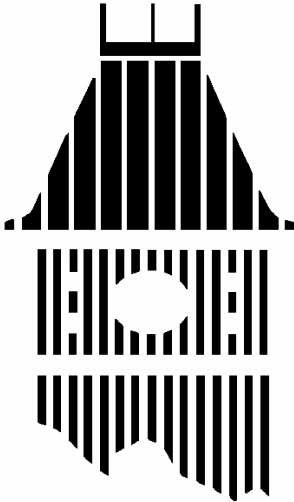


Council of Teacher Education Newsletter

2002-2003

Plymouth State College



Dr. Mary Cornish presents the Blanche Colby Fund Scholarship to Early Childhood Studies major Jennifer Weeks at the September 28th ceremony.

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~ Education in Kenya, page 4.

John Graziano Encourages PSC 2002-2003 Education Scholars

John Graziano, Superintendent of Newfound Public Schools, addressed the recipients of PSC Education Scholarships at their awards ceremony on September 28, 2002. For more on the Plymouth-Newfound Professional Development Partnership, see page 11. Reproduced here are excerpts from Dr. Graziano's speech:

I am thrilled to speak here at Plymouth State College, which has a long and distinguished reputation for being one of the premier teacher and leadership training programs in New Hampshire.

I want to begin by sharing my long-term connection with PSC. After receiving a master's degree at the University of Massachusetts in 1981, I moved to New Hampshire and soon after took classes at PSC in an effort to receive an administrative certification as a school principal. I survived Chris Clarke's philosophy class. I was a student of Ken Heuser, Ginny Barry, and Dennise Bartelo. I know I look old enough to have taught them; as you can see, it is they who have aged very well. I, on the other hand, am a victim of being a former high school principal. So, along with my deteriorating physical characteristics, I still suffer from adrenal adolescent anxiety, which manifests itself in my obsession with phrases such as "What's up Dude?," "Hey Homie, what's happening?," and "It's my turn to grind a 360 Big Daddy."

Now that I am a superintendent, my condition has worsened to rampant heart palpitations, full body twitches, and an uncontrollable urge to eat chocolate chip ice cream—by the gallons. Oh well....

The good news is the bad news is not all true.

What does this mean? It means simply that when it comes to the success of public education, the glass is definitely $\frac{1}{2}$ full. *Continued on page 3*

Gorham High School Visits Plymouth State College

By Caine Schlenker

On Thursday, December 5, 2002, nine students from Gorham High School were given the opportunity to observe and partake in two classes at Plymouth State College. The nine students are enrolled in a Junior English British Literature course at G.H.S. and were accompanied to the college by their teacher Rob Hamel. The group had the chance to see how two courses functioned, a 9:30 a.m. section of Composition and an 11:00 a.m. section of Creative Writing. Both courses are taught by Professor Meg Petersen of the English Department of P.S.C.

When asked how the field trip came about, their teacher, Rob Hamel, responded, "My students were very interested in how the college classroom worked. They would ask me questions like, 'What do they do during class time? Is it much harder than our classes now? Would I be able to do O.K. in class?' So I said you know what, why don't we go check it out ourselves."

At that time, Mr. Hamel was working with David Cormier, a student-teacher working with the English department at Plymouth State. As a part of the English teacher certification curriculum, every candidate must complete a semester of student-teaching before officially receiving her or his diploma. During his work at Gorham in the fall, David Cormier remained in close contact with several professors from the college. After hearing about the group's interest in observing the college classroom, David contacted Dr. Andrew Smyth, a P.S.C. professor, in regards to a possible field trip.

"I spoke with Dr. Smyth over e-mail and quickly set up something for the trip. Everything worked out wonderfully and here we are," commented the group's teacher Rob Hamel. "It's really great that Plymouth was willing to have us. This is truly a wonderful opportunity for the students."

