



## What's been happening at Knapp Hall?

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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 the third installment of our department's new newsletter. A lot has happened since our last May 2021, newsletter. The Knapp Hall News newsletter continues to be a great document to remind us of what we have accomplished and what we aspire to accomplish in the future.

As I write this newsletter message I would like to thank the department for all of its great work. Dr. Webb was on a much-deserved sabbatical during the 2021-2022 academic year. Dr. Katherine Robershaw was a fixed-term Visiting Assistant Professor that we hired to cover Dr. Webb's courses. Dr. Robershaw did extremely well, helping us work on Clinical Placement work as well as preparation work for offering a Special Education certification. We wish her luck as she undertakes a new adventure. She will be working with the University of Kentucky on a grant project funded by the National Science Foundation.

Please read the newsletter, relax, rejuvenate, and remain connected to the Education Studies Department now and in the future. The department continues to do great work, for which I am grateful.



# Congratulations Graduates!

## December 2021

Jacob Boshears  
Music

Daniela Cordova  
P-5

Noé Guevara  
5-9 Math

KC Jones  
P-5

Celine Mangin  
General Curriculum

Ericah Martinez  
P-5

Rigoberto Moreno  
P-5

Nathan Pritt  
Social Studies

Lisa Reitze  
P-5

Selena Romero  
General Curriculum

Rachel Starnes  
General Curriculum

## May 2022

Eka Brummett  
General Curriculum

Jaden Johnson  
Physical Education and Health, Grades  
P-12

Caroline Nelson  
General Curriculum

Caleb Rigel  
General Curriculum

Martha Salinas Velasquez  
P-5

Hannah Stonewall  
General Curriculum

Rhis Stover  
General Curriculum

Sarah Tebesigwa  
General Curriculum



# Congratulations Graduates!

Congratulations 2022 graduates! May this major accomplishment take you closer to your dreams. Remember how much you have persevered and how far you have come. This is only the beginning of many more successes, so keep that energy going and keep inspiring others. All my best wishes for your future endeavors.

Dr. Katherine Robersshaw



Way to go! Congratulations! You must be so happy on graduating! The EDS Department wishes you much success as you leave Berea College. Stay in touch with us. We know you will go on and accomplish many things! Please remember to help as many people as you can. You have chosen the greatest profession there is! EDUCATION!

Nicholas Hartlep



Congratulations to you on this major milestone! We are so proud to send you out in the world as Bereans. Don't forget to stay in touch, you will be missed!

Dr. Maggie Robillard

Congratulations! You've come a long way and deserve all the rewards of your hard work and accomplishment! I hope you keep us in your mind and heart because we're doing the same for you. At moments like this I'm reminded of a quote from one of my favorite movies -- Buckaroo Bonsai: Adventures across the 8th Dimension -- "No matter where you go, there you are."

Dr. Jon Saderholm



Your perseverance and endurance through unprecedented deterrents are admirable. Congratulations on your first of many milestones. Continue your journey as a life learner and stay in touch.

Dr. Julian Viera



Congratulations! You did it! Berea admits students of "great promise." Remember that whatever you do in your life, we at Berea think you are great!

Lisa Rosenbarker



# Learning Beyond Classroom

Jared Sipple, English Education Major '24

May 18, 2022

The week before last I had the opportunity to travel to San Francisco to attend a lecture, visit an art museum, and explore the vibrant and eclectic city. This trip was exciting and educational and I am so very grateful for the experience. Having the ability to travel to a diverse and colorful city like San Francisco at the end of the semester was refreshing and enriching. Living in Berea can limit exposure to cultures outside of the United States, and outside of the college, there are very few people of different cultures, races, and ethnicities. Traveling across the country to a city that is rich in culture, art, and history, expanded my understanding of this crazy world that we live in, and prompted me to question the accessibility of information that diverges from mainstream narratives. Throughout this trip, I thought about how this excursion could contribute to my abilities as a future educator. The knowledge I gained throughout my time in San Francisco not only improves my worldly understanding but also increases my capabilities as a teacher.

I intentionally curated this excursion thinking about white colonial patriarchy in the United States. My time at Berea College has expanded my understanding of the history of domination and oppression. I attended a lecture at the California Academy of Sciences titled Indigenizing Astronomy: Cultural Perspectives on the Sky and the Future of Research. This lecture was given by Laurie Rousseau-Nepton, Resident Astronomer at the Canada-France-Hawaii Telescope. Rousseau-Nepton's family is indigenous to Canada, and the combination of her cultural heritage and expertise in astronomy made for an exciting and informative lecture. She told stories that she heard growing up from family members and other individuals in her community. These stories were about the stars and constellations, connecting Innu culture and heritage with the movement of the night sky. One of these included a great canoe in the sky driven by spirits. This story mapped constellations in the night sky and helped the Innu people track time and the changing seasons. These elaborate stories allowed the Innu people to teach their descendants about the movement of stars in the sky and contained valuable knowledge that can still be utilized today.

