

# THE EDUCATOR

Teacher as Leader  
in Rural/Small  
School Education

THE NEWSLETTER OF THE LWC EDUCATION DIVISION

LINDSEY WILSON COLLEGE • COLUMBIA, KENTUCKY

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## NEWS FLASH!

On Monday, June 16, the Education Professional Standards Board (EPSB) met to approve new program offerings and the secondary Mathematics 8-12 certification program was unanimously approved! Congratulations to all concerned, including secondary education program coordinator Rolfe Windward and the Math/Science Division whose strong math major made the proposal possible. As Bill Brown comments in his column, this is an important addition to the curriculum of our Division and extends our long tradition of service to our professional partners in regional K-12 schools. See the 8-12 page of the Education Division web site at [http://www.lindsey.edu/graduate/edu/ed\\_dept/8-12/index.html](http://www.lindsey.edu/graduate/edu/ed_dept/8-12/index.html) for program details.

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## Community Voices

Patty Jones, Principal, Col. Wm. Casey Elementary  
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I would like to take this opportunity to thank the students, faculty, and staff of the Lindsey Wilson College Department of Education. This is the second year that Col. Wm. Casey has had the privilege of being designated as a Professional Development Site for Lindsey Wilson's Department of Education. Thanks to the knowledge and foresight of Dr. Bill Brown, Chairman of the Department of Education at Lindsey, we have forged a partnership that has not only benefited future educators at Lindsey, but our current students and staff as well.

The program has been managed superbly by Dr. Larry Ennis, Supervisor of Student Teachers and

Professional Development Sites at LWC, and Laura Murrell, P3 Primary Teacher at CWC. Both have worked together to organize both programs and schedules to meet the needs of both institutions. Our faculty has been very impressed by the quality of students that Lindsey has sent to our campus. The program has brought the two educational facilities closer together in both purpose and mission. Not only have Lindsey's students become a part of our school, but our students have been involved in activities on the Lindsey campus as well.

Casey has also benefited through the sharing of grant monies awarded to Lindsey by the Verizon Cooperation. We have acquired both software and hardware to enhance early literacy at our school.

Just recently physical education students at the college, under the guidance of Dr. Jeannette Askins, planned and coordinated our school's annual Field Day. They based all events on games and activities from different countries around the world. The event was a tremendous success and another example of outstanding collaboration between Dr. Askins and Casey's physical education teachers, Chad Myers and Kathy Cox.

I want to take this opportunity to publicly thank everyone involved at Lindsey Wilson for the successful year we have had together. I look forward to even more success in the coming years.

*Originally published as a letter to the Editor in The Adair Progress, Thursday April 29, 2003*

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## Education for a New Millennium

Dr. Bill Brown, Division Chair

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<http://bcbrown.net/>

As I am completing my tenure as division chair, I think it is fitting that I do a short tour of the last three years for a bit of historical perspective. I should mention at the beginning that accomplishments of the division were due to the dedication and service of all members of the unit and all can and should take pride equally in those accomplishments.

Probably the most significant accomplishment has been two very successful accreditation visits – EPSB (professional outside accrediting agency for the unit) and SACS (institution wide). These reviews articulate the strengths and growth of the LWC Education Division during the past few years.

This time period has also seen the production of new programs – the Early Childhood Care and Development Program at Scottsville (2002) and an Evening School (Columbia) cohort for Elementary P-5 certification scheduled to open Fall 2003. In addition, a secondary mathematics certification program is also scheduled to begin Fall 2003. This is particularly exciting because it combines the new mathematics major at Lindsey with the initiative to provide secondary teachers in an area of great demand and shortage.

Professional partnerships have been formed at Colonel William Casey Elementary and Adair High School. These are already paying great dividends and the future is very exciting to me as we move along toward realizing the full potential of these partnerships.

One thing of which I am most proud is the enrollment of the division. During Fall Semester 2000, the initial certification programs enrollment was approximately 60 while the projected enrollment for Fall Semester 2003 is set at 100-110! That increase did not happen by accident. It required a concerted effort on the part of all education faculty to mentor and to work with students to provide the opportunity for them to pursue their dream.