Professor Meg Petersen was delighted to have the group work with her students in both classes. The nine high school students participated wonderfully in both classes proving their interest and ability in post-secondary academic learning. Following the 11:00 section of creative writing, the students' final conclusions on the day consisted of, "It was laid back; more than expected." "Coming here made it real. I'm going to college in two years, and now it is beginning to seem realistic."



Gorham students gather in Frost Commons after public readings of their work.

Overall the students greatly enjoyed the field trip and the opportunity to be a part of the college classroom. It gave the students a sense of relief in their concerned assumptions of just what would be expected of them within an institution of higher learning. Rob Hamel and the students thanked Meg Petersen and Andrew Smyth for the opportunity. Meg, Andrew, Rob, and the group all came to the conclusion that this type of trip should be offered to a number of college bound high school students consistently each year. Plymouth State College was happy to welcome this group from Gorham High School and looks forward to offering this type of opportunity in the future.

Graziano Speech, cont.

Since the early 1980's report titled *Nation at Risk*, this country has had an obsession with examining the effectiveness of its public schools. Which is, by the way, a good thing. Today, twenty years later, America continues this public scrutiny as evidenced by the federal legislation – No Child Left Behind.

Although I appreciate the focus on public education, I conclude that public schools are not broken. Let me highlight a few points that support my conclusion: decreased drop-out rates, improved graduation rates, increased college acceptances, special education, etc.—all support the fact that in general public schools are performing better today than any point in our history.

Measuring the effectiveness of public schools is very difficult. We are dealing with human beings, not widgets. The flaw is we cannot judge effectiveness by any single measure. How do you measure school climate and culture? It is very difficult. We all know it is important, and people know when climate and culture are bad, but a standardized test alone cannot and should not measure their effectiveness.

So, what can we do? Or maybe better phrased, what

can you do? Let me give you the ABC's of Education 101.

A) Please recognize and feel so proud that you have indeed chosen the most noble profession. Although exhausting, education is the most exhilarating and important profession on earth. Teaching must be your passion—do it as long as your passion permits.

B) Understand that you must also be educational leaders. In order to continue efforts to improve public education—notice I didn't say, fix failing schools—public schools need to rethink and reconfigure their leadership model. We need to encourage, train, cultivate, and then liberate leadership.

C) You must be the model for others to emulate. You must be the most excited, energetic, passionate, and compassionate people on earth. You hold the keys to the future; the future is you.

Let me conclude my remarks by recognizing that the past year has been difficult for most Americans. This difficulty has led us, however, to a unique opportunity to define authentic American heroes, and when we think of police, fire, medical, and safety personnel, that we will include teachers in our definition of American heroes. In the aftermath of September 11th, very little was said about the role teachers played in providing nurturing and safe environments for kids to process, deal with, and learn from this horror.

Let us all be very clear about the importance of public education and the gigantic role education plays in preserving

democracy and promoting the values, dreams, ideas, and ideals that make us all American. Let us do it by making the public school system—The Great American Experiment—possible for all.



Education in Kenya: The Foundation for National Reform

By Dr. Andrew Smyth

With the election of President Mwai Kibaki—the first new president in over twenty years—Kenyans are looking to education first to bring their country to stability and prosperity in the twenty-first century. Within a week of the change of government, the Kibaki administration fulfilled a major campaign pledge by offering free school to all Kenyans.

The free school initiative has its difficulties—namely, a shortage of teachers and classroom resources to immediately provide a solid education to every Kenyan child—but nearly everyone agrees that the principle has to be set: every Kenyan has a right to education. The fact that Kibaki and his National Rainbow Coalition put education before every other reform speaks loudly of the optimism that infuses so many conversations in Kenya right now, and that optimism is spreading through every level of society.

At the University level, Jackline Oluoch, a senior at Egerton University in Njoro, Kenya, and a number of friends have dedicated themselves to helping young women look past high school and toward university and professional careers. Women in Kenya are still very much in the minority in university classes, a situation that Oluoch has vowed to change. From January through March of this year, she and her friends are targeting three high schools in Kisumu in western Kenya; they will go to these schools on a regular basis and meet with groups of young women to encourage them to consider post-secondary education.