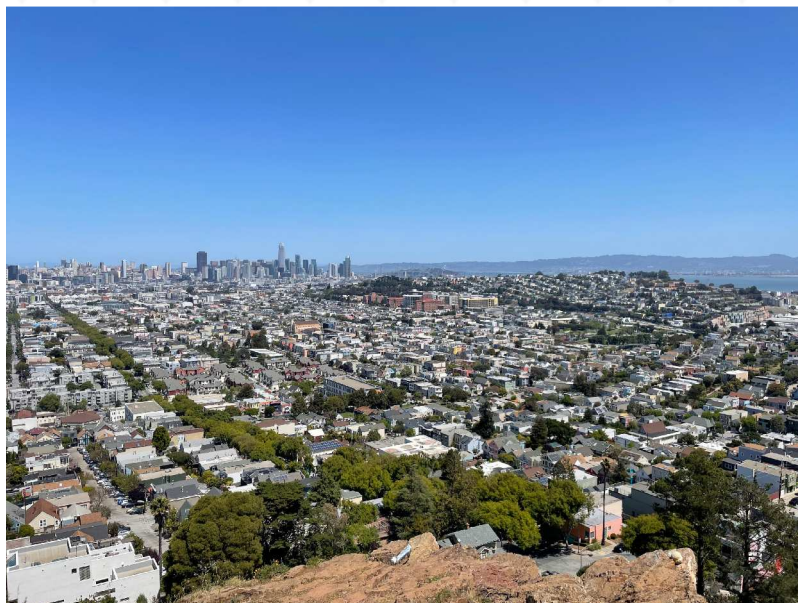


Photo of San Francisco, CA

# Learning Beyond Classroom (continued)

Attending this lecture encouraged me to reconsider my understanding of astronomy. I realized that my perception of space is rooted in European schools of thought. Even though various indigenous people all over the world have critical knowledge regarding astronomy (among other things) that has been passed down through many generations, these voices have been oppressed and ignored. Exposure to indigenous knowledge contributes to a well-rounded understanding of the world, challenging Euro-centric education and uplifting the voices and experiences of groups of people who have been oppressed, stripped of their culture, and murdered in the name of colonial expansion and white supremacy. I wonder about what areas of my life lack the perspective of non-dominant groups. Attempting to avoid or undermine the robust understanding of the universe offered by indigenous people perpetuates their oppression and limits the educational capabilities of academia at large. In the classroom, I can include indigenous knowledge, and share diverse perspectives with my students.

In addition to attending Indigenizing Astronomy, I also visited the Museum of the African Diaspora. This two-story gallery provides a platform for black artists to share their voices through art. It was dramatically different from other art museums I have visited in the past. To my surprise, everything did not look the same as there was variation in style and color that I have not experienced elsewhere. I am used to viewing landscape after landscape that look more or less the same as one another. The diversity in artistic expression opened my eyes to the significance of the work of black artists. I will admit, I am no expert in art, but I am aware of the racism experienced by black artists. It was refreshing to explore a space that was dedicated to highly talented individuals who have historically been silenced and erased within the art world.



Visiting the Museum of the African Diaspora



Visiting the Museum of the African Diaspora

# Learning Beyond Classroom (continued)

Although this museum provides a space that feels crucial to explore, it did feel like it was curated for old white people. My friend and I were followed almost the entire time by attendants at the museum. We were also reprimanded for getting too close to the exhibits and for removing our masks to take a photo although we modeled our behavior after a group of older women who did the same. It feels important to be critical of these experiences because although the museum is obviously invested in creating a platform for black artists, I can't help but wonder who has access to this space. Do young people and non-white individuals feel comfortable in this space? My friend and I definitely didn't. Hopefully, this is not the case for other young individuals who are invested in the exploration of non-dominant voices in art.

As an education major, it feels crucial to explore places that are unfamiliar and different than what I am used to. Living in a small town in central Kentucky can feel limiting and homogenous. Having the ability to travel to San Francisco was incredibly enjoyable, but also exposed me to a diverse population, and provided spaces for me to learn and challenge the dominant narratives that I have been exposed to throughout my life. My understanding of the world has been expanded, even if by a small amount, and the students that I work with in the future will have access to the knowledge I gained throughout this trip. Without the financial support of Berea College, this trip would have been impossible. I am immensely grateful for the opportunity to travel to California and encounter thoughts and experiences that would otherwise be unavailable. I am already looking forward to my next educational adventure!



Do you have a  
**story**  
that you want to  
share?