Of course, we are accountable on a federal level for our students passing content area exit tests (PRAXIS II). We have done well with that – especially considering that we are an “open-enrollment by nature” institution. And looking at trend data for this most recent year (2002-03 to be published Spring 2004), it appears that our pass rate will be ‘mid - upper 90%’. Since this score is directly related to ‘content’ knowledge, we can thank our colleagues in the Arts and Sciences programs at Lindsey Wilson

College for their great dedication to making sure our candidates know the proper subject content.

I need to especially thank President Luckey and Dr. Julian for their support of our efforts to increase diversity in both the candidates and faculty for the division. The William Randolph Hearst Foundation has provided scholarships for students of color with an emphasis in education and all faculty openings stress the importance and commitment of Lindsey Wilson College to a diverse faculty.

And lest we forget, *The Educator* was born March 2001. It has proven to be a strong and popular means of communication both within the Lindsey community on campus and our partners, alumni, and friends nationwide.

There are numerous other accomplishments that could be recounted, however, at this time it is appropriate to look to the future. The institution and the education unit have made the commitment to go for national accreditation through NCATE (National Council for the Accreditation of Teacher Education) in 2007. At this point in time, that is certainly a worthy and appropriate goal and will bring further recognition to a very strong unit and group of certification programs.

There are many federal initiatives that are changing the educational landscape not only in Kentucky but nationwide. These are primarily the result of ‘*No Child Left Behind*’ legislation. Lindsey Wilson College is well-positioned to be a prominent independent college player in these endeavors and that is where my immediate future lies. Beginning Fall 2003, in addition to teaching duties, I will serve the unit and LWC as **Institutional EPSB Programs Coordinator**. The role of this position is to answer directly to the Dean of Faculty and to work with the education division chair to insure that all unit certification programs remain ‘Program Compliant and Audit Ready’ as we deal with all the outside agencies – accreditation and otherwise. I will fulfill this role in addition to continuing to serve as program coordinator for both the Middle Grades 5-9 certification program and the non-certification Early Childhood Care and Development program.

It has been a pleasure to work with the Education Unit and Lindsey Wilson College as a whole. I take great pride in what has been accomplished during the last three years and I look forward to Dr. Rolfe Windward continuing this unit’s reputation for excellence as he lends his considerable knowledge and work ethic to the role of division chair.

May all of you have a restful and fulfilling summer and my warmest regards go to each of you.

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### *Featured Faculty*

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#### *Art Education News*

**Lori Sargent MFA**

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During the spring semester, Matthew Fortier and Kari Wheeler took advantage of non-traditional teaching opportunities to share their enthusiasm for creating works of art. Although he had taken several ceramics classes at LWC, teaching ceramics was a new experience for Matt. He taught a few of the 900 students involved the 21<sup>st</sup> Century Community Learning Program coordinated by Ellen Zornes. During each after school session, Matt helped students at Adair County High School learn how to throw functional pots on the potter's wheel.

Kari Wheeler expanded her educational experience by teaching weekly group lessons to adults and individual art lessons to an elementary school student. The lessons began early in the spring semester and are continuing this summer. "Flowers in a pot" is a photograph of a watercolor painting completed during a recent lesson for a group of special needs adults from BRASS in Campbellsville.



Speaking about her teaching experiences, Keri said, "This opportunity to teach art classes has really given me a chance to grow as a teacher. I've developed methods for reaching out to a variety of

students regardless of race, age or disability. The classes also allow me to try out a variety of art lessons in a safe atmosphere. The most rewarding aspect of the experiences, however, is being able to help others develop their abilities to express themselves creatively."

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#### *Educational Technology*

**Rolfe Woodward PhD**

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I'm often asked questions about what constitutes good educational software and how one goes about choosing it. I may discuss the latter issue at greater length in a future column since I believe it goes to the heart of what constitutes good pedagogical judgment but will offer the following guidelines here to assist educators identify, judge technical and instructional merit, and use good quality software that meets state and national standards. I've borrowed most of this from Patricia Deubel (2002). Since biological science is one of my specialties and hers is math, the examples are largely from the math/science domain but the principles listed may be used more generally in all disciplines:

1. Does the software have stated learning objectives that are adhered to? Even with highly rated software this is not always the case; e.g., Math Blaster provides a reward for success in the form of a game but the game is not connected to the topic that was just completed.
2. Is the software motivating to students? The novelty of multimedia can wear off quickly in the Gameboy era so it becomes more important to attend to models such as ARCS (attention, relevance, confidence, and satisfaction) with the goal of obtaining titles that satisfy most or all elements; e.g., Math Arena and Mighty Math Cosmic Geometry.
3. Does the software allow for individualized instruction? Programs such as Skills SuccessMaker and SkillsBank4 support two of the most important conditions for active mental engagement: motivational intensity and

interactive, instructional support. Standardized approaches that hold time constant while allowing achievement to vary rarely meet such conditions.

