



KNAPP HALL NEWS

May 2020



What's been happening at Knapp Hall?

- Chair's Corner
- Spring 2020 Graduates
- Senior Trip Rewind
- My Sabbatical: An Unfinished Story
- Perspectives on COVID-19
- Overview of Teacher Education Program Admission
- TEP Alumni Spotlight
- Announcements

Link to survey for comments, questions, suggestions, or alumni updates for our newsletter content - click [here](#).

Connect with us on our
EDS Facebook page!



Chair's Corner

Welcome to our department's new newsletter. My name is Nicholas D. Hartlep and I joined the department this past fall (2019). My wife and three daughters moved to Lexington, KY from Hudson, WI. While living in Hudson I worked at Metropolitan State University in St. Paul, MN, where I was Chair of the Early Childhood and Elementary Education Department within the School of Urban Education.

I was attracted to Berea College due to its Great Commitments and the fact it was a Work College. Coming from a working class family, work has always been part of my life.



The fall semester and spring semester flew by for me as a new Berean. The COVID-19 pandemic has placed our department in a unique situation. I am so glad that our department's staff and faculty are so capable and kind. They have been great to work with. And who can not love our students?

Continued on the following page..

Chair's Corner

This spring 2020 semester my EDS 150 students (and now others within the department who choose to) and I have been working on an edited book entitled *Critical Storytelling During the COVID-19 Pandemic: Berea College Students Share their Experiences* to be published this summer/early fall 2020 by Brill in its "Critical Storytelling" book series. In addition to this book project, I have tried to launch a YouTube Channel, which I have dubbed "The Model Minority Stereotype Project" where we talk about "All things Asian American and Academic." If you want to access/subscribe to the channel, you can [here](#).

I hope you enjoy the content in this newsletter. I am very appreciative of Shelby Williams, our amazing Accreditation and Assessment Support Coordinator, who has helped put it together using new software we purchased. It was her and Lisa Rosenbarker's great idea to put out a newsletter to help inform and engage our multiple constituencies. We hope that friends and supporters of our Teacher Education Program (TEP), including our program completers and Community of Teachers (CoT) and prospective students read and contribute to subsequent issues. We will have data to share with you and calls for submitting stories. We also will survey you for input into our program. This newsletter will hopefully be as engaging as it is entertaining. We are building this newsletter while we write it.

I close this first Chair's Corner with delightful news for Berea College and its Community Partners:

It gives me great pleasure sharing with you that the Department of Education Studies has received good news from its national and state accreditation bodies. The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019 and informed us that our accreditation status remains in good standing. This Accreditation status is effective between Fall 2019 and Fall 2026. Our next site visit will take place in Spring 2026. At its February 2020 meeting, the Education Professional Standards Board (EPSB) considered the Board of Examiners' report evaluating the educator preparation programs at Berea College. The EPSB voted to grant continued accreditation. This accreditation decision means the Education Studies Department maintains its accredited status. But it also means that Education Studies at Berea College and its programs meet rigorous standards set forth by the professional education community. As the Department's new Chair, none of these accomplishments are mine. However, it is quite clear why the Department was successful in these endeavors: its faculty and staff are remarkable! I'd like to thank them for their tireless effort. I'd also like to extend a tremendous amount of gratitude to our K-12 community partners for their collaboration and willingness to support our candidates' development. Lastly, thanks to former Education Studies Department Chair, Dr. Yolanda Carter, for her leadership and service.

I look forward to partnering with you and seeing where the Department of Education Studies goes in the future. If you have any questions, please send me an e-mail (hartlep@berea.edu). I wish you only the best.

Nicholas D. Hartlep

Congratulations, Spring 2020 Graduates!



Hayley Clark

Health and Human Performance
with P-12 Certification

Gabriel Hinton

Health and Human Performance
with P-12 Certification

Kandy Escobedo

Education Studies

Timmy Lail

Education Studies and English

Alexyss Lindsey

Education Studies and Spanish

Michaela Mallory

Education Studies

Kiyah Moore

Education Studies and English

Sandra Sanchez

Education Studies and Sociology

Justin Valdes

Education Studies: Middle Grades
Science Education



Skye Adams
Education Studies



Shy Bowers
Education Studies and
Peace & Social Justice Studies



Brandy King
Education Studies and
Child & Family Studies

Chase McCoy
Education Studies and Spanish



*Continued on
the next page...*

Congratulations, Spring 2020 Graduates!

Blessings to you in whatever path you travel.

