

The Seidel News

Samuel W. and Marilyn C. Seidel School of Education and Professional Studies

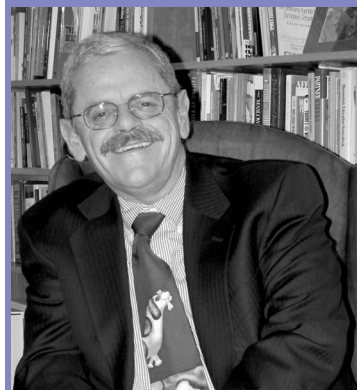
Vol. 6 No. 1 • Winter 2005

Dean's Reflections Dr. Dennis Pataniczek

In thinking about the current Seidel News and what I wanted to say about what is happening in the Seidel School, I pondered about many possibilities—the upcoming NCATE accreditation visit for SU that will occur in October of this year, the rapidly developing plans for the new Teacher Education and Technology Center, the generosity of our friends who have made substantial contributions to programs at SU, and the exciting plans that are being developed for additional international experiences for SU students.

But what makes all this possible is the strength that drew me to come to Salisbury University as dean of the Seidel School of Education and Professional Studies—a dynamic and powerful faculty whose interest in students and the community agencies and schools with whom they work is paramount in all they do. I continue to believe that the faculty is the best I've seen—their work with students is unparalleled in its intellectual rigor and exemplary modeling of best practice. The faculty has worked hard over the years to develop relationships for clinical placements for Seidel students in all fields—teaching, social work, physical and health education, exercise science, athletic training—so that they might benefit from best practices employed in the field as well as superb on-campus instruction.

Faculty in professional schools such as the Seidel School must meet not only the “regular” requirements for all university faculty in the areas of teaching, scholarship and professional development, and service, but they must also maintain the con-



Seidel Dean
Dennis Pataniczek

nectedness with local school and agency personnel and provide a presence in those schools and agencies. For years, such presence was regarded as another aspect of service. However, with more strictly mandated requirements for preparation of professionals in school or agency-based settings, that presence is taking other forms as well, including teaching and

action research.

Salisbury's faculty does incredible work—not only on campus, but with off campus schools and agencies as well. The faculty must operate in the different cultures that exist on campus and in local schools and agencies. My own experience includes periods of working both on campus and in a local school, and I know that the expectations for performance are quite different in the two environments. I have watched and assisted faculty at other institutions work to bridge the cultural gap between higher education and local schools and agencies. I can say with assurance that SU faculty have really excelled at this endeavor.

That is but one example of the fine work that our faculty do on a regular basis. The faculty's attention to students is an ongoing commitment to the student-centeredness that is at the heart of the SU mission. I watch the hallways lined with students who are able to see faculty and to meet with them about course concerns or field placement concerns.

This strong faculty continues to be what attracts other strong faculty and strong students to want to come to Salisbury University. My hat's off to them!

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The Seidel News is published twice a year. The editor is Carolyn Bowden.

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Chairs' Corner

Education

Dr. Ed Robeck

As people learned that I was the new chairperson of the Education Department, they tended to react in an interesting way. Their first response was typically a wide smile and a vigorous handshake as they offered congratulations. Then, their face would fall a bit, and they would offer me luck in a somewhat more sober tone as the realities inherent in the position came to mind. Those two responses really do speak to the nature of the job.

On one hand, being the Education Department chairperson is an exhilarating opportunity to facilitate the work of faculty as they support schools. The faculty members in the Education Department are, to a person, highly talented and dedicated to the mission of preparing effective teachers for contemporary schools and to providing ongoing encouragement and assistance as those teachers do their work with young learners.

On the other hand, the challenges faced by an Education Department at any university today can be daunting, and even more so as we face our upcoming reaccreditation by the state and national bodies. Mandates ranging from the federal No Child Left Behind Act, to recent changes in licensure requirements by the Maryland State Department of Education, and including the standards from myriad professional subject-area organizations that must be met for accreditation create a context in which almost every aspect of teacher preparation is scrutinized extremely closely. Teacher education has become a far more structured and complex task than it was in the past.

At times, these two aspects of the work in teacher preparation can seem at odds with each other, with one taking time and energy away from the other. What brings these two aspects of the job together is the fact that they both speak to the importance Americans place on education. I believe that the federal and state mandates are, at their core, meant to articulate the same sincere concern for the well being of children, families and society that motivates the best teachers at the local level.

