



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

The Seidel News

SUMMER 2008

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The Seidel News is published twice a year. Lori Dewald edited this edition.

Dean's Reflections

I'm writing these remarks from my office in the new Teacher Education and Technology Center here at Salisbury University. Wow! What an amazing building. Even though we just moved in (really, less than a month now), this new home for the Seidel School will make such a difference to all of us—I cannot wait for our students to arrive and to see their new school home. They will love it!

For us in the Seidel School of Education and Professional Studies, this new building represents so much. It represents our University's commitment to the professional education of teachers, other school personnel and social workers. It represents the move to a technology-rich environment that sits in stark contrast from our previous home. We have moved from thinking of technology as an add-on, to thinking of technology as foundational to all disciplines.

The Social Work Department will benefit not only from the wonderful new spaces for faculty and department offices and classrooms but also from the incredible new distance learning rooms available in the TETC. These spaces will enable the Social Work Department to enhance and expand their innovative blended distance delivery formats of both the bachelor's and master's programs.

Both the Teacher Education and Education Specialties departments will enjoy the spacious new office suites and conference rooms, but also the new Center for Technology in Education that provides not only the open lab space that was the original foundation for the Center but also a dedicated technology classroom as well. The Curriculum Resource Center will be the



Seidel Dean
Dr. Dennis Pataniczek

home for the myriad of curriculum materials that serve as resources for teacher candidates as well as home to the new Eastern Shore Children's Literature Collection.

The Literacy Center will be home to the May Literacy Lab as well as to new spaces that will eventually serve adult literacy needs in the area. Current reading tutoring programs for area children will continue in the spacious new suite of offices, classroom and clinic spaces.

We are excited about the potential for using this space for both academic and outreach needs.

The teaching methods labs—for science, mathematics, social studies, language arts, early childhood education and technology—are cutting-edge facilities, all equipped with not only SMART classroom technology but also with Promethean Boards (interactive white boards). Faculty preparing teachers have already been engaged in professional development to be able to use the new technology.

Outside of the Seidel School, the TETC building hosts the Information Technology Office and eight faculty from the Fulton School engaged in high-tech arenas, including music, art and communication arts. The video and audio recording studios are truly state of the art.

The Teacher Education and Technology Center is spectacular! We are anxious for all to be able to see the TETC. The official Grand Opening will occur on the afternoon of September 4—watch for details in local media or on the SU Web site. Our profound gratitude goes to President Janet Dudley-Eshbach for all her efforts to make this possible.

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Salisbury

UNIVERSITY

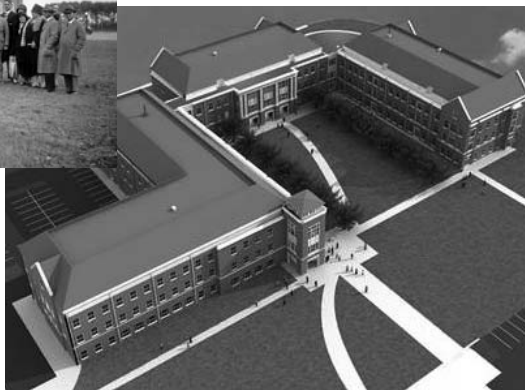
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From Normal School to TETC

The Maryland State Normal School at Salisbury opened in 1925 as a two-year training ground for Eastern Shore elementary school teachers. Classes were conducted in the campus's only building, the now landmark Holloway Hall. During the Great Depression, the course of study increased to three years in 1931 and to four

years in 1934. The State Teachers College was authorized to issue Bachelor of Science degrees in 1935. Caruthers Hall opened in 1954 as the campus's demonstration school and closed in 1968. Caruthers Hall then became home of the Education Department and later the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies. In 2008, SU opens the doors of the Teacher Education and Technology Center (TETC), a model facility in the mid-Atlantic. The TETC represents the University's continuing commitment to the preparation of teachers and social workers in Maryland and beyond.



