

The Chalkboard



APRIL 2009

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ACTION!

Assisted Certification for Teachers through Integrated Onsite/ Online Networking (ACTION)

The ACTION program at Marian College is designed to address the real-life needs of teachers on emergency permits who need certification, teachers who wish to pick up additional certification areas, other professionals who may decide to pursue teaching as a new career, and school officials working to comply with *No Child Left Behind* with its highly qualified teacher mandates.

The ACTION program offers licensure in the following content areas:

- ◆ Art (K-12)
- ◆ Biology (9-12)
- ◆ Chemistry (9-12)
- ◆ English/Language Arts (9-12)
- ◆ Exceptional

- needs: Mild Interventions (K-12)
- ◆ Health and Physical Education (K-12)
 - ◆ Life Sciences (9-12)
 - ◆ Math (9-12)
 - ◆ Middle School Math added to elementary education license
 - ◆ Modern Languages (9-12)
 - ◆ Social Studies (9-12)

Credit for previous coursework may be granted. Additional coursework requirements for licensure areas range from 24 to 30 credit hours, depending on the area.

The ACTION program director makes these decisions on a case-by-case basis.

The ACTION program curriculum consists of courses taught by School of Education

faculty and school-based mentors/supervisors. Summer seminars on the Marian College campus focus on developing curriculum and instructional strategies and classroom management applications. Classroom-based practicums during the school year focus on delivery of curriculum through instruction, assessment of student learning, and cultural competency. Each licensure sequence is designed to be completed successfully in 12 to 24 months, depending on content area and prior coursework.

If you would like more information on this program, contact Dr. Karen Bevis at kbevis@marian.edu or 317.955.6094, or visit www.marian.edu/education.

Teacher Tips:

From NEA: *Works for me*, <http://www.nea.org>

A Left Handed Solution

"I am left handed so I used to end each day with an enormous black and blue smudge down my hand from writing on the overhead projector. I no longer have this problem since I started leaving a lightweight work glove next to my projector. Whenever I start notes with my students, I put on the glove. It looked pretty silly the first day or two, but we just laughed about my appearance and now even my students will put on the glove when they write at the overhead."

Andrew Mitchell, a ninth grade math teacher at Thomas Middle School in Webster, New York

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Are you in need of license renewal credits?

If so, consider taking summer courses at Marian College. If you are interested, contact:

Dr. Carrie Brouse, School of Education, Marian College:
brouse@marian.edu or (317) 955-6096.

April 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Solo Teaching	2 Solo Teaching	3 Solo Teaching	4
5 Palm Sunday	6 Solo Teaching	7 Solo Teaching	8 Solo Teaching	9 Solo Teaching	10 Solo Teaching	11
12 Easter	13 Solo Teaching	14 Solo Teaching	15 Solo Teaching	16 Solo Teaching	17 Solo Teaching	18
19	20 Solo Teaching Phase-Out	21 Solo Teaching Phase-Out	22 Solo Teaching Phase-Out	23 Solo Teaching Phase-Out	24 Solo Teaching Phase-Out	25
26	27	28	29	30		

Schedule of Events

Happy Easter!



- ✓ **April 2**— Hans Christian Anderson's Birthday
- ✓ **April 4** — First home phone installed, 1877
- ✓ **April 6** — North Pole discovered, 1898
- ✓ **April 9** — First public library opened in Peterborough, New Hampshire, 1833
- ✓ **April 9-15** — Passover
- ✓ **April 13** — Thomas Jefferson's birthday, 1743
- ✓ **April 15** — First McDonald's restaurant opened by Ray Kroc in Des Plaines, Illinois, 1955
- ✓ **April 18** — First Laundromat opens in Fort Worth, Texas, 1934
- ✓ **April 21** — First kindergarten founded by Friedrich Froebel in Germany, 1837
- ✓ **April 24** — Arbor Day

Spring Events

The Fiber Event at Greencastle, IN: April 10 & 11, 2009

Located at the Putnam County Fairgrounds, this event features over 100 booths with raw wool, roving, yarn, finished items, spinning, weaving and knitting supplies. Visit vendors, workshops, skein and wool competitions. Friday 1 - 7 p.m.; Saturday 9 a.m. - 5 p.m. For more information, contact Mary Ann Cripe at greyside@geetel.net or 765.379.2578, or visit www.TheFiberEvent.com.

Dogwood Tour: April 25 & 26, 2009, Tell City, Indiana and various locations throughout Perry County

Travel along the Ohio River Scenic Byway and enjoy as spring explodes. See dogwood in bloom as you take a driving tour of Leopold, Rome, Tell City, Troy and Cannelton, featuring arts, crafts and entertainment. Free admission. For more information, contact Bev Minto at perrycountycvb@psci.net or 888.343.6262

16th annual Bridgeton Mountain Man Rendezvous: April 25 - 26, 2009, Bridgeton, Indiana

Come see tour encampments representing early 1800's living. Activities include trading posts, canoe race, muzzle loader, tomahawk and knife throwing contests, cookin' in the Cabin, and food. Saturday 9:00 am - 5:00 pm; Sunday 9:00 am - 4:00 pm; Free Admission. For more info call 765.548.2136 or [e-mail btton1878hse@aol.com](mailto:btton1878hse@aol.com).

Culture Corner: Ensure Your Refugee Student Succeeds

This month's Culture Corner article was written by Gregg Lawrence, a cohort 7 intern.