With the common theme of concern for social well being in mind, the role of the chairperson becomes more coherent. It is really a matter of coordinating resources in ways that free faculty as much as possible to do their best work in local community schools, while encouraging the broad perspective that is asked for by a society in which "community" is an increasingly expansive and inclusive term. What teacher education is about, after all, is helping to shape strong communities at all levels, and it is a sincere pleasure to have a role in that work.

Social Work

Dr. Marvin Tossey

Its official, the Master of Social Work program has been accredited by the Council of Social Work Education! After two years of planning and three years in candidacy the M.S.W. program has been granted a full four year initial accreditation by the Commission on Accreditation. At the same time the Commission reaccredited the undergraduate program for eight years making the Social Work Department only the second in the state to have a fully accredited combined program.

With the accreditation process completed the department has to now address the question, what happens next? Where are we going? How are we going to get there? To answer these questions, the department is developing a vision statement and five-year strategic plan to guide our growth and development from a department to a school of social work. Currently, the first goal of the department is to provide an excellent educational experience for our students, while the second is to provide for the needs of the region and service community. The accreditation furnishes confirmation that we are providing a quality educational experience. To better address the second goal, special attention has to be paid to the role of the department in providing resources such as continuing education, consultation, training, and applied research to the human service professionals and citizens of the Eastern Shore.

The department has taken steps toward a broader community presence this fall with the development of an array of continuing education offerings and expansion of the Center for Family and Community Life. This year there are five continuing education programs being offered with a plan for six offerings next year. The Center not only provides the Mid- and Lower Shore human service providers with an array of services, including program planning, consultation and evaluation, this fall it took on the task of coordinating an emergency shelter for the homeless. Through a small Community Foundation of the Eastern Shore grant and contributions from local churches, the Center has developed and coordinated a program to use local churches to provide shelter and food for homeless men during this winter. These outreach activities and community resources are not only required by the accreditation standards, but they also help the University meet its community service mission.

Health, Physical Education and Human Performance

Dr. Susan Muller

Many of us grew up in an era where physical education meant going to gym class a couple of times a week, playing a team sport for 45 minutes or so, then grabbing a quick shower before heading off to our next academic class. During that era, university-based departments of physical education focused all of their efforts on training future teachers. However, these departments have evolved tremendously over the past 20 years. Many of these departments have been renamed in an effort to more accurately capture the variety of programs housed within these departments. The SU Physical Education Department is no exception, having been renamed the Health, Physical Education and Human Performance (HPEHP) Department.

Currently, the HPEHP Department offers programs in health and physical education. These programs prepare our students to teach grades 7-12 health education and grades K-12 physical education. Both of these programs are required to meet the Maryland State Department of Education and the National Council for the Accreditation of Teacher Education standards. These standards ensure that our teacher candidates develop the knowledge, skills and dispositions necessary to successfully educate the diverse student body attending our public schools.

Other areas of specialization have branched out of the traditional physical education field and have become specialized and distinct enough to require separate curriculum, faculty and governing organizations. The exercise science program trains students to become personal trainers, corporate wellness directors, exercise test technologists, etc. Exercise science graduates are employed in fitness facilities, corporations and clinical settings where the focus is on improving fitness and performance and guiding rehabilitation. The athletic training program prepares students to work in educational, athletic and clinical settings as athletic trainers, where the focus is on rehabilitation of sports-related injuries. Many of the exercise science and athletic training graduates continue their education in the health professions by becoming physical therapists, physicians' assistants and chiropractors. Athletic training has been required to meet the Commission on the Accreditation of Allied Health Professions (CAAHEP) standards. The exercise science field is working on establishing CAAHEP accreditation standards.

The HPEHP Department also offers a track in outdoor education and minors in dance, exercise science and health. Graduate work in applied health physiology is also offered in conjunction with the Henson School of Science and Technology. With all of these different areas of specialization and the increasing accreditation requirements, it becomes clear that it's not the same old "gym" anymore.



Professor Retires

Dr. Eva Anderson has retired from Salisbury University after more than 29 years in the Department of Education. A graduate of Cornell University and a Ph.D. graduate of Syracuse University, Anderson

along with her husband, Bill, joined the SU faculty in 1975. Prior to coming to Salisbury, Anderson was a practicing psychologist in upstate New York.

For many years, Anderson taught courses to aspiring teachers and graduate students on learning and assessment, human development, and various courses on addressing learners with special needs. She is remembered by her students as a gracious and gentle lady with a strong commitment to psychology and the teaching of young children.