4. Does the software suggest paths to improve and have the ability to automatically adjust for student needs? Scaffolding student success is an important quality in well designed software.
5. Does the software provide clear examples of skills that it is designed to develop? It is necessary to check how a program develops conceptual mastery; e.g., is there a balance between drill and practice, computation, factual recall, and open-ended problem solving processes.
6. Does the software provide some repetition to assist in retention? Multimedia can provide two methods for connecting specific facts and skills to standards-based concepts and core processes: 1) text is accompanied by voice-over and/or representative icons and 2) alphanumeric responses allowing students to interactively apply concepts in appropriate contexts; e.g., Plato Learning System.
7. Do problems make reference to real-life applications? Programs such as Hot Dog Stand make numerous such connections.
8. Does the software accommodate more than one solution method? Teachers must judge the benefit of an option such as this based upon knowledge of their students abilities since it generally requires significant domain knowledge and metacognitive competence to profit from multiple representations.
9. Is feedback tutorial in nature, or does feedback just indicate responses are right or wrong? Software should provide some guidance but avoid encouraging students to guess in order to acquire that guidance; i.e., a program should simply provide the correct answer after 2 attempts and explain why the answer was wrong.
10. Are help and audio features under user control? Sometimes sound is distracting but sometimes students need voice to accompany text.
11. Is there a teacher management system provided? Software should be modifiable to some degree in order to meet individual needs, better match curriculum, and keep track of student progress. If graded assessments are offered, the student should be able to change answers just as they would with a paper and pencil test before turning it in.
12. Are sounds, visuals and icons culturally and/or age appropriate? There are a host of issues embedded in this question, from the perceptions of culturally diverse children to the ability of

very young and/or exceptional children to distinguish the meaning of multimedia elements.

Here are a few useful resources when browsing for and/or researching quality educational software:

- Achieve, Inc.: [achieve.org](http://achieve.org)
- Blue Web'N': [www.kn.pacbell.com/wired/bluewebn/](http://www.kn.pacbell.com/wired/bluewebn/)
- Eisenhower National Clearinghouse (K-12 math and science): [www.enc.org/resources/](http://www.enc.org/resources/)
- ExplorAsource: [www.explorasource.com](http://www.explorasource.com)
- Mathematically Correct: [www.mathematicallycorrect.com](http://www.mathematicallycorrect.com)
- The National Education Assoc.: [www.nea.org/publiced/standards/audit.doc](http://www.nea.org/publiced/standards/audit.doc)
- Thomas B. Fordham Foundation: [www.channel1.com/users/Hudson/topics/standards.html](http://www.channel1.com/users/Hudson/topics/standards.html)

#### Reference

Deubel, P. (2002, February). "Selecting curriculum-based software." Learning & Leading with Technology, 29, 10-16.

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### ***A Day in the Life***

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### **Knifley Students Experience Colonial Times**

On April 2<sup>nd</sup>, students from Knifley Elementary visited the Education Division to participate in lessons prepared and implemented by LWC teacher candidates. Core content cultural experiences in the music, dance and art of the US colonial period were explored from multiple perspectives during the course of the morning.



Several groups of students were formed and moved from experience to experience. Immediately above, Knifley students learned the Virginia Reel and traditional games such as sack racing (below).





Traditional art and colonial fashions were not neglected as Knifley students discover (below).



After their lessons, the Knifley students had lunch and a campus tour with all concerned delighted at the outcomes of the day's work.