A Snapshot of the TETC

Building Purpose:

- Ultimately replace aging Caruthers Hall classroom building with shared facilities.
- Provide state-of-the-art, technology-based classrooms and learning center environments for students and faculty.
- Build an academic identity for SU's commitment to academic disciplines and professional practice associated with the departments of Education Specialties, Teacher Education, Social Work and Communication Arts.

Project Overview:

- Located at the northeast corner of the main campus at U.S. Route 13
- 165,000 sq. ft. (approx. 95,300 NASF) over three stories
- Cost: \$65 million
- Construction Start Date: July 2006
- Projected Completion Date: June 2008
- Houses primarily the Seidel School of Education and Professional Studies, also parts of the Fulton School of Liberal Arts, the Integrated Media Center and several departments of the Information Technology Center.

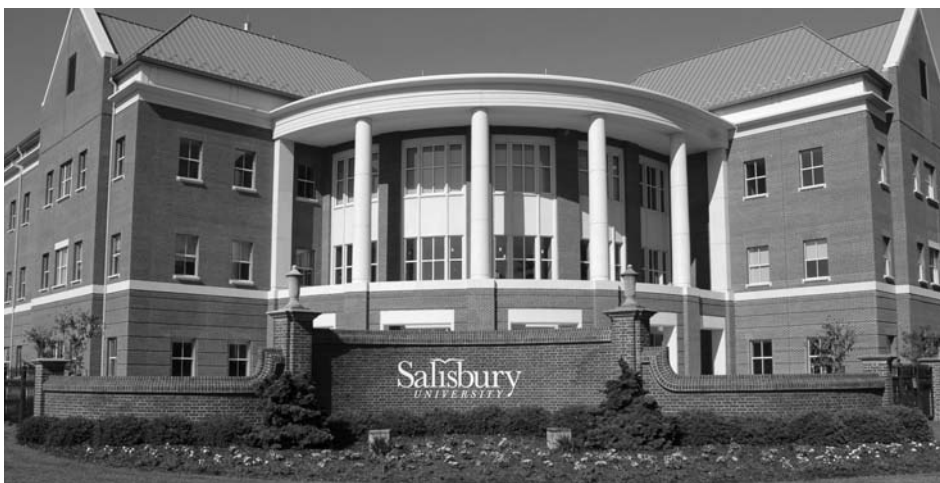
Building Includes:

- 120-station mega-computer lab
 - 137-seat tiered classroom with projection room
 - 80- and 60-seat tiered classrooms
 - Small "grab-and-go" dining facility with café lounge
 - Multimedia Art Exhibition Studio
 - Integrated Media Center with:
 - High definition production video studio and control room
 - High definition video demonstration studio and control room
 - Audio demonstration studio and control room
 - Post-production studios
 - Video and audio editing bays (student use)
 - Multimedia lab
 - Photography lab
 - Distance Learning Center
 - Faculty Learning Center
 - Teaching Methods Labs
 - Science
 - Early Childhood
 - Math
 - Language Arts
 - Social Studies
 - Adult Education Clinic (May Literacy Lab)
 - 24 SMART classrooms
 - 3 distance learning classrooms
 - 17 seminar and conference rooms
 - Meeting room facilities
 - Small and large breakout rooms
 - Reading and Resource Center with areas for:
 - Stack
 - Study
 - Display
 - Staff Offices
 - Processing
 - 98 faculty and staff offices
 - Miscellaneous building support spaces
- Exterior Features:**
- Two outdoor classrooms
 - Outdoor gardens
 - Spacious courtyard and green area

TETC Grand Opening Ceremony

Thursday, September 4, 4 p.m.

All are invited to attend the ceremony and tour Salisbury University's newest building.



What Faculty Are Saying About the TETC

“The new building will provide for us much-needed physical space to make available to in-service teachers instructional resources and services that will better connect Seidel programs to the local school community.”

