of this program is specific to superintendents in their early years on the job with a specific goal of supporting individuals in their efforts to be successful in serving children and communities. Based on both the level of interest and the identification of some of the issues of importance to participants, the program will be developed in greater detail specifically relative to the incorporation of external speakers and issues identified as focus topics.

The program is designed to provide emergent Vermont superintendents a collegial opportunity to more deeply engage, reflect, analyze and problem solve local, state and federal issues impacting schools. Participants will develop personal and professional annual plans to guide their management and leadership responsibilities, increase personal and professional confidence in their community leadership role and further incorporate futuristic thinking into a student-centered leadership role. The initial response to this program offering has been a positive one with nearly a dozen of the current superintendents with less than three years of experience expressing interest in the institute which will include several follow-up sessions that will be conducted during the 2010-2011 school year. For more information contact Brian O'Regan at boregan@smcvt.edu

New Approaches to Teaching Courses!

Claudine Bedell

We are excited to announce two new required courses and two new faculty members in the middle and secondary licensure program. The two new courses: *Approaches to Teaching Math, Science and Technology* and *Approaches to Teaching the Humanities* will enhance the licensure program by offering our students an in-depth study of the methods of teaching in their content area. Students would choose the appropriate course for their content area. We warmly welcome David Rome, teacher at Burlington High School, who will be teaching the Math, Science and Technology course and Bradley Blanchette, teacher at Colchester High School, who will be teaching the Humanities course.

Brief Overview of the Transforming the Bullying Cycle through Expressive Arts Workshops

Jonathan Silverman

On Wednesday, March 3, 2010, the Saint Michael's College Education Department was fortunate to have Maryam Mermey conduct a workshop for teachers on how to address bullying through expressive Arts. She worked with our 51 student teachers to explore the following framework from the point of view of the teacher and the student respectively: 1) The four major roles in the bullying dynamic (the bully; the target; the witness; and the hero), 2) The four major kinds of bullying i.e. a) physical; b) verbal; c) relational; and d) cyber bullying, and 3) The bully prevention technique of not confronting the bully and instead for the witnesses to unite to invite the targets out of the reach of the bullies to join a fun activity. In this workshop student teachers experienced creative movement and drama strategies and techniques to help their students explore relevant bullying problems and solutions. The destructive power of rejection was countered by the constructive power of inclusion through a theatre technique called Forum Theatre. Teachers used Forum Theatre to act out bullying issues to the moment of conflict and then invited their classmates to enact or to direct the enactment of solutions. As the teachers experienced this process they saw new talents and strengths emerge in each other and related how their students' analogous discoveries could help to transform limited perceptions of themselves and their peers. The teachers' skits tenderly and powerfully demonstrated how witnesses transform into heroes by countering exclusion with inclusion.



Ms. Mermey, an SMC Arts in Education graduate also worked with two fifth grade classes at the Integrated Arts Academy at H.O. Wheeler Elementary School in Burlington. Here students applied creative movement and sculpture collages made in small groups to help them understand the bullying cycle and how to prevent bullying. Making sculpture collages gave students an opportunity to express what it feels like to live inside the skin of a bully, a target, and/or a witness-hero. Maryam Mermey can be reached through email: maryam@thetransformativearts.com

Phasing Out Information Technology Concentration

Anne Judson, Graduate Education Director

Change is always difficult. After considerable analysis and deliberation, the college has decided to phase out the I.T. concentration. Classes will continue to be offered through at least May 2012, to provide matriculated students the opportunity to complete their degree at Saint Michael's College.

The College has been fortunate to have had this concentration for about 20 years. The professional expertise and knowledge of a dedicated group of adjunct faculty has contributed to the success of the concentration and its graduates. However, enrollments in the I.T. concentration have been declining.

This difficult decision came after much study and was based on a number of factors, including resource constraints, revised standards from our accrediting agency, and changes in the marketplace, such as two other colleges offering the 18 credits required for the additional endorsement as an Educational Technology Specialist (ETS).

Although new degree students will no longer be admitted, matriculated students and those interested in simply taking courses, may register for courses. We are taking this step in order to encourage current students to complete their program in a timely fashion. A proposed schedule of courses through May 2012 can be found on the College's GED web site. Please contact me (Anne Judson) as soon as possible so that we can map out your degree completion plan. ajudson@smcvt.edu 654-2611

Strategy Corner

By Meg Krohn

This is a 'heads up' regarding a terrific and easy to use electronic resource. It's a website called teachertube.com and it works just like the better-known youtube.com, except in addition to video content, you can also search content in an audio, written or photographic format. The website provides a forum for educators to share resources, strategies and project ideas with the global educator community. In my perusal of the website, I found the section labeled "teaching resources" (a tab near the top right side of the screen) most useful. In this section, resources are organized by subject, grade and theme. I looked into a few categories, and I was surprised by the plethora of fresh idea and high quality resources available. One that immediately caught my eye, under the subject heading 'literature' and the sub-category 'poetry' was a 3-5 lesson mini-unit that uses Billie Holiday's "Strange Fruit" (along with other primary source documents) to analyze the anti-lynching movement in America, as well as explore the impact of jazz in contributing to political awareness in America. The document is complete with full lesson plans and discussion questions, accompanying resources, and links to related information. In short, this is a website worth checking out, and it's straightforward enough that you won't be lost in a sea irrelevant or poor resources looking for something worth finding.