

**School of Education Welcomes
New Faculty**

Dr. Jeff Abbott – Assistant Professor in Educational Leadership, earned his Ph.D. in Educational Leadership from Indiana State University in 1995. He also has a B.S. and M.S. from Butler University in business education, and an Ed.S. and J.D. from Indiana University. Dr. Abbott has taught at the middle school and high school levels, as well as at the university level for over 25 years. Dr. Abbott also has served in central office human resource management positions for two of Indiana's largest school districts. He also has practiced law and specialized in school and labor law. He maintains his Indiana attorney's license. He was a former superintendent of schools for two different Indiana school districts for a combined 14 years. He is married to his wife Donna, an elementary school principal, and has three grown children. In addition to his passions of teaching, reading, and writing, he enjoys warm weather, golf, boating, and especially...beaches with palm trees!

Dr. LeeAnn Sinclair – Assistant Professor of Education, Elementary Reading for TEAM I. Dr. Sinclair earned her Ed.D. in Literacy Education from the University of Missouri in 1997. A native Hoosier, she completed her undergraduate and masters degrees at IU Bloomington before venturing west. Dr. Sinclair has worked with all ages of students, kindergarten through college, in Indiana, Arizona, Missouri, Kansas, and Tennessee. Four years ago, she happily returned to Indiana to fulfill her dream as a teacher educator. Dr. Sinclair enjoys reading, photography, and travel, especially to deserts and mountains.

Dr. Randall S. Vesely, Assistant Professor in Educational Leadership. In 2005, Dr. Vesely earned his Ph.D. in Urban Education from University of Wisconsin - Milwaukee, specializing in public school finance. He earned a Master's degree in 2003, in Administrative Leadership from University of Wisconsin - Milwaukee, and is a licensed Principal and Superintendent. Dr. Vesely's undergraduate work was completed at the University of Wisconsin - Green Bay in 1996, with majors in History and in Politi-

Faculty News



cal Science. Dr. Vesely spent the last five years serving as a high school principal in the state of Wisconsin. He has also served as a middle and high school Special Education teacher in Newport Beach, California, and as a Geography teacher in Gallup, New Mexico. Dr. Vesely enjoys remodeling projects (except plumbing), writing, Labrador Retrievers, surfing, Japanese food, and sitting in on drums and guitar. He normally enjoys watching the Green Bay Packers, but this is a rebuilding year and their games are extremely painful to watch.

Faculty Accomplishments

Drs. Stella Batagiannis, Jane Leatherman, Alice Merz, Terri Swim, Kathleen Murphey, and Glenda Moss will be attending the Mid-western Educational Research Conference October 11-14. Each are presenting, discussing papers, and chairing sessions.

Dr. M.Gail Hickey has been involved in the writing of several book chapters and journal articles as listed:

Book chapters

- Hickey, M. G. (2006). Family stories and memorabilia: Oral history projects in elementary school. In B. A. Lanman & L. M. Wendling (Eds.), *Preparing the next generation of oral historians: An anthology of oral history education*. Lanham, MD: Altamira Press, pp. 181-194.
- Hickey, M. G. (2006). Becoming a teacher: Teachers learn practical knowledge by exploring personal images of teaching. In G.

Keri (Ed.), *Learning efficacy: Celebrations and persuasions*, pp. 1-21. Greenwich, CT: Information Age Publishing.

Journal articles

- Hickey, M. G. (2006, June). Asian Indians in *Indiana*. *Indiana Magazine of History*, 102, 2: 117-140.
- Hickey, M. G., & Kolterman, D. (May/June). Special women in my life: Writing women into the social studies curriculum. *Social Education* 70, 4, 190-196. [Kolterman is a SOE graduate student]

In addition, she has presented the following **Conference papers**:

- Hickey, M. G. (2006, Aug.). 'My brother still has nightmares': German women's memories of World War II. *Diaspora Experiences: German-Speaking Immigrants and Their Descendants*. University of Waterloo: Waterloo, Canada.
- Hickey, M. G. (2006, Apr.) 'We didn't have freedom of expression in my country': Burmese refugees' narratives of schooling. *American Educational Research Association: San Francisco, CA.*
- Hickey, M. G. (2006, Apr.). 'It's a confusing life for them here': Child rearing practices in U.S. Asian Indian families. *American Educational Research Association: San Francisco, CA.*
- Hickey, M. G. (2006, Mar.). Intergenerational memories of World War II: Exploring immigrant women's oral narratives. *Trajectories of Memory: Intergenerational Representations of the Holocaust in History and the Arts International Symposium: Bowling Green State University, OH.*

School of Education IPFW Student Newsletter



Issue 18 Fall 2006

Notes From the Dean



CONTENTS

Dealing with Test Anxiety 2
 Technology Advances 2
 IPFW Counseling Center 2
 Educators for Excellence 2
 Special Education 3
 Student Teaching Update 3
 Curriculum/Computer Lab 3
 Upcoming Events 3
 Educational Leadership 4
 Faculty News 4
 Meet New Faculty 4
 Need to Withdraw from Classes? 4

Spring Registration

Register early!! Priority advising and registration for Spring 2007 will begin October 16. Registration can be completed online through OASIS. Spring 2007 begins January 8.

It is strongly recommended that you make an appointment with your academic advisor to assist you with course selections. In fact, you should meet with your advisor every semester to discuss course selections, program requirements, and various options available to you.

I want to welcome you all back to a new school year. Like all years that I taught in public schools, I meet the new school year with lots of hopes, much energy and excitement for what is in store. I hope you all do as well.

Summer is usually a quiet time in the School of Education. It is a time for some teaching for sure, but also a time to reflect on our past year's accomplishments as well as plan to implement this year's activities. Our NCATE visit has come and gone, yet our Unit Assessment Committee, led by our Associate Dean, Dr. Kathleen Murphey, is always hard at work directing us in linking our various programs to National Standards. There are many gifted faculty with whom I hope you can connect with. This past year we applied for more than 2 million dollars in grant requests. Ranging in topics from Special Education, to Science Education, as well as English as a Second Language, and Counseling Education, we all realize that there is fierce competition for new programs and innovative research. Our faculty are on the cutting edge in their requests for dollars to match programs with research . . . do pursue the faculty knowledge base. The above doesn't include the many, many faculty who publish in nationally recognized journals in educational psychology, early childhood education, special education and gifted education, as well as faculty who publish about diversity, leadership and literacy issues, portfolio assessment, mathematics, as well as comparative and social studies education. As you can see, our scholarly diversity is our strength, and we want to explore new as well as older established ideas with you, our students.

project about the NCATE (our accrediting agency) process. Many issues arose. Most importantly, and very critical to our lives and the lives of future teachers of America, was this central concern raised by faculty: The NCATE process was unable to inform us how to measure, teach or standardize knowledge about students who are poor, who have little or no home life, or are abused. As well as the NCATE process allowed us to build an assessment system for Teacher Education in a University, we are still struggling with how to translate that to the real world in which our job in the School of Education at IPFW is to prepare you to face. Clearly, this is our 21st century challenge. This challenge is a reminder to us all that teaching is not solely about standards, but also about the human spirit and the ultimate care of all individuals.

With the above in mind, I encourage all students to complete what is required of them in their classrooms successfully, but to also take a leap of faith beyond the assignments . . . to make your experiences both meaningful and contextual, as well as enlightening and liberating. Only then can we become more than what we are asked to become as we strive to teach beyond the boundaries.

I wish you all a wonderful year as you explore our great and noble profession.

Again, until next time...



Barry Kanpol
Dean, School of Education

Need to Withdraw from Classes?

October 27 is the last day you can withdraw from Fall 2006 classes without receiving an "F" grade on your transcript. If circumstances arise causing you to discontinue your classes, you must go through official withdrawal procedures (submit a drop/add form to the Registrar's Office) or drop your class through OASIS. Failing to submit this form by October 27 will result in "F" grades for courses not completed.