Althea Pennerman, Assistant Professor,
Teacher Education

“Whether it’s conventional hands-on science activities or technology-enriched simulations and analyses of real-world data, the TETC provides state-of-the-art facilities for SU students to explore and hone their teaching skills. SU students at both the undergraduate and graduate levels will be able to prepare themselves to integrate technology into instruction, thereby being better able to serve the needs of the children in their classrooms. The TETC facilities will also support exploration of new practices, as well as collaboration among professionals, making it a hub of innovation in the region and beyond.”

Ed Robeck, Associate Professor,
Teacher Education

“A new building for a new era in teaching—Technology integration is growing rapidly in our nation’s educational institutions. The 21st century demands a new set of skills for professors, teacher candidates and in-service teachers. Technology is not a new concept in teaching; however, the tools of the 21st century are more powerful, readily available

and address fundamental shifts in the understandings of how people learn. The resources available to professors and those served by Salisbury University in the education programs expand the boundaries of teaching and learning by bridging traditional methodology with new, innovative techniques such as interactive teaching. Professors and teacher candidates have the opportunity to integrate technology more efficiently and effectively during candidate preparation. Teacher candidates and in-service teachers will experience a unique, innovative experience as they develop the knowledge, skills and mindsets to best serve learners.”

Diallo Sessoms, Assistant Professor,
Teacher Education

“Teaching in the TETC will enable the faculty to integrate 21st century technologies into our teaching to enable tomorrow’s teachers to provide their students with the skills they will need to succeed. Teaching in the TETC and access to interactive whiteboards and mobile technologies will enable the faculty to teach WITH technology and not just ABOUT technology. Teaching in the TETC will transform our courses to become more interactive and collaborate as students and faculty utilize interactive whiteboards, Web 2.0 tools and mobile technologies.”

Regina Royer, Associate Professor,
Education Specialties

“The new facilities provide access to state of the art technology, which enables us to enhance our programs with 21st century literacy skills and a beautiful new literacy center for our community literacy initiatives with children and young adults.”

Patricia Richards, Professor,
Education Specialties

“This state-of-the-art building symbolizes the importance of education. I hope we will be able to attract more students into our quality programs in education.”

Nomsa Geleta, Chair, Education Specialties

“The Teacher Education and Technology Center will be the hub of a network that extends across the Delmarva region, the state of Maryland and the nation. We will be able to deliver programs in face to face, online, live video and hybrid formats. These delivery systems will enable us to be competitive in providing teacher education programs that are innovative in content as well as specific to the needs of preservice and inservice teachers and the children they teach.”

Laurie Andes, Chair, Teacher Education

Leave Your Mark on the TETC

The Teacher Education and Technology Center is the new home for the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies. The school has long been the cornerstone of Salisbury University dating back to its inception as a normal school. Therefore, it is fitting that the TETC has been constructed on the corner of Route 13 and College Avenue, marking a very prominent location on campus.

Dr. Dennis Pataniczek, Seidel School dean, said this about the construction of the new Teacher Education and Technology Center: “Salisbury University now has the most state-of-the-art facility for the preparation of teachers, social workers and other professionals on the East Coast. The technology available for SU students and faculty holds the promise for first-rate teaching and research, and this is so critical for this generation of learners who have grown up with technology. I can’t wait for our students to arrive in their new home on the SU campus and to enjoy its spaciousness and all the features it has to offer.”

The TETC consists of many different types of learning environments. For instance, the

TETC has a 120-station mega computer laboratory, multi-media art exhibition studio, teaching methods labs, distance learning classrooms and an Integrated Media Center (IMC). The IMC will bring together faculty from various departments with the goal of spreading the use of technology across campus.

The TETC has received state funds reflecting Maryland’s commitment to higher education. The University now needs to supplement these sources with additional philanthropic efforts. There are a host of naming opportunities in this one-of-a-kind and state-of-the-art building that are in need of your support. The enhancement of this important teacher education resource provides a perfect

opportunity to make an investment in the future of Salisbury University. If you are interested in a naming opportunity for the Teacher Education and Technology Center please contact Jayme Block at jeblock@salisbury.edu or 410-677-0292.