“We want to make high school women feel free to talk about attending University. . . We’re like them.”

PSC English Professor Andrew Smyth with Jackline Oluoch, Linda Amondi, Geoffrey, and Aska Akumu.

Jackie plans to create a conversational atmosphere often lacking in official talks about university possibilities. “We want to make them feel free to talk,” she declared, and early sessions with the students will focus on openness and encouragement. The college students will ask their groups to write down their aspirations, and then they will show how a university education can help them get

there. Later in the program, Jackie and her friends will arrange for small groups of high school women to visit college classes so that they can become comfortable with the atmosphere as well as the idea of a university.

Jackie Oluoch is not the only member of her family working to improve education in Kenya. Both of her parents are contributing greatly to the cause—her mother by teaching in a primary school in Kisumu, and her father, a retired teacher, by building from the ground up a boarding school to serve the rural areas outside of Kisumu. Mr. and Mrs. Oluoch have put aside finishing their own house in order to devote resources to the school, which they hope to open next year.

PSC professors Jeanne Dubino and Andrew Smyth are playing a role in furthering Kenya's education initiatives. Prof. Dubino, who is spending a year in Kenya on a Fulbright fellowship, teaches at Egerton University and works at the gender resource center there. She, with the help of Smyth, recently interviewed candidates who would like to come to Plymouth State College to enroll in the Masters of Education program. The two students chosen would live in Plymouth while they complete their degrees and then return to Kenya to put their learning into action.



Mr. and Mrs. Oluoch in front of the school they are building in western Kenya

Thus, with great commitment and cooperation, Kenya appears to be on its way to having a vastly improved education system, which will lead to stability and greater economic fairness in years to come.

Plymouth State's English Education and Writing Programs Well Represented at NCTE

In November, 2002, a multitude of PSC faculty, alumni, graduate and undergraduate students converged on Atlanta for the national convention of the NCTE—the National Council of Teachers of English. Led by English faculty Meg Petersen and Andrew Smyth, the PSC contingent presented two major panels and attended dozens of sessions throughout the convention.

Continued on page 6

NCTE Convention, *continued from p. 5*

Dr. Meg Petersen organized and chaired a classroom demonstration at the conference that highlighted how reflective practice sessions help new teachers as they face the challenges of first-year teaching. The session, “Protocols and Genres: Celebrating Professional Development in the Heart of Student Teaching,” included recent PSC English Education alumni Molly Moulton (Gilford Middle-High School), Lori DeVost (Newfound Regional High School), Chris Dayhoof (Kearsarge Regional High School) and graduate student Alison Charbeneau (Belmont High School) together in this workshop session where real problems were presented and discussed through the structured protocols of Dr. Petersen’s reflective practice plan.

Besides running this productive session, Dr. Petersen participated in numerous National Writing Project sessions and events, along with her technical assistant Matthew Rolph. Both were introduced into the NCTE’s new CoLEARN system that will unite writing classes, students and teachers across the country.

In another NCTE session, Dr. Andrew Smyth organized a wide-ranging panel—“Multiple Centers of Writing and Teaching Writing: The K-12 Writing Center, College

Reading and Writing Center, and Adult ESL Service-Learning Project.” The first presentation was by English teacher Tracy Bessire of Lake Highland Preparatory School in Orlando, Florida, and one of her students, Monica Bohmer. They demonstrated how they started and developed a writing center in a K-12 setting that trained high school students to tutor middle school students, and middle school students to work with elementary ones, improving writing at every grade level.



Joe Mealey and Tracy Bessire during their session at the NCTE.

Joe Mealey, director of Plymouth State’s English Writing Center, and Michelle Grant, a graduate student whose assistantship in the center has given her invaluable experience in this area, discussed how they used WebCT and reflective practice to help student volunteers deal with some of the issues presented at the English Writing Center. After brief talks, they led the audience in a group of prob-

lem-solving exercises related to peer-driven writing centers.