**Email them  
to us**

**[hartlepn@bereda.edu](mailto:hartlepn@bereda.edu)**



# Senior Trip Rewind: The Bowman Family Trip

## New York, New York

This spring break, members of the Class of 2022 had an amazing visit to midtown Manhattan in New York! We were lucky enough to travel with a large group of fabulous seniors!

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.



We didn't let a little rain stop our fun!



David Bowman started the James Clayton Bowman Education Fund in honor of his grandfather and those trips.



A good time was had by all at the Metropolitan Museum of Art!

## Exploring the City

Seniors explored the many neighborhoods of Manhattan including Chinatown and Chelsea, with its famous market. Adventurous students took a glass elevator to the top of the Summit One Tower for amazing views of the city, while others took a carriage ride around Central Park. Everyone enjoyed the city museums, including the Met, the Museum of National History, the New York Public Library, and the Math Museum. We also enjoyed Broadway shows and some were able to be audience members of talk shows. We are not going to dwell on the story of how some of our members missed their boat tour! All in all, a wonderful time was had by all, though several of us agree that there is no place like home!





# Overview of 2021–2022 Alumni Surveys Lisa Rosenbarker

## 2022 Employer Satisfaction Survey

Principals of 2020–2021 and 2018–2019 completers in full-time teaching positions were asked to fill out this survey. Typically, we only survey employers from teachers one year from completing a certification program. The data collection change will not only allow us to look at new teachers to see how well they have been prepared by the education studies department but will also examine how well teachers are doing once they have a bit more experience teaching. Our response rate for the 2020–2021 cohort was 100% with survey results for the 3 completers teaching and our response rate for the 2018–2019 cohort was 71% with survey results for 5 of 7 total completers teaching. Principals rated the completers' performance using a 5-point Likert scale (1=Highly Ineffective, 5= Highly Effective). Results are included below.

Survey Indicators	Completion Cohort	Average Rating
<b>1. Developing instructional outcomes that are appropriate for all learners.</b>	2020–2021	4.3
	2018–2019	4.0
<b>2. Designing instructional activities that are differentiated for individual learners.</b>	2020–2021	4.3
	2018–2019	4.0
<b>3. Engaging in classroom management that maximizes behaviors that are conducive to the learning environment.</b>	2020–2021	5.0
	2018–2019	3.8
<b>4. Engaging in classroom management that minimizes behaviors that are disruptive to the learning environment.</b>	2020–2021	4.7
	2018–2019	4.0
<b>5. Implementing culturally responsive instruction.</b>	2020–2021	4.3
	2018–2019	4.4
<b>6. Using technology that facilitates student learning.</b>	2020–2021	4.6
	2018–2019	4.6
<b>7. Designing assessments that allow students to demonstrate learning in a variety of ways.</b>	2020–2021	4.0
	2018–2019	4.4
<b>8. Utilizing assessment data to inform instruction.</b>	2020–2021	4.0
	2018–2019	3.6
<b>9. Communicating with families to provide updates on their students.</b>	2020–2021	5.0
	2018–2019	4.0
<b>10. Collaborating with colleagues to create a culture of professional inquiry.</b>	2020–2021	5.0
	2018–2019	4.4



# Overview of 2021–2022 Alumni Surveys (continued)

## Lisa Rosenbarker

### 2022 Completer Survey

Five out of the 9 2020–2021 completers responded to the completer satisfaction survey, resulting in a 56% response rate. Completters rated their level of satisfaction with specific program experiences as well as the overall quality of education of the program. Satisfaction was rated on a 5-point Likert Scale (1 = Highly Dissatisfied, 5 = Highly Satisfied). Results from 10 2019–2020 completers are available for comparison. One hundred percent of 2020–2021 completers and 80% of 2019–2020 completers indicated that they were satisfied or highly satisfied with the overall quality of education of the program.

Satisfaction Indicators	Completion Cohort	Average Rating
Education Studies Coursework	2020–2021	4.4
	2019–2020	3.6
Clinical Field Experiences (prior to student teaching)	2020–2021	4
	2019–2020	4.0
Education Studies Internship	2020–2021	4.3
	2019–2020	4.3
Student Teaching Experience	2020–2021	3.8
	2019–2020	4.5
Overall Quality of Education of Program	2020–2021	4.6
	2019–2020	4.1

Completters working as full-time teachers in their content area rated the level of effectiveness of program preparation using a 5-point Likert scale (1 = Highly Ineffective, 5 = Highly Effective). The data below represent feedback from three 2020–2021 completers and six 2019–2020 completers.