Students Experience Promethean Boards

With the move to the new Teacher Education Technology Center for the fall 2008 semester, faculty and students will experience many enhancements to teaching and learning. Among these are the new Promethean Boards installed in each teaching methods lab.

On May 21, members of the departments of Education Specialties and Teacher Education learned about the many uses of this interactive board at a presentation sponsored by the Wicomico County Board of Education. The boards will allow faculty and teacher candidates to demonstrate lessons using the

latest interactive software. An extensive collection of Web applications is available for teaching every imaginable topic. Many area schools already have Promethean Boards in place. Education faculty and teacher candidates will be engaged in learning how to use this tool so that they will be prepared to teach interactive lessons with students in local schools.

This is just one of the many innovations that will be a part of teacher preparation in the new Teacher Education Technology Center!

Education Faculty Prepare for the TETC

Faculty members from the departments of Education Specialties and Teacher Education are preparing to move into the technology-rich Teacher Education and Technology Center (TETC) by participating in professional development activities designed to enhance and enrich their use of technology in their instruction.

In April, several faculty members participated in the University System of Maryland System-Wide Teacher Education Faculty Symposium on Utilizing Online Resources for Teacher Education. A variety of technology strategies were discussed and demonstrated in various break-out sessions. Drs. Regina Royer, Diallo Sessoms and Douglas DeWitt each facilitated a session at the symposium. Topics included the use of various online, Web-based and course-room configured resources to enhance instruction in teacher education courses.

As a result of the symposium, Royer and

DeWitt applied for and received a grant from the USM to conduct follow-up activities for SU faculty. In May, 20 faculty members gathered at the Wicomico County Board of Education Technology Resource Center and participated in a one-day workshop on the use of the Promethian Board, a new technology that is being equipped in all the teacher education methods labs in the TETC. The workshop, conducted by experienced Wicomico County trainers, included the various uses of the Promethian Board for numerous courses in the two departments. The grant required that each participant develop and submit a "deliverable" lesson activity that will be shared with other faculty members. Feedback from these two events has been very positive.

These events are the beginning of an ongoing program of professional development for faculty in the use of the various technologies in the new TETC.

Social Work and the TETC

The three distance learning rooms in the TETC will afford the Social Work Department opportunities to take advantage of the latest technology as they offer both the bachelor's and master's degrees in social work to students at the Eastern Shore Higher Education Center in Wye Mills, at Cecil College on the upper shore and at the University System of Maryland Hagerstown campus. This cutting-edge, delivery system has brought in excess of 100 new students to SU and has made the social work degree programs available in other parts of Maryland where there was no access before.

Geleta Named to Board

Nomsa Geleta, Education Specialties Department chair, has been named to the Maryland Professional Standards and Teacher Education Board. Appointed by Gov. Martin O'Malley, Geleta serves a three-year term on the board beginning July 1. Established in 1991, the board establishes standards designed to guarantee that educational professionals meet threshold levels of knowledge and skills required to adequately teach Maryland's elementary and secondary students.

New Faculty Hires for Fall 2008

Educational Specialties
Ron Siers

Health, Physical Education and Human Performance
Dr. Yujin Choi
Dr. Jan Redmond

Social Work
Dr. Rachel Buchanan
Dr. Peggy Proudfoot-McGuire



Interactive Boards: Soaring to New Heights in the Classroom

by Dr. Diallo Sessoms

What Is an Interactive Board?

The interactive board (IB) provides opportunities to utilize that projection system in the classroom to present content interactively. With this equipment, teachers create interactive learning experiences for students. The interactive nature of the IB allows students to physically manipulate objects and visualize various academic concepts.

The IB integrates general software applications (PowerPoint, Word and Excel) and specific educational software (Geometer's Sketchpad, TI-Emulator and Inspiration). The board essentially becomes a computer at the front of the room controlled by the touch of a finger. This has several advantages including access to the Internet for interactive sites or displaying and controlling other multimedia content such as streaming video. Proponents of the IB tout several features especially useful to teachers that include whole class instruction, increased student attention/participation, ability to display multiple representations of concepts and increased enthusiasm in the learning environment. The interactive board also offers a variety of administrative features. These features aid educators with organization, creating class resources, recording lessons, fluidity and flexibility while teaching, and editing/printing notes.