Remember: "Education is the most powerful weapon which you can use to change the world."
– Nelson Mandela



Warmly, Lisa



My daughter is named Olivia. I always encourage her, and I encourage you, to dream BIG! Congratulations Spring 2020 Graduates! This is only the beginning for you. The world has big plans for you and I hope you dream BIG. You don't know all that you will accomplish for the betterment of our world. Stay in touch! We will always be here for you!

Nicholas

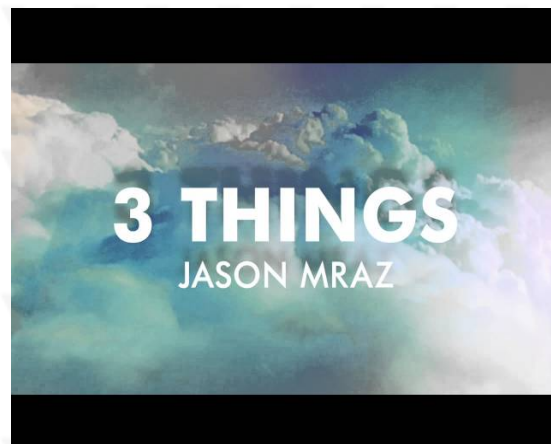
Chasing a dream requires hard work, passion, and resiliency. We can't wait to see you accomplish everything your heart desires. Come back and see us when Andy says it's okay! ♥

Dr. Robillard

Congratulations, y'all! I am so proud of you, and I am very thankful that our paths crossed. You all have inspired me with the passion you have for the things that you love! Keep sharing your gifts!

As a Berea alum, I know that this chapter of life can evoke a whole host of emotions, even when not in the midst of a pandemic. Whatever you are experiencing, take the time to name and claim those feelings. Celebrate your victories and grieve your losses, no matter how small. And remember, "[things are looking up](#)".

Shelby



Senior Trip Rewind

Dr. Maggie Robillard

Each year, our EDS seniors have the opportunity to travel and explore the United States together, thanks to the Bowman Family. It all started "back in the day" when Grandfather Bowman used to fund trips for mountain students to visit Berea College. David Bowman started the James Clayton Bowman Education Fund in honor of his grandfather and those trips.



Seniors explored the arts district of Santa Fe including the Loretto Chapel, with its famous miraculous spiral staircase, and the Cross of the Martyrs, which allowed a birds-eye view of the city. Adventurous students took train rides to Albuquerque to explore the buildings featured in the television series, Breaking Bad, while others opted to visit Sandia Park Tramway, where they rode a cable car to over 10,300 feet altitude. We are not going to dwell on the story of how two of our members spent a little "extra" time on top of the mountain!



Our trip, we hope, continues to honor the memory of Grandfather Bowman and commemorate his family's generosity.



This spring break, members of the Class of 2020 had an amazing visit to Santa Fe, New Mexico! We were lucky enough to travel before COVID-19 could interrupt our plans.



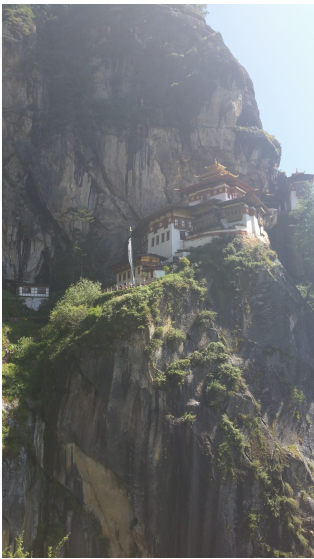
We hiked Bandelier National Park and explored the cave dwellings. We viewed the Rio Grande from a scenic overlook and did not almost lose a student over the side (kidding! *smile*). We enjoyed regional art with a trip to the Georgia O'Keeffe Museum and a visit to Meow Wolf, an interactive art experience. We ate all of the food including lots of chili peppers, both red and green, since that is the way they do it in Santa Fe. In short, we had an amazing time exploring together and learning about our 47th state.



My Sabbatical: An Unfinished Story

Dr. Penelope Wong

As I write this summary of my sabbatical, which is still in progress, our planet is engulfed in the midst of a global pandemic, the likes of which has not been seen for almost 100 years. It is not difficult for me to summarize some of my activities: I wrote an article, reviewed a book, read almost 300 journal articles on mindfulness, took an intensive college class (introduction to drawing) and enrolled in a teacher certification program to become a registered yoga teacher. These are some of the main professional activities. Just as importantly, and perhaps more importantly, the sabbatical was also a season of continuing rejuvenation and renewal. I was able to travel to Thailand and Bhutan, which opened up two entirely new worlds for me. I was able to regularly horseback ride again and work with a Bureau of Land Management Mustang and finally (after six years) have a garden again! Too often, I keep a schedule that has me going at what seems like a frantic pace. The sabbatical taught me to slow down, and the pandemic . . . well, that sealed the deal of learning to simply be.



