

The Chalkboard



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Teacher Tips:

From NEA: *Works for me*,
www.nea.org

A Very Bright Idea

"I use a press and light up mobile light device (sometimes called a tap light) to motivate and reward my students. When a child contributes an idea that goes beyond simply a correct answer, I allow the child to remove the unlit device from a display on the wall that says, 'We have bright ideas!' The child presses it so it lights up and then he or she places it back in its special place on the display. Then I comment that the child really was thinking in a new way or had a bright idea that helped us see things in a new light... The kids LOVE it when their contributions are recognized with the light."

Gwynne Isaacs, a kindergarten teacher at Spring Garden Elementary

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Indiana State Office of Minority Health

Since its creation in 1991, the Indiana Department of Health - Office of Minority Health (ISDH-OMH; www.in.gov/isdh/23551.htm) has been focused on "improving the health of Indiana's minority communities through increased awareness, partnerships, and the development and promotion of effective health policies and programs that serve to reduce minority health disparities." The OMH provides outreach to the Hispanic/Latino, Black, Asian, Pacific Islanders, and Native American Indiana populations in Indiana.

Some of the responsibilities of the OMH include:

- ◆ creating and implementing Minority Health Initiatives (as directed by the Indiana General Assembly);
- ◆ publishing the annual "Indiana Minority Health Report," which "compares local and national data for ten leading causes of death

among racial and ethnic groups, and reviews OMH's progress toward attaining Healthy People 2010 goals and objectives";

- ◆ and collaborating with public and private partners to implement the objectives of the "Healthy Indiana Minority Health Plan."

The "Healthy Indiana Minority Health Plan" has set out to research racial and ethnic health disparities in Indiana, develop interventions designed to erase these disparities, and develop public/private, community-based partnerships that will assist in achieving these goals.

The OMH sponsors the INShape Indiana Black and Minority Health Fair, the goal of which is to "increase minority awareness of chronic diseases and how to prevent them." Through efforts such as this, the OMH hopes to identify not only the health needs of minority populations, but the reasons

for limited access to basic and preventative health care, causes for chronic illness and mortality issues that differ between ethnic groups, and possible programs that will address and alleviate these and other health-related problems. The OMH and the Indiana State Department of Health believe that accomplishing these goals will, ultimately, help all of Indiana's citizens.

Visitors to the ISDH-OMH web site will find many valuable links to resources that will assist minority groups with issues relating to health (www.in.gov/isdh/23419.html). A variety of health-related document translations, as well as resources for health professionals who work with non English-speaking patients are available. For more information, contact the ISDH-OMH by calling 317.233.8499.

February 2009

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2 Classes at Marian College 8 a.m.-4 p.m.	3 School with Cooperating Teacher	4 School with Cooperating Teacher	5 Classes at Marian College 9 a.m.-4 p.m.	6 Classes at Marian College 8 a.m.-12 noon	7
8	9 Classes at Marian College 8 a.m.-4 p.m.	10 School with Cooperating Teacher	11 School with Cooperating Teacher	12 Classes at Marian College 9 a.m.-4 p.m.	13 Classes at Marian College 8 a.m.-12 noon	14
15	16 Classes at Marian College 8 a.m.-4 p.m.	17 School with Cooperating Teacher	18 School with Cooperating Teacher	19 Classes at Marian College 9 a.m.-4 p.m.	20 Classes at Marian College 8 a.m.-12 noon	21
22	23 Classes at Marian College 8 a.m.-4 p.m.	24 School with Cooperating Teacher	25 School with Cooperating Teacher	26 Classes at Marian College 9 a.m.-4 p.m.	27 Classes at Marian College 8 a.m.-12 noon	28

Schedule of Events

Happy Valentine's Day!



- ✓ **February 2** — Groundhog Day
- ✓ **February 4** — Halfway point of winter
- ✓ **February 5** — Constitution Day, Mexico
- ✓ **February 12** — Abraham Lincoln born, 1809
- ✓ **February 14** — Valentine's Day
- ✓ **February 16** — Presidents' Day (3rd Monday in February)
- ✓ **February 17** — Random Acts of Kindness Day
- ✓ **February 22** — George Washington's birthday, 1732
- ✓ **February 24** — Mardi Gras
- ✓ **February 25** — Pierre Renoir (artist) born, 1841
- ✓ **February 25** — Ash Wednesday

Parke County Maple Syrup Fair

February 21-22, 28, and March 1, 8 a.m.-4 p.m.; throughout Parke County

Did you know it takes 60 gallons of sugar water to produce one gallon of maple syrup? Toward the end of winter, Parke County's maple syrup producers begin tapping area maple trees in preparation for maple syrup season. In the same county known as the "Covered Bridge Capital of the World," visitors can tour maple syrup camps, sample the goods, and see how maple syrup is made. The fair's headquarters is located at the 4-H Fairgrounds, one mile north of Rockville on Highway 41. Maps and information will be available at the Fairgrounds, as well as displays, maple syrup products, artisanal works, handmade crafts, jams, jellies, and assorted goodies. For more information, visit the Parke County maple syrup fair web site at www.parkecounty.com/events/annualEvents.asp?id=2. See you at the fair!

Teacher's Treasures

"Teachers' Treasures helps at-risk children get the materials they need to succeed in school by providing teachers with donated educational supplies for use by the students in the classroom. Each teacher from K-12 schools that have 40 percent or more of students enrolled in the Free or Reduced Lunch program can shop at our store once a month to get free classroom materials for their students. Teachers' Treasures needs volunteers to help with general store duties and to assist visiting teachers. For every 3 hours worked, our volunteers can earn free "shopping trips" for a teacher or school of their choice (must be K-12). Student teachers may also earn a limited shopping trip (but still full of lots of goodies!) for every 3 hours they volunteer. Please contact Lauren Morris, Volunteer Manager at 317.264.1758 or lemorris109@gmail.com for more information."