Content Examples

Mathematics

In mathematics, students can use the IB to create visual representations of specific concepts such as the sum of squares. In the figure below, three squares were created using the Geometer's Sketchpad software. The squares have an area of 9 square units, 16 square units and 25 square units. To begin the investigation, a student is selected to transform the squares so that a right triangle is created. The IB allows the students to move the squares from their initial position (see Figure 1) to the final position (see Figure 2).

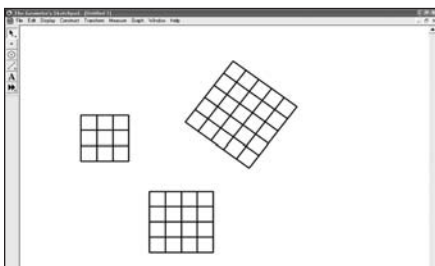


Figure 1: This figure displays three squares with area of 9, 16 and 25. It was created using dynamic math software called Geometer's Sketchpad.

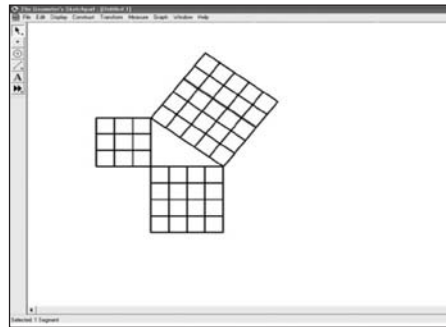


Figure 2: In this figure, the pieces have been translated to create an object that represents the sum of squares. It is used to help students visualize the concept of the Pythagorean Theorem.

The visual represents the equation $A^2 + B^2 = C^2$ as the area of the smaller squares sums to the larger square ($3^2 + 4^2 = 5^2$). Further discourse would involve the teacher guiding the students through a process of deriving the equation that represents what is on the screen. This is an example of using multiple representations to illustrate a mathematical concept. The slides are pre-made and the teacher can annotate them to add the formula in the form of text and an equation. Additionally, students can interactively practice manipulating the formula to solve for each variable.

Language Arts

In the language arts classroom, sentence structure is of particular interest to teachers. Students can create sentences in a whole class environment that fosters collaboration. In Figure 3, the teacher presents the class with various parts of a sentence. Students are called to the IB to construct sentences using the words that are provided by the teacher. The student selects the various parts and takes advantage of the 'drag' capability of the IB. The student drags the words from one place to another to create a sentence that can be instantly edited as necessary based on teacher and class feedback.

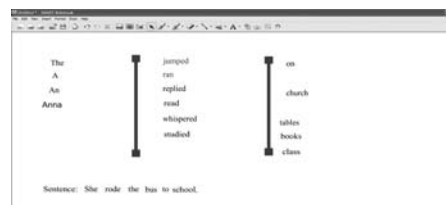


Figure 3: This was created using the software that is provided with the interactive board. Teachers can create slides using images and text.

As enrichment, the teacher accesses the Internet at the touch of a finger to integrate the following activity. It is an interactive sentence construction activity that allows students to unscramble a pre-made sentence. After the student makes a sentence by dragging the words to the line, this site offers a feature that enables the user to check the answer or get a hint. This represents interactive teaching and learning because the teacher and students interact with the content as well as each other (social interaction). The teacher presents models and the student constructs knowledge based on the given information. Feedback from the teacher or, in this case, from the tool affords another layer of knowledge construction for the student.

Summary

Integrating the interactive board implies a departure from traditional teaching and learning activities. Interactive boards provide the opportunity to teach through a constructivist learning theory based on the interaction. While a constructivist approach can be an inherent part of teaching with the interactive board, other teacher teaching/learning theories can be used with the board. Direct instruction can be implemented when necessary as well as other styles of teaching/learning. The interactive board is not meant to be used in any one way because it is a canvas for the artist known as the teacher. Once a teacher commits time and thinking to using the interactive, teaching and learning will change in the classroom.