One faculty book club has completed a

SOE UPDATES

Dealing with Test Anxiety

Test anxiety is the name given to the uneasy feeling experienced by most people as the time for a test approaches. The extent to which people experience test anxiety varies greatly, and the symptoms experienced differ from person to person. Many people feel that mild test anxiety is beneficial because the mind is made more alert, and the attention is focused as the body gets ready to do "battle" with difficult material. However, severe test anxiety can be overwhelming, leaving the test taker with a racing heart, sweaty brow, nauseous stomach, and only fragmented thoughts. Test anxiety can occur before a student starts preparing for a test, while studying for a test, and while taking the test. Here are some ways to avoid or lessen anxiety:

1. Don't come to the testing area too early. While you need to assure that you will be on campus and at the test site before a test begins, you should arrange your time so that you will arrive at the testing site right before the test begins. Avoid other nervous students who can create negative emotions.
2. Use positive self-talk. Anxiety frequently is accompanied by a little voice in our head that tells us that we can't succeed – that we will fail. Counteract this negative voice by consciously telling yourself that you can succeed, that you've studied the material.
3. Use relaxation techniques. For those who have tape recorders or CD players, it may be a good idea to take about five minutes before a test to play relaxing music. Find a quiet corner; play your relaxing tape. If anxiety occurs during the test, it usually will affect one of the major muscle systems of the body (stomach, back, arms, legs, etc.). Make a conscious effort to relax if you feel anxiety building up. Breathing can help a person relax.
4. Use visualization. Visualization, creating mental pictures, can remove anxiety and help students briefly focus their attention away from the cause of their anxiety. What to visualize may depend on the problem or situation, but every student should visualize success! Remember that most people live up to their own expectations, good or bad.

The above information was taken from the Center for Academic Support and Advancement (CASA) website. For more test-taking tips or information regarding CASA services, visit their website at <http://www.ipfw.edu/casa/>

SOE Advances with Technology

Over the past two years, IPFW has encouraged the major means of university/student communication to be email correspondence. In response to that development, the SOE will now be sending important updates, notices, and newsletters via a listserve that is webmail-based. (The first newsletter being sent this means will be either the Fall 2006 or Spring 2007 newsletter). Students are encouraged to review their IPFW email on a regular basis for any such information that is shared from the Education depart-

ments. As always, updates will also remain available on our SOE website at www.ipfw.edu/educ/

Another technological advancement beginning Fall 2006 is the electronic portfolio. This process was piloted last school year with one EDUA F300 class, and with its success, has been implemented for all students currently enrolled in EDUA F300. The system that has been adopted is TaskStream.

Counseling Services Free at IPFW Community Counseling Center

Personal problems, family issues, career changes and life challenges are experienced by everyone. At times these challenges can feel overwhelming, like they're too much to handle alone. Talking to a counselor at the IPFW Community Counseling Center can be a safe, confidential way to find the support you need to overcome the challenge you are facing.

The IPFW Community Counseling Center provides counseling services at no charge to IPFW faculty, staff, and students, as well as children, adolescents, adults and families in the community at large. Trained counselors help clients find new ways to hurdle their stumbling blocks.

Common reasons people visit the counseling center are for relationship and family issues, adjusting to change, loneliness, depression and anxiety, school problems, grief, anger management, career identification, and managing stress. Getting help dealing with these issues early on can prevent the problems from becoming more severe.

Counselors at the center are advanced graduate students as marriage and family therapists or school counselors under the close supervision of faculty in the Counseling Program in the School of Education.

The counseling center is located on the State Developmental Center campus in the Dolnick Learning Center, across St. Joe Road from IPFW. Appointments are available in the evening, Monday through Thursday. To schedule an appointment call 481-5405. A voice message system is available 24 hours a day to leave a message for an appointment or to make a referral. Your call will be returned within 24 hours. For more information call 481-5479.

Educators for Excellence

Educators for Excellence is open to all Education majors at IPFW. Educators for Excellence is a resource for feedback and activities related to Education majors. Currently, the club meets three to four times during each semester. Check the EFE web page at www.ipfw.edu/educ.efc or watch for signs posted in Neff Hall and around campus about upcoming meetings. Come learn more about licensure, portfolios, classroom management, practical teaching ideas, technology, professional organizations, inclusion and special education, multicultural issues and other professional issues relevant to education. Become a member or renew your membership now! For more information, contact Dr. Phyllis Agness or Dr. Jeff Nowak.