During my sabbatical, I have weaned myself of almost all caffeine; a cup of green tea is all I need in the morning! It did take a year for my body to adjust. I have not used an alarm clock to wake me in the morning and naturally arise about 5:00 am each day. I do yoga and/or meditate almost daily and am outside at least an hour each day. Because I have slowed down, I have learned to enjoy cooking again! I am not cooking simply to feed a hungry stomach. I have re-learned how to enjoy the act of cooking itself. I could go on and on about a number of activities, I have re-discovered, such as drawing, during my sabbatical but will not. I will simply say that while my scholarly activity, which was put on hold due to the pandemic, is important, self-care and rejuvenating dimensions of a sabbatical are as, if not, more important than the academic aspects of a sabbatical.

Currently, I do not know what the rest of my sabbatical will look like. The pandemic has me “sheltering in place.” While it was difficult at first, I, like many others, have adjusted to the social distancing. Ironically, due to technology, I am more socially active than I was before the pandemic. Because I do not have to travel to an event, I am more likely to attend it if it is online and socialize more. I certainly did not anticipate this outcome!



I have about three more months left in my sabbatical and treasuring every moment. I love the uncertainty of what is to come. One of the most powerful lessons I have learned so far from my sabbatical is to resist the urge to have every hour planned. By simply having wide swaths of time open, amazing opportunities came my way, such as invitations to do podcasts, be of service, and teach mindfulness. I don't know what is to come, but I do know I simply need to be open to the possibilities. While I will be sad not to have the gift to structure my time as I wish, I am also excited to share what I have learned and experienced as I prepare for fall classes. I am grateful for the incredible gift of time that the sabbatical provided me and look forward to beginning the fall semester refreshed and renewed.



Perspectives on COVID-19

Dr. Jon Saderholm

The teaching relationship is the second most important human relationship in modern society. Without it, society would most surely collapse. That said, the deleterious effects of a pandemic cannot be underestimated either. With [reliable estimates](#) of more than two million deaths in the U.S. if we did nothing, it became clear that public gatherings – regardless of how critical they may be – should be curtailed.



We are blessed to live in an age in which so much information can be exchanged so easily. The information age has truly transformed the nature of instruction in schools, enabling students to find facts for themselves and free the classroom for active inquiry, communication, and community. And yet without the classroom, that same resource loses its power to transform even if a teacher can post videos on-line or point students to appropriate activities. In no way will virtual or asynchronous instruction be equivalent to face-to-face instruction.

We are also blessed that education has become sufficiently structured and advanced that each grade has a fairly common developmentally appropriate shared curriculum that is not duplicated in other grades. And so, given the probable harmful effect of closing schools and moving to no-traditional instruction (NTI), we are likely to watch this generation of students carry the associated deficits forward from grade to grade if schools and teachers do not explicitly and intentionally work to ameliorate them in future years. As a high school science and mathematics teacher for 17 years, I witnessed such effects associated merely with a change in the curriculum wash through the school multiple times.

It is incumbent upon teachers (college professors included) to adapt and learn how to use the information technology that is ubiquitous in our country. Indeed, many schools use curricula based upon internet resources that transforms the role of the teacher from knowledge provider to learning coach (e.g., [Summit Learning](#)). That said, students who are isolated in internet deserts or who are in homes not conducive to studying and creating will be challenged by this reality. Our jobs, therefore, are also to support and coach these students in their work. We must also reach out to families and provide advice and support. It will be easy to think that because a child is not communicative or prompt in their work, that either they or their parents don't care. Resist this thought. Assume all parents want their children to learn and thrive, to become good people with positive relationships living in community. Your job is merely to enable that to happen.

And remember, once you are our student, you will always be our student. We form a unique supportive Community of Teachers. So feel free to reach out for ideas or answers. I've built a web page to support our teacher candidates' fieldwork experiences. Feel free to consult it for ideas and contribute resources and ideas you'd like to share (email them to me: jon_saderholm@berea.edu). Here's the URL for the ["Practice of Teaching" web page](#).

Hang in there. And remember to soak up this experience. The last time this happened was 100 years ago. Create the stories you'll be telling our children and grandchildren.