Survey Indicators	Completion Cohort	Average Rating
1. Developing instructional outcomes that are appropriate for all learners.	2020–2021	4.0
	2019–2020	3.8
2. Designing instructional activities that are differentiated for individual learners.	2020–2021	4.0
	2019–2020	3.7
3. Engaging in classroom management that maximizes behaviors that are conducive to the learning environment.	2020–2021	3.7
	2019–2020	3.3
4. Engaging in classroom management that minimizes behaviors that are disruptive to the learning environment.	2020–2021	3.7
	2019–2020	3.5
5. Implementing culturally responsive instruction.	2020–2021	4.7
	2019–2020	3.8
6. Using technology that facilitates student learning.	2020–2021	4.3
	2019–2020	4.0
7. Designing assessments that allow students to demonstrate learning in a variety of ways.	2020–2021	4.7
	2019–2020	3.5
8. Utilizing assessment data to inform instruction.	2020–2021	4.7
	2019–2020	3.5
9. Communicating with families to provide updates on their students.	2020–2021	4.0
	2019–2020	3.3
10. Collaborating with colleagues to create a culture of professional inquiry.	2020–2021	4.0
	2019–2020	4.0

# Berea College Student Nationally Honored as Major of the Year in Health & Human Performance

RESTON, VA, April 27, 2022 ---SHAPE America–Society of Health and Physical Educators honors **Jaden Johnson of Berea College** as a Major of the Year during the organization's 136th National Convention & Expo, April 26-30th, in New Orleans, Louisiana! The award celebrates outstanding undergraduate students in the health, physical education, recreation, and dance professions who are nominated by a faculty advisor or professor. Johnson was recognized on Tuesday, April 26th during the Opening General Session.

"The outstanding achievements of future professionals like **Jaden** is integral to the future of SHAPE America and our profession." says SHAPE America President Terri Drain, the Founder and Coordinator of the Health and Physical Education Collaborative.

**Jaden** has been an active participant for the Families and Schools Together (FAST) program at various local schools for the past three years. Ms. Johnson has grown throughout her time working with children and youth. At first Jaden was a participant who helped implement the lesson plans that were already created. As Jaden grew in her teaching, Ms. Johnson took on more mentoring roles, but creating and implementing the lesson plans, but also assisting to evaluate her peers. "Receiving this award is not only an honor to me, but also my professors, family and mentors who have made this achievement possible. As I continue with my academic endeavors, with a mission to increase accessibility and inclusivity for those who are differently-abled, I will carry this achievement with me as encouragement to keep moving forward.", said Jaden Johnson, Berea College.

**In 2022, Johnson will graduate with a B.S. in Health and Human Performance P-12 Education.**

For more information about SHAPE America's National Convention & Expo, visit the website and follow #SHAPENOLA.

## About SHAPE America

SHAPE America – Society of Health and Physical Educators is the nation's largest membership organization of health and physical education professionals. Since its founding in 1885, the organization has defined excellence in physical education, and our National Standards for K-12 Physical Education serve as the foundation for well-designed physical education programs across the country. We provide programs, resources and advocacy to support health and physical educators at every level, from preschool to university graduate programs. For more information, visit [www.shapeamerica.org](http://www.shapeamerica.org)



"Thank you so much,  
for this!"

**Superintendent Diane Hatchett**

During the Fall 2021 semester the Education Studies Department purchased materials and built ten (10) Corsi-Rosenthal Boxes. These filtration or mitigation boxes were donated to two partner school systems Berea Independent Schools (Berea Community Elementary School) and Madison County Schools (Kingston Elementary School).

# Helping — local — Schools



Students in Dr. Hartlep's EDS 150 Course Assembling Corsi-Rosenthal Boxes





# Announcements

## Dr. Penelope Wong Publishes article!

In September of 2021 Dr. Penelope Wong published an article entitled "Engaging in Mindfulness Virtually: De-stressing Practices for Students and Educators" in *The Teaching Professor*. Interested readers can read the article [here](#).



## Drs. DiSavino and Hartlep present at Kentucky Book Festival!

In November of 2021 Dr. Liza DiSavino and Dr. Nicholas Hartlep presented at the 2021 Kentucky Book Festival. The event was held in Lexington, KY at the Joseph-Beth bookstore. Many people attended and Dr. DiSavino and Hartlep loved the event.

**MEET ME ON NOVEMBER 6!**  
at Joseph-Beth Booksellers in Lexington, KY

Learn more @ [kybookfestival.org](https://kybookfestival.org)

KENTUCKY HUMANITIES KENTUCKY BOOK FESTIVAL

**MEET ME ON NOVEMBER 6!**  
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KENTUCKY HUMANITIES KENTUCKY BOOK FESTIVAL

## SHAPE MAJOR OF THE YEAR

Ms. Jaden A. Johnson (HHP Major) was named a Society of Health and Physical Educators (SHAPE, America) Major of the Year! She was nominated by Dr. Michelle Thornton. Ms. Johnson was recognized at the opening general session on Tuesday, April 26, 2022 at the SHAPE America National Convention & Expo in New Orleans, LA.