Recent PSC graduate Lori DeVost, who participated in both Plymouth panels at the conference, discussed how her service learning project in Dr. Smyth’s Study of Language class has had an impact on her language arts training and teaching. During her junior and senior years here at Plymouth State, Lori worked with Lutheran Social Services in Laconia to help recent political refugees in New Hampshire gain fundamental skills in English so that they could get jobs, negotiate U. S. culture, and restart their lives. This ESL tutoring outside the campus walls allowed Lori and others who took part in this project to experience a level of diversity in education that is often difficult to attain in standard

classroom situations in northern New Hampshire.

Both panels gained plaudits from the audience, and the many students, alumni, and faculty from PSC spent the rest of the conference seeking knowledge, practical teaching tips, books and materials, and valuable teacher partnerships and contacts in the many sessions and venues offered by the NCTE national convention.

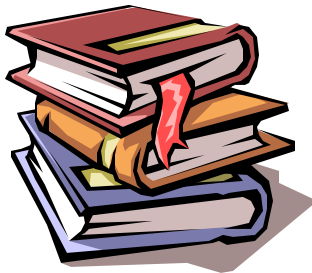
Education Scholarship Winners for the 2003/2004 Year Announced

On Saturday, September 20, 2003, Plymouth State will hold its annual awards ceremony for the students whose hard work and dedication to education have earned them scholarships for the year.

These scholarships come from a variety of outside endowments and funds, dedicated to people from Plymouth State and from the broader New Hampshire community who have devoted their lives to the service of education.

The Emma Paulsen Knapp '17 Scholarship Fund, for example, was established to honor the memory of Emma Christine Paulsen, a graduate of Plymouth Normal School in 1917. The scholarship, established by Emma's daughter, Barbara Knapp Bull, requires high standards (a 3.5 grade point average) of a student majoring in Education. This is in line with what Emma Paulsen Knapp wrote about the duties of students and teachers: "It is our duty to get our lessons, to do the assignments given us, faithfully and thoroughly. To have them done when they are supposed to be done, not an hour or two later. It is our duty to do our work cheerfully and willingly; to be fair, reasonable and unselfish in all that we do."

The winners of the Emma Paulsen Knapp '17 Scholarship and many others are to be congratulated for living up to the great tradition of teacher training at Plymouth State.



NORTON R. BAGLEY SCHOLARSHIP FUND:

Christopher Pryor (Physical Education)
Christopher Barrett (Math & Social Science Education)

MAUREEN SHINE BATEMAN MEMORIAL SCHOLARSHIP FUND:

Sarah Anne Frisbie (Childhood Studies)

CLASS OF 1946 ENDOWMENT FUND

Jerrica Gingras (Social Science Education)
Erin Bagwell (Childhood Studies)

CLASS OF 1957 SCHOLARSHIP FUND

Emily Dowd (Childhood Studies)

MARIE CONNELLY SCHOLARSHIP FUND

Amber Comtois (Childhood Studies)

EMMA PAULSEN KNAPP '17 SCHOLARSHIP FUND

Casey Ajello (Early Childhood Studies)

JESSIE BARNES METCALF MEMORIAL FUND

Erica Fallis (Early Childhood Studies)
Bridget Labrie (Childhood Studies)

BARBARA BOYCE OAKES SCHOLARSHIP FUND

Maegan Ryan Roussin (Childhood Studies)
Dorothy O'Malley (Childhood Studies)

BLANCHE COLBY STACY FUND

Bridget O'Leary (Childhood Studies)
Kimberly Campbell (Childhood Studies)
Christa Bosco (English Education)

EMMA YEATON WHEELER SCHOLARSHIP FUND

Chanda Domaloan (Childhood Studies)

DOROTHY E. WHITING SCHOLARSHIP FUND

Sarah Moyer (Childhood Studies)

Early Childhood Studies Showcase

By Dr. Patricia Cantor

On the evening of Thursday, December 12, 2002, over fifty early childhood studies majors participated in the first Early Childhood Studies Showcase. Modeled after professional early childhood conferences, the Showcase provided students with opportunities to engage in focused research, develop presentation skills, and learn from and network with their colleagues.