A licensed psychologist, Anderson has a long history of community involvement, working and consulting with individuals in schools, hospitals and prisons. She is very involved with the Mental Health Unit of Peninsula Regional Medical Center and is president of the board of Dove Point, an organization that provides community services to developmentally disabled children. She will continue with this work after her retirement at SU.

Faculty of the Seidel School honored Anderson on December 16 with a gift and testimonials from numerous faculty and staff members. Later in the week, the department gathered at Eva's home for their traditional holiday party which she has hosted for several years. The Salisbury University family congratulates Dr. Eva Anderson on her many years of service to the University and wishes her well in the coming years.

RPDS ... Stay Tuned for More!

The Ninth Annual Regional Professional Development Schools Conference hosted by Salisbury University is in the planning stages for another power-packed spring event. As the partnerships between the public schools and the University continue to grow you won't want to miss this opportunity to experience dynamic collaboration in action.

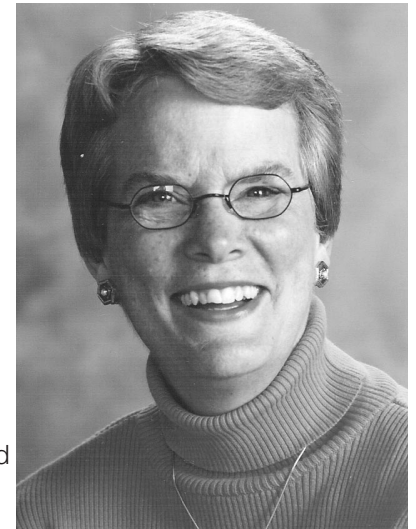
Professional Development School partners are dedicated to preparing exceptional new teachers while enhancing public school student learning. SU faculty, supervisors and interns are coming together with public school teachers and principals to share their co-experiences, projects, programs and events taking place in the schools on Delmarva and the Western Shore. For more information visit www.salisbury.edu in the coming weeks.

Spring 2005 Riall Lecture

Carol Ann Tomlinson is the Seidel School's Riall Lecturer 7:30 p.m. Thursday, February 24, in Holloway Hall Auditorium. The title of her presentation is "Equity and Excellence Through Differentiated Instruction."

Tomlinson's career as an educator includes 21 years as a public school teacher, including 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently Professor of Educational Leadership, Foundations and Policy. At UV, she is co-director of the university's Summer Institute on Academic Diversity and Best Practices. Tomlinson was named Outstanding Professor at Curry School of Education in 2004. Special interests throughout her career have included curriculum and instruction for struggling learners and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Tomlinson is a reviewer for eight journals and a section editor for one. She is author of over 150 articles, book chapters, books and other professional development materials. She has served as consultant for and appeared in 12 videos for ASCD. Her ASCD books have been translated into eight languages. Among her most recent books are *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching* published by ASCD in 2003 and *The Parallel Curriculum Model: A Design to Develop High Potential and Challenge High Ability Learners* published by Corwin in 2001. Carol works with teachers across the U.S. and abroad on developing classrooms that are responsive to students with varied learning needs.



Seidel News Moving to New Format

Your next issue of *Seidel News* will be coming to you electronically. Look for it on Salisbury University's Web site www.salisbury.edu. If you still prefer to receive a paper copy or would like to update your e-mail address, contact Carolyn Bowden, *Seidel News* editor, at cmbowden@salisbury.edu.

A New Generation of Learners

by Carolyn Bowden

The way we teach and the way students now learn has begun to clash.

According to Neil Howe and William Strauss, authors of *Millennials Rising* (2000), beginning with the entering class of fall 2000, a "group unlike any other youth generation in living memory entered the American higher education scene for the first time." Dubbed the "Millennials" (students born between 1982-2000), this cohort already appears "more numerous, more affluent, better educated and more ethnically diverse" than previous generations and is "beginning to manifest a wide array of positive social habits ... including a new focus on teamwork, achievement, modesty and good conduct." As optimistic and cooperative team players who accept authority, follow rules and who are technologically smarter than students past, the Millennials "represent a sharp break from Generation X (students 22-42 years of age) and are running exactly counter to education experiences offered by their "Boomer" (43-60 years of age) faculty.