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### ***From the Secretary's Desk***

Sheila Townsel  
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It has been a very busy year in the Education Division. Just today I received a call from a principal wondering if the Education Division had any graduates looking for a teaching position. It really is true that Lindsey Wilson College graduates have a great reputation. I have really enjoyed my first full school year as YOUR Division Secretary. Have a GREAT summer and I look forward to seeing you this fall.

I recently heard a few teacher jokes I'd like to share:

Mother: How was your first day at school?

Son: It was all right except for some man called "Teacher" who kept spoiling all our fun!!

Student: I'm not going back to school ever again

Parent: Why ever not?

Student: The teacher doesn't know a thing, all she does is ask questions!!

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### ***Calendar***

Please check the Lindsey web site for current information concerning registration dates for Fall Semester 2003. ([www.lindsey.edu](http://www.lindsey.edu))

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### ***Student News***

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### ***Second Round of Hearst Scholars Coming***

July 1 is the deadline for the second round of the **William Randolph Hearst Endowed Scholarship Fund for Students of Color** to be announced and advertised. The award is based on scholarship, leadership, and service for minority students with an education major or focus.

On November 5, 2002, the first **William Randolph Hearst** scholars were named and include **Tiarra Cecil, Mimi Magana, Calisha Mosley, Jae Newman, and Felicia Sanchez.**

**The William Randolph Hearst Endowed Scholarship** is a fund for Students of Color with a preference for those pursuing careers in Education. The \$100,000 grant was approved at the September 25, 2001 Hearst Board of Directors Meeting and became available for award Fall 2002.

This grant was made with the understanding that the principle of the endowment shall remain intact and only the yield be expended. This will provide approximately \$5,000 per year for scholarships to proposed 'Hearst Scholars.'

The formal announcement including criteria and an application may be found at the following address: <http://www.lindsey.edu/graduate/edu/suppfils/hearst.pdf> or an application may be sent by request, just

contact the Division Secretary. Interested students should respond as soon as possible, we're waiting to hear from you.

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### ***Lindsey Wilson College's Kentucky Education Association, Student Program***

An important tradition of KEA-SP involves hosting a 'tea' to honor student teachers who have completed their programs and are ready to graduate. This year, many student teachers expressed interest in a less formal event so the tea became a family barbeque with loved ones invited.



April 25<sup>th</sup> dawned cloudy and rain nearly spoiled the day but the Education Building had been reserved for just such a chance and the ceremony, followed by a feast and the music of the Green River Band (below), was conducted within familiar surroundings.



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### **Graduating Seniors 2002-2003**



In a long anticipated event, twenty eight seniors graduated this May, well prepared to pursue their careers. A number of the Fall graduates had not only completed student teaching but were already serving their first semester of internship and, as the note from Division Secretary Sheila Townsel suggests, this is consistent with our graduates as we receive inquiries from local area

school principals who know the worth of LWC teacher candidates full well. Congratulations to all!

### **Fall 2002**

Suzanne Babak P-5, Rebecca Copass 2<sup>nd</sup> English, Wendall Froedge 5-9 SS & Math, Scott Johnson P-5, Mimi Magana P-5, Brian Miller P-12 PE & Health, Jessica Mudd P-5, Lisa Pritts 5-9 English-Math, Jessica Reynolds P-5, Maggie Riordan P-5, Felicia Sanchez 2<sup>nd</sup> Biology, Wesley Snead 2<sup>nd</sup> Social Studies, Stephanie Spears 5-9 English & Math, Mike Talley P-12 PE, Stacy Terry P-12 PE & Health, Mandi Wheat P-5



### **Spring 2003**

Todd Baird P-5, Jennifer Brock 5-9 Math & Science, Amanda Cox 5-9 Math & Science, Laura Egnew 2<sup>nd</sup> English, Steven Gumm 5-9 Math & Science, Jennifer Kemp 5-9 Math & English, Kirsten Lawless P-5, Kelly Phillips P-1 PE & Health, Jeannie Smith 5-9 Math & SS, Michael Snead 2<sup>nd</sup> SS, Jennifer Taylor P-5, Miranda Wethington 5-9 Math & Science



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### ***Alumni News***

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### **2003**

**Stacy Terry**, P-12 Physical Education and Health  
I am now teaching Special Education in Casey County and working on my Masters at Campbellsville University.

