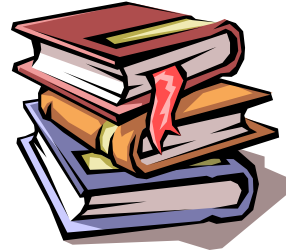


Education Dept. Newsletter

November 2005

Alumni Scholar to Visit Grinnell College

Alumni Scholar, Abby Boehm Turner, will be visiting campus on November 10 and 11th. Thursday, Nov. 10th at 7:00 p.m. she will speak about her work with middle school students as a language arts teacher and her current work with teachers as a literacy coach. She has taught eighth grade language arts at Battle Creek Middle School for several years, and now has been hired as a literacy coach for the St. Paul School District. The district has adopted a program that focuses on disciplinary literacy, and for Abby, that means she works in model classrooms for six weeks at a time with language arts teachers to help them implement the disciplinary literacy approach. This approach focuses on writing and reading workshops and encourages active student involvement to develop disciplinary expertise rather than to rely on the teacher to convey concepts. According to Abby, the new program fits well with what she had learned about good teaching in her courses in the education department and through her work as a student teacher. Abby will also be visiting some education classes during her visit.



SEPC Members

This year's Education Department SEPC includes the following members:

Katie Bowen '06
Rebecca Jacobson '07
Kip Kelley '06
Cori McKenzie '06
Savanna Morse '07
Lindsey O'Brien '06
Julie Sundermann '06

Student Teachers

September 21st, the Education Department held a department picnic. At the picnic the following student teachers were honored:

Aly Beery- English
Leslie Boyadjian – U.S. history
Jill Harms – U.S. history
Jenny Noyce – English
Allison Owens – Art/French

Student Loan Forgiveness

Grinnell College provides a loan for student teachers in their 9th semester. If the graduated student teaches for three years the loan is forgiven and if the student teaches for two years half of the loan is forgiven. This provides students with better options than both the Stafford loan and the Perkins loan. The Perkins loan forgives a portion of a student's loans if they teach full-time in a school that serves low-income students, they teach full time as a special education teacher, or as a full time teacher who teaches mathematics, science, foreign languages, bilingual education or any other field that the State Department of Education determines to have a shortage of qualified teachers in that particular state. The Stafford loan forgives the student's loan if s/he teaches full time for 5 consecutive years in a school that serves low- income families.

News From the "Real World:" Student Teachers' Observations

Leslie Boyadjian – 7th grade and 8th grade Social Studies, Grinnell Middle School

Student teaching is exhausting and frustrating and educational and

rewarding and amazing. I am more sure now than ever before that I made the right decision in coming back for the 9th semester. I know more about myself as a learner, a teacher and a "historian" today than I did eight weeks ago. I know more about 150 GMS 8th graders than I ever thought possible.

Alison Owens – Art and French, grades 9-12, Newton High School

This is the hardest and most overwhelming semester I've ever had, but it is also the most rewarding and engaging experience I've ever had.

Jill Harms – US History, Newton High School

Stressful, time consuming, active, amazing: Interacting with high school students every day is all of these things. Trying to make history interesting every day is a continual struggle. Some days you don't want to show up. A lesson completely flops, or a student fails, and you just want to quit. And then, one student will come in for help, or a conversation you have reminds you why you got into teaching in the first place.

Jenny Noyce -- 8th grade Language Arts, Grinnell Middle School and 10th – 12th grade English, Grinnell High School

Student teaching has been the most challenging and most fulfilling experience that Grinnell has offered me. It is nice to have a learning experience with a "real world" context.

Aly Berry – English I, English II and College Prep Composition, Newton High School

Now that I have had a small taste of teaching, I am more excited about my prospects as a teacher than when it was a nebulous, frightening semester looming before me. The students in both their charming and frustrating moments have made it exciting. My CT [cooperating teacher], Andrea Hogeland, has been a great combination of "awesome role model" and "honest critic," and the entire L.A. [Language Arts] department had been inspiring and encouraging, though honest and down to earth about the realities of teaching. Yeah, there's a lot that is wrong with the public education and with our school in general, but there's enough good stuff to make it fun, exciting, and pleasantly frustrating to go to school each day.

Applying to the Teacher Education Program and the CollegeBASE (CBASE)

By Kara L. Lycke

Applications for admittance to the Teacher Education program should be completed at the same time you declare a major, no later than pre-registration for your 5th semester and prior to enrollment in Educational Psychology (EDU 221). Pick up an application in Steiner 209 or in the Education Department Information Center (file cabinets outside of Steiner 301). The application is fairly simple and requires a brief recommendation from your Tutorial or EDU 101 professor. Look for our online application coming soon!

In order to be accepted into the Teacher Education Program students must take the **CollegeBASE exam** and must achieve a score of 300 or better on the mathematics, English and writing sections. The exam is given at 3:30 the afternoon of registration for the spring semester in January. If you enroll in Educational Psychology (EDU 221) you will automatically be contacted with more information. Sample exam questions are available in the Education Department Information Center (file cabinets outside of Steiner 301) or from Angela Winburn in Steiner 209. The cost of the exam is \$18.00.

Students with a documented special need for test taking (visual, hearing, physical, learning, or other disability) may request accommodations for the College BASE. Contact Kara Lycke [lyckekl], x4552 for more information.

Judith Magnan '85 To Speak at Grinnell College

Judith Magnan, a 1985 Grinnell alum who is now living in Costa Rica, will speak about her dissertation work at the Universidad Nacional. Her talk is titled "Nicaraguan Schoolchildren in Costa Rica". She did a case study of a Nicaraguan elementary school and the reasons students abandoned their studies. Some of the reasons were environmental and others were institutional.

The talk will be Thursday, November 4 at 4:15 in ARH 120.

Lunch with Education Students

Judith Magnan will also have an informal lunch with Education Department students on Thursday, November 3 in Steiner 204. She will talk about ongoing educational research in Costa Rica. Grinnell has an ACM off-campus program in Costa Rica that has a research component, so education students might be interested from that perspective. She will also talk about anything else students want to ask about. Lunch will be provided. If you would like to attend, e-mail Nancy Hayes at [Hayesn] to be certain we order a lunch for you. If you forget to reserve a lunch or prefer to bring your own, you are still welcome to attend.

dominant notions of adolescence.
Prerequisites: EDU 101 or permission of instructor.

Special Topics Course in Adolescent Literacy

Jean Ketter will teach a two-credit special topic course in adolescence in the spring '06 semester. If you are interested but have a schedule conflict, let her know. The course description follows.

Are teens naturally rebellious, anxious, and victims of their raging hormones? Or are they rational, thoughtful young adults? We will examine conflicts in the construction of adolescence in texts written for teachers and parents, and in popular culture texts (such as young adult literature, magazines, web sites etc.). We will pay particular attention to how cultural constructions of adolescence either reinscribe or challenge mainstream conceptions of race, class, gender, and sexuality. We will focus on one site of youth culture, the school, to examine how various school practices (such as athletics, school dances, clubs, pedagogical approaches) reinforce or challenge