First-year students in Dr. Mary Cornish's two sections of Introduction to Early Childhood Studies presented posters describing their research on a variety of important topics, such as Bilingual Education, Inclusion, Play, Child Abuse and Neglect, Attention Deficit Disorder, Discipline, Sign as a Second Language, Creative Arts, Premature Births, Timeout, Spanking, Poverty, Sensory Integration, and Teen Parents.



The poster session was followed by half-hour presentations by seniors from Dr. Pat Cantor's Seminar in Early Childhood on issues related to young children and families, including Childhood Obesity, The Benefits of Creative Movement in Early Childhood Programs, The Cost and Quality of Child Care, The Impact of Poverty on Children, and Working with Children of Same-Sex Parents. The PSC Early Childhood Club provided help with advertising and staffing the event, which was well-attended by early childhood studies majors, education department faculty, and family members of the presenters.



Above Left: Saralyn Smith presents a colorful poster on classroom organization.

Left: Dr. Gerard Buteau confers with Lauryn Howard about her project.

Photos courtesy of Ken Heuser.

High School Voices Fill the HUB

On Friday, May 23rd, Plymouth State College hosted the fourth annual conference to celebrate the publication of *High School Voices*, a journal of New Hampshire high school students' writing. *High School Voices* grew out of *Voices from the Center*, originally a publication of the Women's Center on the Plymouth State College campus. It was founded in 1995 as a place for people who had overcome great difficulties and traumatic experiences to tell their stories. In 1998, the publication expanded to include the writing of high school students. Since 2000, the publication has been devoted entirely to their writing. This year over 200 submissions were received from high schools throughout New Hampshire. Submissions were reviewed by an editorial board which included four graduate students in the teaching of writing program. Thirty-five students were published in this year's journal.

The conference brought together about 40 students and their teachers. Dr. Andrew Smyth, a member of the Voices editorial board, delivered the keynote address, "Writing to Heal." Students then chose workshops in poetry, fiction, personal writing and performance, which were led by Dr. Liz Ahl, Katherine Min, Claire Robson, Dr. Paul Rogalus and Dr. Robin DeRosa. The day ended with an open mic reading and a pizza lunch.

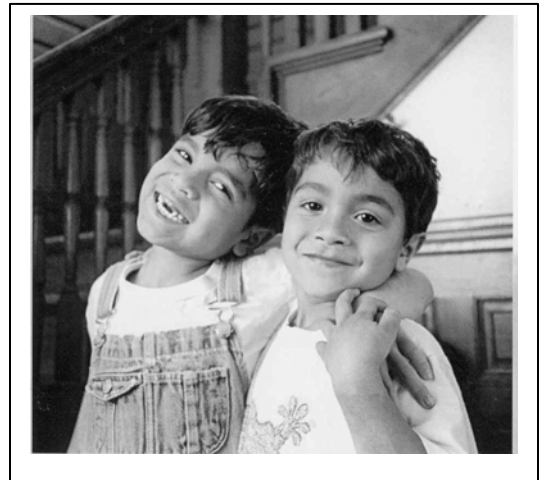
One student remarked that he was "always thankful to meet and share words with other writers." Another wrote that the conference was, "wonderful, interactive. I got to talk, write and read and got valuable suggestions on improving my work." For more information about becoming involved with the Voices project, contact Meg Petersen or Matthew Rolph, managing editor of the publication.

Plymouth Writers Group Celebrates Another Fine Publication

The seventh edition of the Plymouth Writers Group Anthology of Teachers' Writing, *Love and Trouble*, was issued this fall. "Dedicated to the teachers who write and the writers who teach," this collection of poetry and prose celebrates that craft of teaching throughout the state of New Hampshire, at all grade levels. Copies are available for sale in the English Department.