### **2002**

**Paula Bault**, P – 5 Elementary Education  
I have just finished my first year as an art teacher in Adair County. It has been a great year and I am hoping to have this job again next school year. My students and I have done many interesting projects; from shrink plastic, to stepping stones, to visiting art museums. Hope to hear from you all soon!

## 2001

### **Denise Pyles Grant**, Biology 8-12

I am just finishing my second year of teaching at Knifley Grade Center here in Adair county. I teach 5-8 Science. I just had another child, a baby girl—Jenna Snow Grant, born on February 1, 2003. I returned to work on April 12, and have been going strong! Last year I was awarded \$3000 from PRIDE to continue work on our outdoor classroom project, so I have been busy getting something done with that. Our testing window starts tomorrow, May 5. Last year our score was an 83, the highest in the county (in science) and 15 points higher than the previous year's score. Our school score was 78.1 which put Knifley in the top 10 in the state! I am happy with my position, and very thankful for my principal—Phyllis Curry. We have a lot of LWC students at our school, and I am proud to say that I work alongside many talented individuals so your students are benefiting from their visits! Thanks for inquiring on my whereabouts....it is nice to know that you still remember me!!

### **Angie White**, Masters in Education

Presently teaching 5th and 6th grades at LaRue County Intermediate School in Hodgenville, KY. I hope that you are doing well - have a great summer!

### **Pamela L. Rader**, Masters in Education

Currently I am completing my Doctorate in Education and to date am I a little over 1/2 done! My Masters in Education from LWC has assisted me in several promotions, one of which is team leader (Need a good teacher? I would love to teach on the college level some day).

### **Jason Willoughby**, Business Administration

Will have my MBA fall 2004 and will start my PhD at Capella University fall 2004. I am currently waiting confirmation to being accepted into the Professional Bowling Association. I hope to start the pro bowling tour this fall, if accepted. I am currently working at McGrae Broadcasting as a job (hobby) I have always wanted to do, being a DJ for 99.9 The Big Dawg. If anyone wants to listen to my show, it is on Saturday nights 6-11 central on 99.9. There are other things in the works, but I will share them later. I love this e-zine, please keep sending it to me.

## 2000

### **Christy York**, English 8-12

I taught my first year at Barren County High School where I learned so much. Then a position opened at Adair County High School and I am now the district cluster leader for the 12th grade writing portfolios. I

teach only seniors and certainly have challenges, but I am doing what I was created to do. I was recently on the campus for the reading of Crystal Wilkinson. The campus has changed so much since I was last there; and, even though I still live in Columbia, I have yet to go in the new library. On the evening of the reading, Guy Adams asked me to invite some of my best writers to come and eat at the dining hall and spend time with Mrs. Wilkinson before the reception. It was something that I enjoyed so much, to get to see my students interacting with a reputable author.

## 1990

### **Alma Irvin Rich**, Middle Grades 5-8

I began my teaching career in the Adair County School System in August 1991 at Shepherd Elementary. I have completed my Masters Degree in Middle Grades Education from Western Kentucky University. I returned to school at night to complete my Rank I certification in Educational Leadership for Principalship K-12. This degree was obtained from Western Kentucky University as well. In June of 2002, I was hired as the Principal of Shepherd Elementary. I am married to former LWC graduate of 1989, Bryan Rich. We have one nine-year old son, Will.

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One important feature of our quarterly newsletter will be to highlight what is happening with our alumni.

It will be helpful if you will provide the following information:

Name \_\_\_\_\_  
Year of Graduation \_\_\_\_\_  
Major \_\_\_\_\_  
News \_\_\_\_\_

e-mail address (if you would like to share) \_\_\_\_\_

Please forward any information you would like to have included to: [windward@lindsey.edu](mailto:windward@lindsey.edu)

**\*\*\*Attention!!!\*\*\*** In addition to providing alumni news with this newsletter, the LWC Education Department would like to produce a 'blind' mailing list (one free from 'spam.') to promote our newsletter and our graduates. Please let your friends and colleagues know about our efforts and we will be especially appreciative if you provide us with an e-mail address that we may use to notify you of the

publication of each issue. To have your name added to our e-mail address please reply to:

[windward@lindsey.edu](mailto:windward@lindsey.edu)

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