To reach and teach them effectively, faculty must recognize and accept Millennial student expectations, i.e. teamwork is incorporated into learning, technology is used regularly, teachers are expected to know more than they do and students want more attention from authority figures. Millennials prefer activity and interaction (let them move!).

They feel that multiple focus points should be available, that supervision and structure are essential, and since Millennials ARE readers, more back-up information should be provided. Frequent and instantaneous feedback is a must in their eyes.

The concept of professorship has changed. Millennials believe professors are no longer the "experts," but now are simply persons with "expertise." With their heightened techno skills and ability to access information, Millennials perceive found information as carrying equal weight. Because they are naive about credibility, quality and reliability of sources, or timeliness, they need to learn how to search for accuracy and authenticity. With unlimited accessibility at their fingertips, Millennials may not perceive plagiarism as morally or ethically wrong.

Millennials are discriminating consumers, work hard, and value volunteerism and community service, but because many of them work several jobs, it is important to be aware of the length of assignments and time constraints. Students actually may prefer to work cooperatively or collaborate on projects in small groups—and even in testing situations.

Coming with a great diversity of talents and interests, they also have very different social skills and standards. According to Leslie Owen Wilson (www.uwsp.edu/education/facets/handouts/Millennials.pdf) "Faculty can create a better learning environment if they are willing to accommodate individual differences, negotiate alternatives, address privately unacceptable behaviors and try not to take it personally."

Children's Literature Festival 2005

Authors Jaimie Adoff and Judith O. Cofer will be at Salisbury University for the annual Children's Literature Festival on Friday, April 15. Adoff a former rock musician and son of acclaimed children's author Virginia Hamilton, has published two books for young adults which have been highly praised, *The Song Shoots Out of My Mouth* and *Names Will Never Hurt Me*. Cofer was the recipient of the first Pura Belpre Award (for *An Island Like You*) and is an acclaimed author of both children's and adult literature.



New Study Abroad Opportunity

The University presents its newest study abroad course International Children's Literature. In summer 2005, education faculty members Ernie Bond and Patricia Dean will take a group of students to Paris and London as part of a seminar exploring international children's literature. In Paris the students will be housed at the Institute International de Charles Perrault, then they will attend the University of Roehampton's Children's Literature International Summer Seminar in the London suburbs. A group of the students will also be presenting at the British National Library's international conference on Hans Christian Andersen.



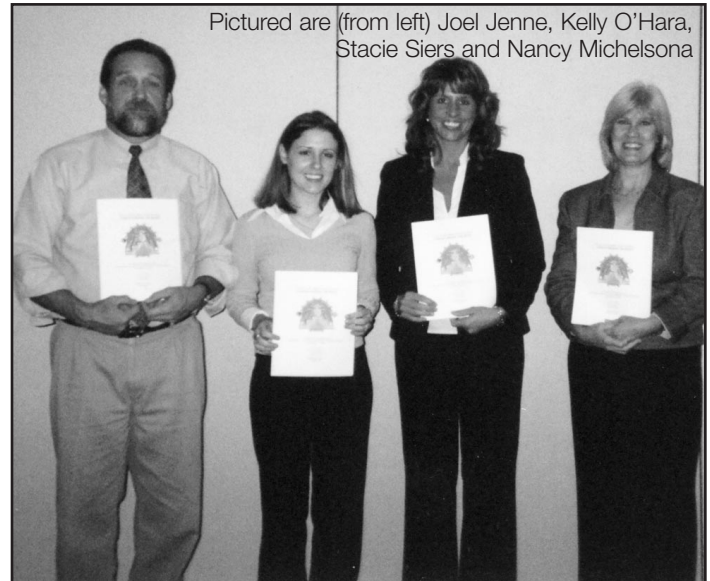
Students Present at Hawaii Conference: In July 2004, SU graduate student Elizabeth Sewell (left) and elementary education major Erin Roark presented their work with tactile picture books at "Seeking Wisdom and Wonder," an international conference in Hawaii along with two education faculty members. The presentation explored ways of making literature accessible for all readers through the addition of tactile elements.