Rial Lecture

Technology in Teaching With Will Richardson

Tuesday, September 23

Holloway Hall Auditorium, 7:30 p.m.
(book signing and reception follow)

Wednesday, September 24

Holloway Hall, Great Hall, 9:30 a.m.

Richardson, "Learner in Chief" at Connective Learning, is the author of the recently released *Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms*.

Foreign Language Workshops

Dr. Arlene White of the Department of Modern Languages and Intercultural Studies teaches the foreign language methods courses. This year, together with Ruth Malone, director of curriculum and professional development for Wicomico County, they have offered a series of workshops for area foreign language teachers. The current format is a monthly Saturday workshop based on teacher needs (see titles below). These workshops were also made available to Salisbury University foreign language methods students and interns,

permitting an even stronger collaboration between the public schools and the University. The workshops emphasize teaching and learning in a proficiency-based classroom. Teachers say that each workshop allowed them to be more effective practitioners in their own classrooms. They enjoyed being members of an exciting learning community that allowed for collaboration which extended outside the walls of their classroom.

2007 Wicomico County Foreign Language Teachers Saturday Workshops

- "A Pirate's Ransom" – January 20

- "Total Physical Response Storytelling" – February 24 (with Pablo Muirhead)
- "Take the Pledge" – March 30
- "Dare to Differentiate" – April 28 (with Leslie Grahn and Debbie Espitia)
- "That's Music to My Ears" – May 12 (with Sharon Birch)
- "Immigrants in the World of the Digital Native" – September 15
- "Monster Swap Shop – Grammar" – October 27
- "Monster Swap Shop – Vocabulary" – December 15

Education Faculty Attend State Conference

Salisbury University's education departments were well represented at this year's State of Maryland International Reading Association Council's (SoMIRAC) Annual Conference. The 36th annual conference was held at the Marriott Hunt Valley Inn and Conference Center in Baltimore, April 16-18, 2008. The theme of this year's conference was "Unlocking the World of Literacy." SU faculty members certainly aided in that cause. Seven SU faculty members made formal presentations and many helped with other conference functions.

Dr. John Wolinski teamed with Robin Daubach, principal of Denton Elementary School in Caroline County, and presented a session titled "Schema Matters: Unlocking Schema-Unlocking Meaning." Dr. Joyce

Wiencek presented on "Reaching Out to Parents," based on a grant she received from SoMIRAC to help advance literacy at home. Wiencek also partnered with Dr. Chin Hsiu Chen and conducted a session titled "Engaging Primary Students in Reading Non-Fiction Texts." Dr. Laurie Andes goal was reaching English language learners. Her topic was "Developing Teams to Assist English Language Learners: Teacher Candidates, Interns and Paraprofessionals." Dr. Claudia Burgess connected mathematics and reading in her presentation on "Unlocking Creativity and Critical Thought: Journaling that Merges Multiple Literacies." Burgess was accompanied by Kolby Davis-Noble, an SU undergraduate elementary education major. Dr. Patricia Richards teamed with Dr. Regina Royer to

connect technology and reading. Their presentation was "Google Tools: The Keys to 21st Century Reading, Writing and Collaboration."

The SU education faculty covered a wide range of engaging and well-received topics. Their presentations were viewed by hundreds of teachers, administrators and supervisors who will take ideas and strategies back to their classrooms and schools. Consequently, the SU education faculty is having a positive impact throughout Maryland in promoting best literacy practices to benefit a wide range of diverse learners, and they contributed their knowledge and expertise toward "Unlocking the World of Literacy."

Ward Museum Begins Closer Ties With Seidel School

SU's Ward Museum of Wildfowl Art has taken an important step to forming closer relations with the Seidel School by electing a Seidel faculty member, Dr. Ed Robeck, to its board of directors.

Since its inception, the Ward Museum has worked closely with area schools and has provided educational opportunities for community members. The connection between the missions of the Ward Museum and the Seidel School has always been apparent, and there have been a range of cooperative projects undertaken that have involved Seidel students.