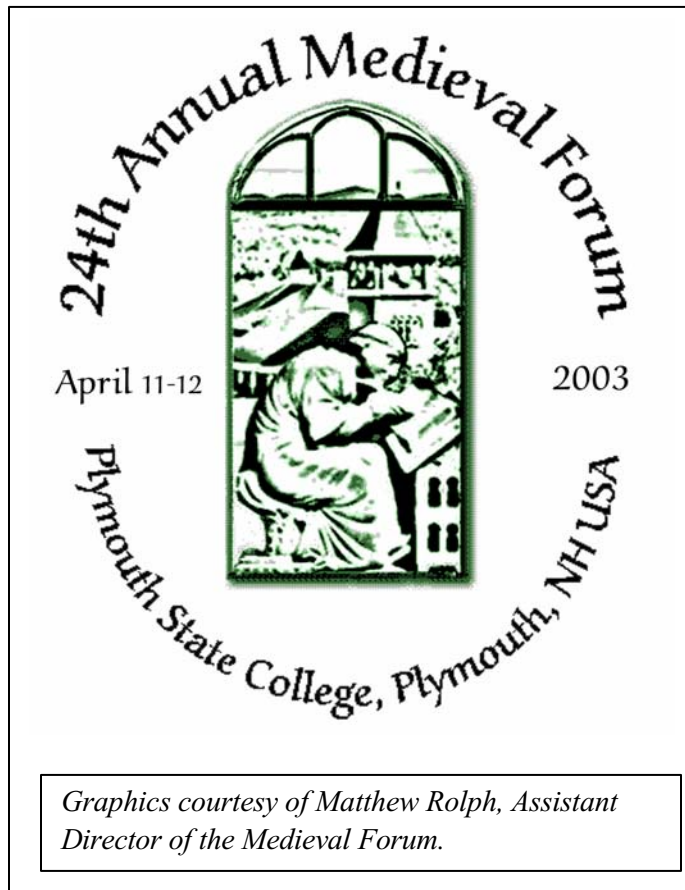


The staff behind this year's anthology of teachers' writing.



Cover photo from *Love and Trouble*.

Education in the Middle Ages is the Theme of This Year's Medieval Forum at Plymouth State



St. Gregory, copying manuscripts to our left, overlooks Rounds Tower at Plymouth State as the tradition of education from the middle ages to the twenty-first century was celebrated at Plymouth State this April 11th and 12th.

The 24th annual Medieval Forum has become a well-loved tradition at Plymouth, with scholars from around the country and the world descending on our campus, joining in lively academic sessions from a variety of disciplines and perspectives, and enjoying the beauty of Plymouth's spring.

This year, as always, the Forum began with the traditional parade of students, scholars, and administrators in medieval garb, followed by our annual reading of the opening of Chaucer's General Prologue to *The Canterbury Tales*, celebrating the renewal of spring with pilgrimages to favorite shrines—an appropriate metaphor for those who have made the annual trek to Plymouth for the

past two decades and more. Chaucer's Clerk, however, provides the best words for the theme of this year's conference: "And gladly wolde he lerne, and gladly teche." *Continued on page 11.*

Plymouth Writing Project Prepares for 2nd Summer Institute

After a very successful inaugural Summer Institute last year at Plymouth State, Dr. Meg Petersen of the English Department and Dr. Mary Cornish of the Education Department, along with technical assistant Matthew Rolph and many others, have put together another splendid program from June 23rd through July 24th this summer.

This institute is designed for experienced teachers of writing who wish to work on their own writing and become trained as leaders in the field of writing instruction. The program is funded by the National Writing Project and subscribes to its core values. These values include, as Dr. Petersen writes, "that exemplary teachers make the best teachers of other teachers and that universities and schools in collaboration can provide powerful programs for teachers. The most effective teachers of writing are those who write themselves."

Continued on page 11.



Medieval Forum, cont.