Culture Corner: Teacher, Set the Tone

This month's Culture Corner was contributed by Margaret Smethers, a cohort 7 intern.

Top priority must be given to creating a classroom with a peaceful and safe climate for all learners, especially immigrant children. It is critical that teachers protect every student from unkind words and gestures made by "the bully." Who is the bully? It's not always the big, goofy kid who comes from the other side of the tracks, as the cartoons depict. The reality is, oftentimes the bully is us, everybody in the room: children and teachers. When people are under stress, unhappy, tired, upset, insecure, in pain, or in a confusing place in life; they tend to snap at people, pick on people, or say words that are unkind. Most children really do not want to be bullies. They want to be shown the way to higher ground.

Since self-awareness is a major key to practicing kindness, most children simply need to be made aware that they just did or said something unkind. It is important that teachers don't overlook unkind comments or gestures children make to one another. Even a slight comment made can cause a child to be fearful or hurt, neither of which is

helpful when trying to educate children. Take the time to stop and address the situations as they come up. Don't wait.

Many children, especially immigrant children, who feel intimidated or threatened aren't equipped to ask for help or protection. They suffer in silence. But, to them, it's only silence on the outside; on the inside they are in pain, loudly and clearly. In America, immigrant children are easy targets for unkind words and actions since they are often quiet because they don't know English. Their silence is often seen as a sign of weakness in our culture.

Immigrant children are often unable to respond to the offenders because they may not know exactly what was said to them; or, if they do know what was said, they may not have the skills yet to respond in English. Many children often live in the silent world of the fear of being ridiculed.

A recent survey in a school in Massachusetts showed that 28percent of ELLs reported that they "worry about someone hitting, kicking, punching, even when I haven't done anything to him or her," compared to 13 percent of non-ELLs. Forty-nine percent of ELLs reported that "students make fun of others who have ac-

cents," compared to 21percent of non-ELLs. You'll find more information about this survey at: www.cga.ct.gov/coc/PDFs/bully-ing/102107_bullying_immigrants.pdf.

A major portion of the bullying ceases when a teacher reacts to the offense as if a good child has made a mistake. This works magically. Children respond well to this method of being treated kindly, not as if they are a "bad kid." Let all children know they must shake hands and apologize for being unkind and ask the injured party if the apology is accepted. As the teacher leads the children to a peaceful resolution, all learn from the situation and children make an effort to be kinder to one another. Within a week or two, most of the bullying stops.

Occasionally, a more challenging situation may arise that needs to be addressed. Please visit these websites which are loaded with more information about bullying and how to resolve issues. www.stopbullyingnow.com and www.cde.ca.gov/ls/ss/se/bullyres.asp

Ever Teaching, Ever
Learning, Ever Changing

Project Bridge To Achievement

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Readers, this is your newsletter. We welcome any contributions you wish to make. If you have a news item, a suggestion or a correction, please contact Jenny M. Witcher by phone or email. If you are a mentor or student and would like to volunteer to be profiled in subsequent issues, or if you would like to contribute a "Teacher Tip," please contact Jenny, Patricia Stewart or Cheryl Hertzner. Thank you for your interest and participation!

Project Bridge



Creating a Pathway for New Teachers...
Increasing Achievement of All Learners

Now Showing at
Indianapolis Civic Theatre:



Through February 15. For more information and to purchase tickets, call 317923.4597 or visit the web site at www.civictheatre.org/. Indianapolis Civic Theatre is located on the Marian College campus at 3200 Cold Spring Road.

Chair Profile: Cheryl Hertzner

Cheryl Hertzner is the Chair of the Master of Arts in Teaching (MAT) program, a position that keeps her very busy. Her responsibilities include (but are certainly not limited to!) recruiting and selecting students, organizing meetings and workshops, communicating with stakeholders and potential students, teaching MAT courses, coordinating MAT course schedules and faculty assignments, providing outreach, and advising MAT interns.

Cheryl's academic background includes a BA in Spanish and an MA from IU Bloomington in Applied Linguistics; she is currently working toward an Ed.D in Educational Leadership. Originally, Cheryl had intended to teach Spanish and student taught in Pasco, Washington with IU's Latino Project. It was this experience that led to her interest in ESL education and to her graduate

work. She has taught English at Yarmouk University in Irbid, Jordan and at Amman Academy in Amman, Jordan. Though she had not planned to work in higher education, Cheryl found her position interesting because it draws on her education and life experiences. "As MAT Chair, I am able to share my knowledge of how to teach children from various language and cultural backgrounds with others."

Cheryl and her children, Wafa and Ibrahim, returned to Indiana from Jordan following the unexpected death of her husband, a United Nations employee. After such a difficult experience, Cheryl felt that her children would benefit from the educational choices and proximity to family the move to Indiana would afford. She was delighted when she saw Marian's ad for the position, which called for

"bilingual or ESL experience." When she saw the ad, she told her sister, "That's me."

Cheryl's advice to new teachers includes treating all students with dignity and respect and developing trustful and respectful relationships with them. Cheryl's philosophy of education gives her the desire to make sure teachers are prepared for classrooms with culturally and linguistically diverse students. "If I provide meaningful learning experiences for my students that touch their hearts, their heads will be ready to learn the necessary facts and their hands will be ready to develop the required skills to become successful teachers of all students. I am a guide for my students, but they must complete the journey themselves." The School of Education is fortunate to have Cheryl's leadership, skills and vision!