In 2000 when the Ward Museum of Wildfowl Art became part of Salisbury University, there emerged an even stronger rationale for collaboration between the Seidel School and the museum, and many partnerships began to develop. For example, since 2003 the elementary/middle school methods classes have used the Ward Museum

as a site for environmental education workshops, and some students have been placed there for professional visitations and internships to learn firsthand about education in an informal setting.

Now those collaborative efforts can be supported even further by the presence of Robeck on the board. "We are encouraged by Dr. Robeck's enthusiasm for the Ward Museum and his vision for the educational potential of the partnership, which will encourage the exploration of joint grants, teacher professional development projects and other ways of coordinating the expertise and resources of the museum, the Seidel School and Salisbury University as a whole," said Lora Bottinelli, who became the executive director of the Ward Museum in 2007.

For more information about the educational programs and internship opportunities at the Ward Museum, call 410-742-4988, ext. 104.

Mentor Teachers Publish Article

Karen Leimann, Grace Murdock and Wendy Waller, teachers for the Wicomico County Board of Education, published "The Staying Power of Mentoring" in the Spring 2008 issue of the peer-reviewed journal *Delta Kappa Gamma Bulletin*. They are members of the Beta chapter of Delta Kappa Gamma.

International Learning Opportunities

On June 12, an anxious and excited group of students left Salisbury University, bound for their distant destination of Auckland, New Zealand. Sixteen hours later, they began a series of activities related to literacy, experiencing a culture unlike their own and becoming travel savvy in the world down under.

This group is enrolled in the Children's Literature course that is offered this summer in New Zealand and Australia, taught by Dr. Patty Dean, faculty member in the Department of Teacher Education. Participants attended a literacy fair, visited

schools, and met with authors and illustrators, as well as saw the sights. They studied a Family Literacy Program at Rowandale School in Manurewa, New Zealand; met author Prue Mason and others; experienced an Illustrating Workshop; had meals and visits with authors Kim Toft, Suzanne Gervay and Leigh Hobbs; and visited a school in Sydney, Australia, before returning to the U.S. on June 30.

Students also had opportunities to experience some bizarre, New Zealand activities, like Zorbing. Zorb is the sport of rolling down a hill inside a giant inflatable ball, a sport in

which New Zealand leads the world! They also explored Hobbiton, site of the filming of *The Lord of the Rings* trilogy and visited a Maori village. A stop at the Australia Zoo provided some first-hand looks at the unique wildlife of these countries. No wonder they provide inspiration for so many storytellers!

The Department of Teacher Education recognizes the need for prospective teachers to participate in global experiences and is pleased to be able to support this international experience for teacher candidates.

Professional Development Schools

Teacher educators at Salisbury University have been partners with local school teachers since the University's founding in 1925. In 1996, this partnership became formalized in Professional Development Schools (PDS). Initially located in just the three surrounding county school systems of Somerset, Wicomico and Worcester, the PDS network has expanded to include schools in Talbot, Dorchester, Caroline and Anne Arundel counties. This network has grown and served University, school and beginning teachers by providing a forum for the exchange of ideas in teaching and learning.

Faculty in the Department of Teacher Education have embraced this partnership and have worked to develop long-term relationships with practicing teachers in local schools. The activities of the past six months are a testament to the maturing of these

relationships. In April, four area teachers presented at the National Professional Development Conference in Orlando, FL. Joining them in scholarship were two interns and three faculty members from Salisbury University. These presentations provided information on increasing student achievement through technology and literacy assessments, collaborative teaching and arts integration. This group of school and University faculty and SU interns is exemplary evidence of the sense of collaboration and purpose that participants share in improving P-12 student achievement in Maryland schools.

The collaboration of school and University faculty in PDS settings has grown substantially since 1996. Further evidence of this is the more than a dozen public school teachers who have presented at national PDS conferences in the last five years. However, it is not just in national presentations that we find

demonstration of this remarkable partnership. As many as 30 area teachers have served as co-instructors for internship seminars, helping to ease the transition from student to teacher for many Salisbury University interns. More than 50 area teachers have served as PDS site coordinators, a role in which they assist teacher candidates and interns in becoming acclimated to their schools.