The theme of this year's Forum was Education in the Middle Ages: Learning for a Lifetime. As Andrew Smyth, Assistant Professor of English at PSC and Director of the Medieval Forum, noted in his welcome to conference-goers, this theme is most apt given Plymouth's firm roots in education. It was fitting, therefore, that one of the first papers read at the conference was by a recent graduate of Plymouth's English Education program, David Cormier, who presented "Medieval versus Renaissance Education in Edmund Spenser's Poetry and Prose."

Two currently enrolled PSC students—Joann Guilmett and Kirsten Traber, both Medieval Studies majors—gave their first academic conference presentations at the Forum. Joann, who as the learning specialist at PSC's Information Technology Services Department made so many things run smoothly at the conference, presented "The Ordinary Life of the Medieval Good Wife." Kirsten Traber gave a talk based upon her senior thesis, "Monastic Diet: Fantasized, Factual, Plausible."

Already, participants are looking forward to next year's special anniversary Forum, the 25th at Plymouth State. As we move into the next twenty-five years of this wonderful tradition, the conference will grow into a Medieval-Renaissance Forum. In keeping with this growth, next year's theme will be "Reading and Writing the Middle Ages: A Trans-Historical Perspective." Anyone interested in submitting an abstract for a paper, session, or workshop should contact Andrew Smyth at 535-2490 or asmith@mail.plymouth.edu. Also, please visit our website: www.plymouth.edu/psc/medieval/.



Plymouth Writing Project, cont.

The invitational Summer Institute operates on a teachers-teaching-teachers model. Successful writing teachers gather at the summer institute to examine their own classroom practice, develop their writing and engage in inquiry related to their teaching. During the school year, these teachers provide professional development workshops for other teachers in their schools and communities.



Alison Charbeneau writes in her journal during last summer's Institute.

PSC-Newfound Partnership Continues to Grow and Thrive

By Dr. Mary Cornish

Plymouth State College and the Newfound Area School District established a Professional Development School (PDS) partnership in September of 1999. Since its inception, Newfound teachers and administrators have collaborated with PSC faculty to improve initial teacher preparation, enhance professional development of practicing teachers, and promote exemplary instructional and educational experiences for students.

Examples of PDS efforts accomplished to date include Reflective Practice teacher groups, cooperating teacher assistance in the redesign of undergraduate education courses, and joint design and implementation of several new district-wide initiatives such as K-12 student Personal Interest Plans and the K-8 comprehensive Literacy Action Plan.

The CTE Newsletter is published annually to inform the PSC community about Teacher Education programs. We encourage you to send in news from your departments to Julie Farina at MSC #38 or jfarina@mail.plymouth.edu.

Andrew Smyth, Editor

Contributors

Patricia Cantor
Mary Cornish
Meg Petersen
Caine Schlenker
Andrew Smyth

Members of the Council of Teacher Education

Patricia Cantor, Coordinator of Teacher Education
Cynthia Vascak (on leave) & William Haust, Art
Katharine Fralick, Education
Meg Petersen & Andrew Smyth, English
Barbara Lopez-Mayhew & Marie-Therese Gardner, Foreign Language
Louise McCormack & Irene Cucina, Health, Physical Education & Recreation
Richard Evans, Mathematics
Robert Swift (sabbatical) & Jonathan Santore, Music & Theatre
Douglas Fife, Psychology
Warren Tomkiewicz, Science
Patrick May, Social Science
Dennise Bartelo & Patricia Lindberg, Graduate Studies, Continuing Education & Outreach
Mary McNeil, CAGS/CPEP
Gary McCool, Lamson Library
Royce Robertson, Information Technology Services
Mary Campbell, Director of Curriculum Support
Ann Marie Jones, Director of Teacher Certification & Field Experiences
Brandon Buckley, Student Representative
Kathy Vestal, Academic Advising Coordinator
Julie Farina, Accreditation Assistant
Brenda Gleich, Recording Assistant

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