Content Area Reading Study by Joel Jenne Well Received at National Conferences

When a Maryland State Department of Education mandate asked the University to increase the number of reading instruction courses required for its secondary teacher education programs to two courses without increasing the overall number of required credits to complete the program, an integrative approach was developed to address this mandate. Previously, secondary candidates had to complete a discipline-specific (mathematics, science, social studies, English or foreign language) methods course and a generic content area reading methods course. These courses were redesigned to become a two-course sequence integrating content area reading methods into discipline-specific methods courses, Reading and Methods in [discipline], Parts I and II. Although the course redesign was prompted by a mandate, pedagogical reasoning also suggested that the integration of content area reading knowledge into discipline-specific methods would be more sound practice. The concepts of pedagogical content knowledge (Shulman, 1987) and conditionalized knowledge (Glaser, 1992) suggest that reading strategy instruction contextualized for the modes of inquiry and bodies of knowledge of specific disciplines would lead to greater acceptance and understanding, therefore implementation, of content reading strategies by content area teachers. The obvious implication of increasing teacher acceptance, understanding and implementation is the potential for increased student literacy development, as well as learning of the content knowledge in their academic disciplines.

Because the integrated reading/content methods course design is unique, it was important to try to uncover the impact on the instructional practices of teacher candidates. Thus a study was designed to compare the instruction of preservice candidates who took content area reading methods and discipline-specific methods courses separately (prior to the redesign) to those who took the integrated two-course sequence, Reading and Methods in [discipline], Parts I and II. The study was specifically looking at the degree to which the preservice candidates in each group incorporated reading strategy instruction into their teaching, as well as the quality of any such instruction.

Apparently, outside reviewers find this study to be significant: all three of the proposals for major educational conferences based on this study were accepted. In December, Dr. Michelson and Dr. Jenne represented the secondary education group that also includes Drs. Lynch, White and Weaver, at the National Reading Conference (NRC), the major research conference in the reading field. The work was well received in the session; when they described what they had accomplished to a nationally-renowned researcher in an informal lobby conversation, she asked for a copy of the paper because her department at the University of Tennessee was struggling with the same issue. The study was also accepted for the January meeting of the National Council of Mathematics Teachers, but the invitation was declined. Drs. Michelson, Jenne and White hope to present at the American Educational Research Conference in Montreal in April 2005. They have also begun revising the paper presented at NRC in order to submit it to be reviewed for inclusion in the NRC



Pictured are (from left) Joel Jenne, Kelly O'Hara, Stacie Siers and Nancy Michelson

Yearbook, Conference Proceedings. The submission date is February 7, 2005.

In addition, the positive results of this study were briefly shared during a presentation this year at the National Council of Social Studies Annual Conference in Baltimore titled, "Social Studies and Content Reading: Strengthening the Bond." This presentation brought together a preservice teacher, Kelly O'Hara; a public school social studies teacher, Stacie Siers, who is now our professional development school coordinator; a reading professor, Nancy Michelson; and a social studies education professor, Joel Jenne. The presentation was designed to demonstrate how the purposeful use of appropriate content area reading strategies could enhance the learning of social studies content. Kelly, one of the students in the integrated reading and social studies methods courses, did a demonstration lesson using a variety of content area reading strategies to provide support for learning social studies content before, during and after instruction. Kelly is a living example of the positive results that are beginning to emerge from the study on the integrative approach.

Lynch Goes to NCTM

Dr. Monique Lynch has taken a new position as director of professional development at the National Council for Teachers of Mathematics in Reston, VA. For the past two years, Lynch provided invaluable training in Livetext usage, a data collection system which the Education Department is using to prepare for their next NCATE visit. Lynch will be missed by both faculty and students.

Social Work Students Survey the Homeless

by Jim Forte

Life outdoors in Salisbury in early February 2004 was very difficult. For several weeks, the region was hit with cold, snowy and icy weather. Most of us were tucked securely in our safe and warm homes. Some were not. Salisbury University social work students learned first hand during that month about the challenges of life without a home.

Leaders of the Tri-County Alliance for the Homeless, Lisa Hartman and Greta Rolland, needed help. They were charged with the task of assessing the needs of the homeless in Wicomico, Worcester and Somerset counties. Chairperson Marvin Tossey directed them to me, and the students in my Research Methods class volunteered to assist with the survey. This seemed a wonderful opportunity to serve the community while experiencing directly the challenges and satisfactions of scientific data collection.

On February 2, Hartman and Rolland visited our class. They reviewed the purpose of the research, their research questions and the proposed method. They spent much time explaining the four-page survey instrument and answering questions from my concerned and curious students. At the end of class, Hartman asked for the social work majors to join the some 10 teams administering the questionnaires in the shelters, food pantries, libraries, parks and social service agencies where the homeless congregated. Twenty of 22 students signed up.