Perspectives on COVID-19

Dr. Nicholas D. Hartlep

I write to you as a former elementary school teacher turned teacher-educator. Let me be brief. The COVID-19 pandemic has led to our country and other countries to attempt to “social distance” as a way to “flatten the curve.” The idea is fairly easy to understand: if everyone gets sick right at the same time hospital systems will become overburdened. Slowing the rate that people access medical services helps the medical facilities by not being too busy. But I am writing to share my perspective on how “social distancing” hurts our children and society from a relationship perspective. While I am appreciative of my daughter’s first grade teacher who created a [YouTube video](#) of her reading a book so her class could follow along, I do find it inauthentic from a relationship point of view. How much better would it be for my daughter to crawl up into her teacher’s lap and hear it read to her? How much better it would be to be able to touch the physical book?

Research tells us that both teaching and learning are social processes. Yes, social media exist, and technologies exist that assist in delivering and receiving content for teaching/learning purposes, but are these truly “social” and/or “relational” at a human level? A large limitation of teaching and learning online (and at home instead of a physical school) is that it is less social and is far more isolating than what is ideal. Interestingly, increasing relationship is something that technology companies are attempting to do.

Entrepreneurs are trying to decrease social distance when using their products, such as Netflix Party, which allows users to watch Netflix “together,” but in different locations. I think Netflix Party and online teaching and learning is artificial and not the authenticity our brains and bodies truly crave. Watching a movie on a couch with a loved one or friend is far superior than a Netflix Party in my opinion. You cannot share a bowl of popcorn with a Netflix Party. Teaching in a classroom is far more relational than doing activities like Lexia on an iPad. But until COVID-19 goes away, I guess this is our “new” reality.



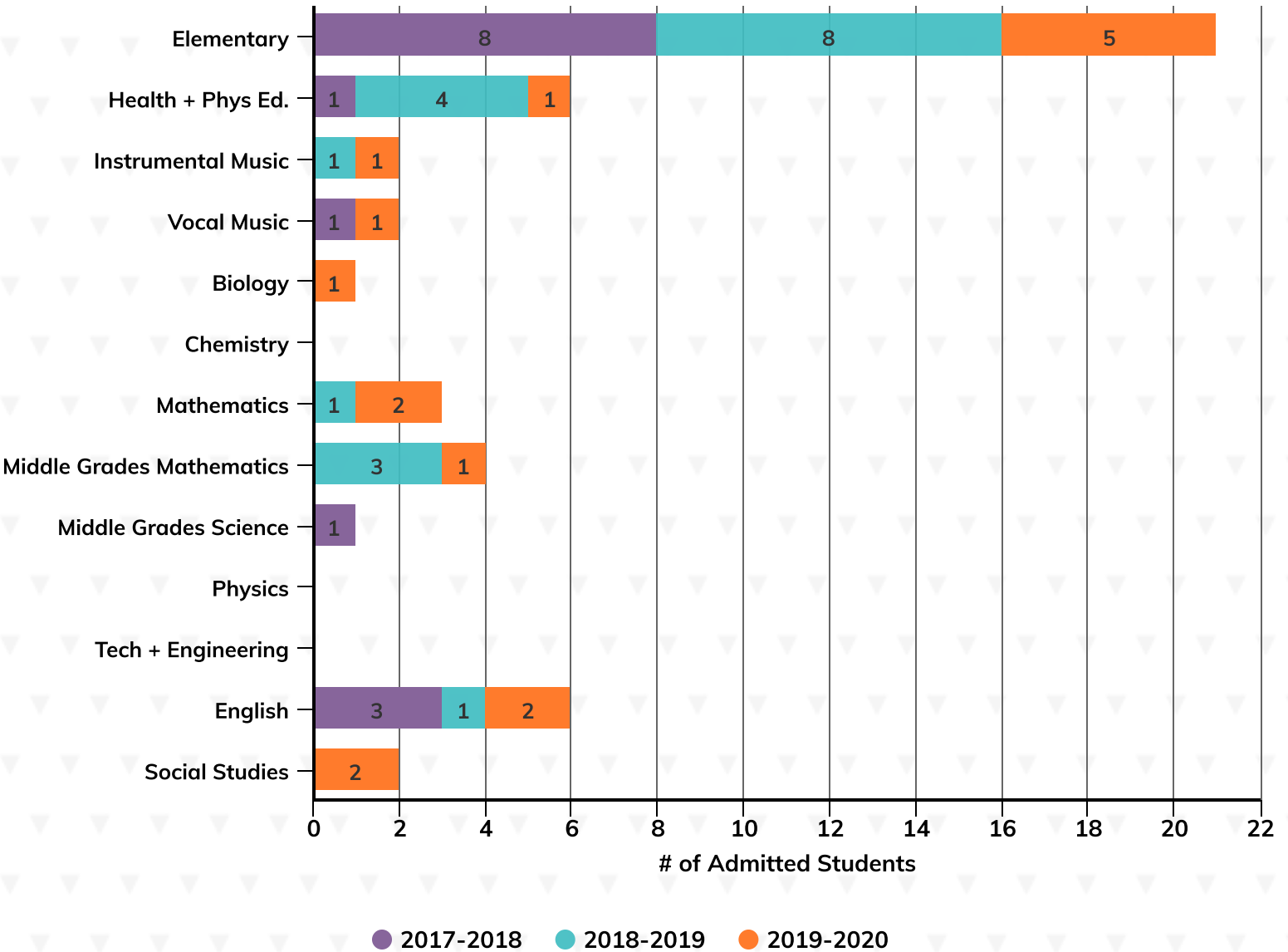
Overview of Teacher Education Program Admission