SOE to Offer Undergraduate or Graduate Certification for Special Education Mild Intervention

Beginning Fall 2006, the IPFW School of Education is now offering a Certification Only Program in Special Education Mild Intervention. There are two ways to complete the program: undergraduate courses, consisting of 25-26 credit hours, or graduate courses, consisting of 24 credit hours. This certification program is available to undergraduate students enrolled in a teacher education program or for teachers who hold a teaching license. Courses are offered in the late afternoon to better accommodate students' work schedules. At the completion of the coursework and practicum in special education, the student will be able to apply for an Indiana Teachers License in Mild Intervention, which includes Learning Disabilities, Mental Retardation and Emotional Disabilities, for the grade levels in which they hold their original license.

For more information, contact Dr. Jane Leatherman at 481-5742, Dr. Steve Crites at 481-5783, or the School of Education Office at 481-4146.

Visit the School of Education web site!

Need an answer to a question and can't get in touch with your advisor? Visit the School of Education web site at www.ipfw.edu/educ. The School of Education web site is the place to find answers to commonly asked questions, up-to-date information about degree requirements, important dates, and upcoming events.

www.ipfw.edu/educ

FALL 2006 Student Teaching Update by Laura Reynolds, Director of Field Services

Currently (Fall 2006) there are 80 aspiring educators from IPFW busily working in schools throughout the local area and beyond. Next semester (Spring 2007) approximately 115 will join the student teaching forces from our university. The impact IPFW students continue to have upon the elementary and secondary education scene is difficult to measure, but obviously very great to the community and rewarding to the students involved.

If it is your intent to join IPFW's student teaching forces during the upcoming 2007-2008 school year, be sure to digest the following important information:

All SOE students are reminded that student teaching applications for any upcoming school year are due October through December for Fall and January through March for Spring of the previous school year. Also, it is important to remember that all single student teaching (elementary/secondary) experiences will be 12 weeks in length, while dual endorsement experiences (elementary: early childhood/middle childhood) (secondary: adolescence/young adulthood & early adolescence) will be requested as a 10 week/6 week split. Therefore, it is important that students applying for dual endorsement student teaching be prepared to request school choices for both levels of experience. As always, applications are available at www.ipfw.edu/adlc/STappforms.htm, and questions will be answered in Neff 243. An accurate and complete student teaching application will be of great help to the student not only in the application process but also in the planning of the final classes needed to complete his/her degree requirements. The advice of an advisor can be of great help in this process.

Following the above schedule of times

is very important as the field services office presently is heavily involved in the current semester's student teaching and field observation activities; during the mentioned times we will be able to devote our full attention to "revving up" for the coming year's student teachers.

Thank you for your cooperation!!

What's New in the Curriculum/Computer Lab?

Come explore our Smart interactive whiteboard or take a picture with a super digital camera which is built into a new computer. Come preview some of our middle grades study skills materials which are from many publishers. In February, come and participate in a Project Learning Tree Environmental Education Workshop.

For more information, contact Janet Jordan at 260/481-6459 or jordan@ipfw.edu.

M.S.Ed. 14-month Cohort in Educational Leadership

This 36-credit-hour program option provides the degree and license needed to become a K-12 building principal. The accelerated M.S.Ed. in Educational Leadership degree program balances theory, research, and practice, using administrators as resources and connections to local school corporations, the Indiana State Department of Education, U.S. Department of Education, and national organizations.

For more information, contact: F. Patrick Garvey, Ed.D. at 260-481-4123 (garveyf@ipfw.edu) or the IPFW Division of Continuing Studies at 260-481-5111 (www.ipfw.edu/dcs/msed). Application deadline is May 1st, 2007.

Save the Date

The 2007 Literacy Fair, which is sponsored by the School of Education Alumni Council, will be held Tuesday, February 27, from 4:00 p.m. – 6:00 p.m. in the Walb Ballroom. There will be exhibits and sessions by education faculty, teachers, and children's authors.

Upcoming Events