We spent time in several classes preparing, and on February 24 the SU students joined their teams in a day-long effort interviewing homeless men and women. My team surveyed residents at Salisbury's Christian Shelter. Some students were nervous and some felt awkward, but every student was determined to play his or her part. Each student-researcher sat with a homeless person and carefully and caringly asked 26 survey questions. They learned much about how to survey, and they learned about homelessness. Many students were so moved by the plight of the homeless that they pledged to serve again at the shelter.

The Tri-County Alliance Team shared the research results with us. Students now asked sharp and insightful questions about the research methodology and the ethical safeguards. All were impressed that we had helped identify 209 homeless people. I was proud that my SU students enthusiastically engaged in this opportunity for service-based learning and helped foster a University-community partnership committed to providing all citizens a warm and protected sleeping place.

Emergency Homeless Shelter Now Available

by Marvin Tossey

Last winter all shelters in the tri-county area were filled to capacity during freezing weather. Many homeless were turned away, leading to health problems and, in at least three cases, death. To prevent a crisis from happening this year the Community Winter Shelter Project was developed as grant proposal for the Community Foundation of the Eastern Shore by the Social Work Department's Center for Family and Community Life.

Last year an estimated 40 people—10 percent of the area's recorded homeless—could not find protection from the cold during the winter months when area shelters reached capacity. Do to this overflow the sisters of Joseph House took emergency action since many homeless men had no place to go. "There were freeze warnings on the news and reminders to bring your pets indoors, but human beings had nowhere to go," said Sister Connie Ladd. "We couldn't turn them away."

Though creating a tremendous strain on their already stretched resources and staff, the Joseph House's part-time day shelter became an emergency 24-hour shelter for several months in early 2004. Under the leadership of adjunct social work faculty Clare Weaver, SU students conducted a study to determine how local agencies could coordinate their efforts for the homeless, preventing similar events in the future.

With a modest grant to cover some planning and start-up costs from the Community Foundation of the Eastern Shore and contributions from seven Salisbury churches the Center for Family and Community Life planned and coordinated the development of the Community Emergency Shelter Project under the leadership of Brenda Jorden. Key to the model's success was the involvement of local church congregations, faith-based shelter organizations, the Life Crisis Center and the Tri-County Alliance for the Homeless. The Center provided program coordination volunteer training for the project.

Overnight emergency shelter was offered from January-March 2005. Church congregations, supported by project members, committed to become "host sites," providing overnight shelter for up to 25 men a night from 5 p.m.-7 a.m.. Each site was expected to provide meals and hospitality to the homeless on a rotating basis at their facilities for a week at a time. Jorden trained the volunteers who were present each night shelter was offered. The success of the project demonstrates how the resources of the University, the Community Foundation and local churches can be brought together to document and address community problems.

New Changes Coming

by Michelle D'Abundo

The Department of Health, Physical Education and Human Performance is making changes! We are excited about the following proposed changes to our curriculums for the 2005-2006 academic year. For the exercise science program, Motor Learning, Psychosocial Aspects of Physical Education, First Aid and Safety, and Measurement and Evaluation have been dropped as requirements for exercise science majors. These courses were replaced with Research Methods in Exercise Science, Statistics and Evaluation in Exercise Science, and Strength Training Techniques and Program Design. In addition, exercise science majors selecting the non-clinical track will be required to take Exercise and Strength Training for Rehabilitation and Exercise Leadership, which focuses on organizing and leading aerobic exercise classes.

The health education program is growing and changing in response to the requests of students and the needs of the community. Human Sexuality Education has been added to program requirements. This course focuses on methods of teaching human sexuality in school and community educational environments. Another major change will be the addition of a health minor consisting of six courses. The health minor will provide interested students with a background in health and wellness to work in a variety of settings.

The athletic training and physical education programs have also proposed changes to their curriculums that will be further developed over the next year. As a department, we are proud of the curricular changes to our programs and look forward to feedback from students, faculty and the community.

Helping the Fight Against Obesity And Cardiovascular Disease

by Marianne Noelte

The American Heart Association reports that "obesity among the nation's youth has tripled in the past 15 years," "more than 9 million children are overweight and 36 percent get no exercise" and "cardiovascular disease ranks as the number three cause of death for children under age 15." These shocking statistics cause physical educators to ask what they can do to help, above and beyond teaching the curriculum.