Shelby Williams

As the Accreditation & Assessment Support Coordinator, my role is to ensure that our Teacher Education Program meets the requirements of our national accreditation organization, the Council for the Accreditation of Teacher Education. My favorite thing about my job is that I review data and write reports that celebrate the accomplishments of our Education Studies family. You all - college students, faculty, alumni, P-12 teachers, and community partners - continuously engage in compassionate and creative work to create a better world for P-12 students and their families. Thank you for all that you do.

For our first newsletter, I thought it would be good to start at the beginning of our program with admission data for the past three years. As you can see, there are certification areas where admission numbers are steady whereas there are some areas where we have difficulty recruiting students. If you have any questions, comments, or suggestions about enrollment or recruitment for the following areas, you can share your thoughts via [Qualtrics survey](#). I also invite you to check out our annual accreditation report on this [web page](#).

Annual Admission Cohorts by Certification Area



Teacher Education Program: Alumni Spotlight

Brittany Ruth, Class of 2017

Music Education with Instrumental and Vocal Emphases, P-12 Teacher Certification
Nominated by [Professor Liza DiSavino](#)

Brittany Ruth is a second year teacher at Oak Hills Middle and High School. She serves as the Choral Director, Assistant Band Director, and Instructor of Vocal Music and Instrumental Lessons. The school district was chosen by the NAMM Foundation as one of the nation's "[Best Communities for Music Education](#)."



When highlighting Brittany's accomplishments, Professor DiSavino exclaimed, "[Brittany](#) is well-loved by the community and students. Not surprisingly, she voluntarily spent the first part of this school shutdown helping to package lunches to be delivered to 700 schoolchildren. One of Berea's finest."



Dr. Hartlep and Austin Glasgow at a fitness night hosted by Fayette County Public Schools

Austin Glasgow, Class of 2019

Health & Human Performance, P-12 Teacher Certification
Nominated by [Dr. Michelle Thornton-Adler](#)

After graduating in December 2019, Austin started his teaching career in January 2020 at the Lexington Traditional Magnet School as a Physical Education instructor. While a student at Berea College, Austin collaborated with fellow HHP student Juan Chavez Casiano and Dr. Thornton-Adler to research the relationship between physical activity and academic achievement in pre-school aged children. This research will be published in the Research Quarterly for Exercise & Sport. Additionally, Austin was accepted to present this research at the annual Society for Health and Physical Education (SHAPE) conference this spring. However, due to COVID-19, the conference was canceled, but SHAPE published the [abstracts](#). An adaptation of Austin and his research team's presentation is on the next page.

Physical Activity and the Peabody Picture Vocabulary Test on Pre-School Aged Children

Austin Glasgow, Juan Chavez Casiano & Michelle Thornton, PhD
Department of Health & Human Performance, Berea College

Purpose

The purpose of this research was to study the relationship between PA and early childhood vocabulary development, using the Peabody Picture Vocabulary Test (PPVT).

Background

- Health and physical activity (PA) is related to academic achievement, such as on-task behaviors, improvement of test scores, attendance rates and behavioral issues for school-aged children
- However, little research has been completed on academic achievement, primarily vocabulary skills, on pre-school (ages 3-4) aged children. to support the recommended amount of PA for young children.
- The American Heart Association (2018) recommends that children between the ages of 3-5 should be physically active and have plenty of opportunities to move throughout the day.
- Physical activity is listed as an influential factor that helps motivate the children's ability to learn.
- Given that children can sometimes spend nearly half their time in childcare, it is imperative for teachers to incorporate planned PA lessons to help aide with the children's cognitive development.