Each year this exceptional group of professionals gathers at Salisbury University at the Regional Professional Development Schools Conference that highlights the achievements of these teams of teachers, University faculty and beginning teachers working together to improve student achievement in the surrounding schools. These partnerships are essential to providing the experiences needed to help Salisbury University beginning teachers become master teachers.

I Got a Letter and I Can't Wait to Read It

Salisbury University undergraduate teacher candidates and second grade students from Pinehurst Elementary School participated in a pen pal program during the spring semester of 2008.

Jayne Lambert a teacher at Pinehurst wanted her students to experience the joy of letter writing and response so she approached Dr. Joyce Wiencek and Dr. Chin-Hsiu Chen of the Seidel School about starting such a program. The three second grade classes at Pinehurst which are taught by Lambert, Ms. Woods and Mrs. Bowden were involved. Sixty undergraduate teacher candidates from ELED 316 and ECED 215 and 68 second graders participated in the program and letters were exchanged five times over the semester. To culminate this wonderful reading and writing experience for all involved a celebration was held at Pinehurst Elementary

on May. Many of the undergraduate candidates attended and brought small gifts for the students who had been their pen pals. Refreshments were provided with support from Seidel Dean Dennis Pataniczek.

On May 8, Lambert, Wiencek, Chen, Terie Pope and Heather Timerman (SU undergraduate candidates), and Kerris King and Sierra Dance (Pinehurst Elementary School second grade students) presented a session on the pen pal writing experience at the 12th Annual Regional Professional Development School Conference at North Salisbury Elementary. The students shared their experiences and what they learned by participating in this program. Undergraduate candidates enjoyed

being role models for the second grade students. Everyone hopes the program will continue next year.

Pictured are second graders Hallee Nichols and TayQuan Gattis and undergraduate student Christina King.



Faculty Happenings

Dewald, L., Chatfield, B. (Health and Physical Education Coordinator for Wicomico County Board of Education), Halowich, J. (Health Education Teacher from Parkside High School). April 2008. Presented: *Creating a Teacher Preparation Curriculum Using the Dimensions of Health* at the National AAHPERD in Fort Worth, TX.

Dewald, L., Grizzell, J., and Burwell, C. June 2008. *Healthy Campus 2010: National Trends and Campus Usage*: Measuring Campus Progress Toward the Healthy Campus 2010 Objectives Using the ACHA-NCHA Data. Presented at the American College Health Association national conference in Orlando, FL.

Burwell, C., and Dewald, L. June 2008. *Healthy Campus 2010: National Trends and Campus Usage*: Classroom Applications for the Healthy Campus 2010 Objectives in Health Education. Presented at the American College Health Association national conference in Orlando, FL.

Dewald, L., Albohm, M., and Harford, B. June 2008. Partnering for Enhanced Services and Efficiencies: Student Health Centers and Athletic Trainers. Presented at the American College Health Association national conference in Orlando, FL.

Garrow, T.R. (2008, Spring). "A letter is worth 1,000 pictures: Etiquette for professional correspondence." *Kappa Delta Pi Novice Notes*.

Garrow, T.R., & Muller, S.M. (May 3, 2008). "Teacher Retention: The Three Rs for Interns." Maryland Professional Development School (PDS) Conference, Villa Julie College, Owings Mills, MD.

Lee, O., & Ravizza, D.M. (2008). Physical education preservice teachers conceptions of caring, *Education*, 128, 3.

Ravizza, D.M. (April 2008). Sport and the development of war-affected youth. Paper presented at the AAHPERD Annual National Convention, Fort Worth, Texas.

Ravizza, D.M., Muller, S.M., & Lamanca, J.J. (February 2008). Navigating academia: Charting a course for student professional development. Presentation made at the Eastern District Association of AAHPERD Annual Conference, Newport, RI.

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