The answer ... host an American Heart Association fund-raising event at your school. The fund raiser may be either a Jump Rope for Heart or Hoops for Heart event. Some of this year's physical education student interns have taken on this challenge. During the 2004-2005 school year, the following Wicomico County physical education mentor teachers have given the okay for their student interns to coordinate the event: Linda Nestor, Susan Newton, Lindsey Burch, Brad Nein, Scottie Imhoff, Ross Ritter and Gail Timmons.

The idea is to provide the intern with the experience of running an event while giving the students they teach the chance to learn about heart health. In addition, the students benefit from supporting a worthy cause. The physical education teachers at Bennett Middle, Fruitland Intermediate, Mardela Middle and High, Pittsville Middle, and West Salisbury Elementary schools are working with Salisbury University physical education interns to make their event a huge success.

Families and schools are the most critical links in providing the foundation for physical activity and nutrition. This semester the home-schooled students (ages 3-18) that attend physical education classes at SU will also have the opportunity to jump rope and shot hoops to help support the American Heart Association's fight against obesity. The students will learn how to become healthier and the importance of helping others through fund raising. SU physical education candidates will work with SU faculty to help run the event and also participate.

The Health, Physical Education and Human Performance Department wishes all schools and individuals participating in an American Heart Association fund raiser the best of luck.

New PDS Director On Board!

If the Seidel School had an award for Most Versatile Adjunct, it would have been hard to give it to anyone but Stacie Siers. Over the last eight years, she has taught at least 10 different courses in our teacher education program. Most recently, she served as the Seidel School's Teacher-in-Residence for the 2003-04 school year on loan from the Wicomico County public schools. Not surprisingly, when Dean Pataniczek secured permission to search for a full-time Professional Development School (PDS) coordinator late last summer, Stacie's name surfaced as a candidate. Following a national search, Siers was chosen to fill the position and joined the school full time in mid-November.

Stacie earned both her bachelor's and master's degrees from SU and has taught in Somerset and Wicomico counties at the middle- and high-school levels. She's one of the few people who have been a student teaching internship mentor, a PDS site coordinator, a University supervisor, a PDS liaison and an instructor for foundations, methods and seminar classes.

Stacie has been an integral part of the movement to establish collaborative teaching as the preferred model for intern-mentor partnerships and will make a presentation related to the model at the National Professional Development Schools Conference in Orlando in March, along with Dr. Keith Conners and current Teacher-in-Residence Marianne Noelte.

In her new position, Siers will chair the Regional Professional Development School Steering Committee and serve as the principle link to local school districts and the Maryland State Department of Education regarding PDS. Stacie lives in Fruitland with husband, Ron, son, Rex, and daughter, Zoe.

Faculty Happenings

Publications

Royer, R., and Royer, J. (2004). "Comparing hand drawn and computer generated concept mapping." *Journal of Computers in Mathematics and Science Teaching*. 23 (1), 76-81.

Bergner, J.A., and Groth, R.E. (2004/2005). "Making mathematical connections by constructing tetrahedra." *Mathematics Teacher*, 98, 298-305.

Groth, R.E. (2004). "High school students' levels of thinking in regard to statistical study design." *Mathematics Education Research Journal*, 15, 252-269.

Presentations

Royer, R., and Richards, P. (June, 2004). "Reading the Web." EdMedia. Lugano Switzerland.

Royer, R. (April, 2004). "Changing practice and dispositions: A study of technology

integration in a department of education." American Education Research Association Conference. San Diego, California

Hurchalla, C.; **Skeeter, C.; and Royer, R.** (December, 2004). "Teaching in the Palm of your Hand." Michigan Handheld Computers in Education Conference. Holland, Michigan

Groth, R.E. (2004, October). "High school students' levels of thinking in regard to analyzing univariate data sets." Twenty-sixth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto, ON, CA.

Groth, R.E. (2004, October). "Levels of thinking in high school statistics." National Council of Teachers of Mathematics Regional Conference, Baltimore, MD.

Muller, S.; Armstrong, G; and Stitche, T. (2004, October). "Self-perception, The Influence of Adding an Exercise Component to Health Education Courses." MAHPERD Convention, Towson, MD.

... And More

Dr. Ernie Bond was appointed to the editorial board of the *Journal of African-American Children's Literature (JAACL)* the first of which will be published in 2005.

Dr. Susan Muller has been certified as new Certified Health Education Specialist (CHES). November 2004.

Dr. Carolyn Bowden received the Outstanding Alumna Award for the Seidel School of Education and Professional Studies. September 2004.