As a teacher you must facilitate your efforts to ensure that your refugee students successfully adapt to and thrive in the U.S. school system. The information presented here on the importance of understanding your students' cultural backgrounds and refugee experiences is designed to assist your efforts. Some practical tips are offered for engaging refugee students and their families along with some Internet sites concerning education, language, and culture with a special focus on refugees from Myanmar (formerly Burma).

Once refugees have been approved for admission, refugee resettlement agencies secure housing and meet refugees at the airport. Following arrival, these agencies provide basic assistance with community orientation, English language instruction, school orientation, medical screening, and employment services. Exodus Refugee Immigration <http://www.exodusrefugee.org> is an agency providing these services in the Indianapolis area. Indianapolis has become home to many of Myanmar's resettled refugee families. Most of the refugees are Karen ethnic minority people who had been sheltered in refugee camps. Over the years Myanmar military has burned villages and committed a genocidal campaign against the Karen and other ethnic groups, who have

long fought for autonomy from the central government. See the Human Rights Watch Website for more information. <http://hrw.org/doc/?t=asia&c=burma>

Refugee families have survived traumatic life events. Potential risk factors encountered by refugees include chaos in refugee camps, separation from family members, lack of access to education and health care, recruitment into armed forces, sexual exploitation, the loss of home, and exposure to violence-related trauma. Once resettled to the U.S. refugees continue to experience stress and anxiety. Refugee children face further stress when adjusting to a new school. Adjustment may be challenging if refugee children have difficulty with trusting others, language acquisition, socialization, discrimination, cultural misunderstandings, and/or understanding what is expected of them regarding school rules, routines, behavioral norms, and academic standards. As a teacher, you play a critical role in helping refugee children thrive in school by understanding their experiences, addressing their issues, making clear all your expectations, and involving their parents/guardians.

There are many barriers in engaging refugee parents/guardians in their children's education but it is critical you assess their needs. One suggestion is to coordinate with local refugee and community agencies to help parents/guardians understand the many services available and the expectations you have. In-

stead of offering too much information at once, it might be beneficial to have several meetings, accommodate work schedules, access translators and provide translated letters/reports when possible. Many parents/guardians may be hesitant to participate in their children's school due to language barriers, a sense of isolation, or cultural reasons. Therefore, it is important to create relationships, maintain open communication, invite feedback on their children's performance, and encourage their participation at school events.

General Refugee Resources:

National Child Traumatic Stress Network, *Effect of trauma on schools and learning*: <http://www.nctsnet.org/nccts/>

UN High Commission for Refugees, *Teaching tools and lesson modules*: <http://www.unhcr.org/help/4072c8174.html>

Myanmar (Burmese) Karen Resources:

U.S. Department of State, *Burma Information Page*: <http://www.state.gov/p/eap/ci/bm/>

Karen People Development Fund, *Resources on the Karen in Thailand and Burma*: <http://www.karenpeople.org>

Project Bridge To Achievement

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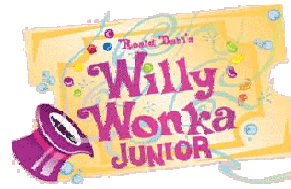
Readers, this is your newsletter. We welcome any contributions you wish to make. If you have a news item, a suggestion or a correction, please contact Jenny M. Witcher by phone or email. If you are a mentor or student and would like to volunteer to be profiled in subsequent issues, or if you would like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



Auditions will be held Monday and Tuesday, April 13 & 14, 2009 at 4:30pm (open to ages 6-18). For more information, call 923-4597 or visit the web site at <http://www.civictheatre.org/>. Indianapolis Civic Theatre is located on the Marian College campus at 3200 Cold Spring Road.

Faculty Profile: Lori Desautels

Lori Desautels, Ph.D. is a college supervisor for The New Teacher Project's first cohort group, Indianapolis Teaching Fellows and Teach for America at Marian College. Lori supervises elementary and secondary special education teacher candidates. Lori also teaches "Differentiation and Inclusive Classroom" for the School of Education's undergraduate program and "Assessment and Differentiation" for the Teach for America program.

Lori's background is in Special Education, specifically working with students identified with Emotional Disabilities and Learning Disabilities. Lori's masters degree is in Psychological Counseling and her doctoral degree is in Philosophy with an emphasis in "thought formation" in the middle school.

Lori taught chil-

dren with emotional and learning disabilities for seven years prior to opening and co-operating Indianapolis Counseling Center, which worked specifically with families and children experiencing school-related-behavioral and emotional obstacles. The Center focused on social skills training, affective education and bringing families together for holistic solutions. Lori also worked at Methodist Hospital on the Adolescent Psychiatric Unit as a school liaison for students who were hospitalized for depression and various mental health conditions, assisting them with school absences, collaboration with the treatment team, and family support.

When asked why she transitioned into a career at Marian College, Lori says, "I wanted to work in the higher education profession because I

wanted to reach as many students as possible through the training of teachers to connect from their hearts, and open their perspectives to student diversity and learning — not to be experts, but to be outstanding facilitators for their student populations. Dr. Hill (School of Education Dean) and the timing and perfection of life brought me to Marian. I love the small classes, professional and national organizations such as Teach for America and The New Teacher Project and being on the ground floor of a college that is expanding, personal, and on the leading edge of the paradigm shift that is approaching and beginning to flourish in this educational time of change."

We officially welcome Lori to Marian, and are delighted that she has joined us!