Methods

- 17 participants (male = 9, female = 8) between the ages of 3-4 years.
- Guardians completed a consent, demographic & questionnaire prior to the 6-week study. Participants provided verbal assent.
- Participants wore a GT3X accelerometer to measure PA and levels of intensity.
- Students completed the pre-PPVT on day 1 of the study.
- One classroom (N=7) served as the control classroom. A second classroom (N=10) served as the experimental classroom, where 10-minute PA lessons were taught daily.
- Students participated in the post-PPVT, following the end of the study.

Results

- Paired t-test indicate statistical significance between the pre- and the post-PPVT for the experimental classroom: $t(9) = -3.436$, $p < 0.007$, but not for the control classroom; $t(6) = -1.892$, $p = .107$.
- A multiple linear regressions between the post-PPVT scores and activity do not indicate statistical significance for the control classroom: $(F(2,4) = .930, p < .466, R^2 = .317)$, nor for the experimental classroom $(F(2,7) = .797, p < .488, R^2 = .185)$.
- After a 6-week experimental study, both classrooms improved between their pre- and post-EVT scores. As there was a significant difference between the classrooms from the pre- and post-PPVT, there appears to be a trend toward significance for the experimental classroom and their reported PA.

Conclusion

- It appears that offering structured PA may be more beneficial to older (4-year) children to improve vocabulary. This could indicate that longer bouts of PA should be incorporated into the educator's daily/weekly lessons prior to completing the post-PPVT.
- To corroborate with this research, future studies could include featuring full, daily PA lesson plans and/or a semester-long study.

References

Egger, F., Benzing, V., Conzelmann, A., & Schmidt, M. (2019). Boost your brain, while having a break! The effects of long-term cognitively engaging physical activity breaks on children's executive functions and academic achievement. *PLoS ONE*, 14(3), 1-20.

American Heart Association. (2018). American Heart Association recommendations for physical activity in adults and kids. <https://www.heart.org/en/healthy-living/fitness/fitness-basics/aha-recs-for-physical-activity-in-adults>

Announcements



Upcoming Book Release!

We are highly anticipating the release of "Katherine Jackson French: Kentucky's Forgotten Ballad Collector", the latest publication by Liza DiSavino, Professor of Vocal Music Education and General Music. Read a description of the book at the [University Press of Kentucky](#).

Mellon Periclean Faculty Leadership Program

Dr. Penelope Wong was recently selected as a Mellon Periclean Faculty Leader (PFL) at Berea College along with Dr. Gwendolyn Ferreti, Assistant Professor of Latinx Studies. As a PFL, Dr. Wong was awarded a grant of \$4,000 for a new course that will explore contemplative pedagogy and mindfulness. The heart of this course is community-based research and service learning. College students will work with community partners, such as the Family Resource/Youth Service Center for Berea Independent Schools and the Berea branch of the Madison County Public library, to facilitate developmentally-appropriate contemplative and mindfulness based activities for K-12 school-aged children and their families.

For more information on Project Pericles, click [here](#).

National Science Foundation Math Education Grant News!

In December of 2019, Drs. Saderholm and Viera submitted a grant proposal to the National Science Foundation "Improving Undergraduate STEM Education" (NSF-IUSE) Program, which was approved assuming we respond to a few small questions. We submitted this proposal in collaboration with the University of Maryland/Baltimore County, the University of Kentucky, and the University of Central Florida. Our portion is \$300,000 of the \$3,000,000 award. This project will study how our middle and secondary mathematics education programs are improved when we apply the PrimeD professional development framework (Saderholm, Ronau, Rakes, Bush, & Mohr-Schroeder, 2017) to our fieldwork experiences. This will involve incorporating "Plan-Do-Study-Act" (PDSA) cycles in our planning and reflection processes and create more intentional interactions through "Networked Improvement Communities" (NICs) at which all our mentors and apprentices will regularly work on related problems of practice.

This is pretty exciting for a couple reasons. First (and here's a lesson about persistence), our proposal was rejected twice in two prior years before this one was accepted. Each time we read the reviews and improved the proposal in response. Second, we're collaborating with three large research universities on this project. We are full partners in a major project that we think has the possibility to transform teacher preparation.