

Beloit College Department of Education and Youth Studies

Excellence in Teaching Symposium: Jing Lin

This year's speaker for the annual Excellence in Teaching Symposium was Dr. Jing Lin. Dr. Lin is professor of International Education Policy at University of Maryland, College Park. She is the author of *The Red Guard's Path to Violence* (1991), and *Love, Peace, and Wisdom in Education: Vision for Education in the 21st Century* (2006). She co-edited *Transforming Education for Peace* (2008), and *Religion, Spirituality and Peace Education* (2010). A co-edited book entitled *Transformative Eco-Education for Human and Planetary Survival* is forthcoming. She is also the co-editor of two book series, one on *Peace Education*, and another on *Transforming Education for the Future*. Jing Lin has mentored graduate and undergraduate students on peace education. She founded and chaired the Peace Education Special Interest Group for the Comparative and International Education Society.

In the last three years she has been a co-chair leading a group of faculty, staff and students on *Initiatives on Education for Peace, Cooperation and Development at University of Maryland*. Dr. Lin has taught courses on Education for Global Peace, World Religions and Their Implications on Education, and Ecological Ethics and Education.

Student responses to her presentation appear in the column to the right.

Honorees

Alumni honored at the Symposium included Daniel Marsh and Thomas Owenby. Daniel Marsh was recognized for his outstanding and enthusiastic role as an educator in and out of the classroom. He currently teaches sophomore and A.P. Biology at F.J. Turner High School in Beloit. He also coaches football and track. He recently began graduate work in education as well. Thomas Owenby was

recognized for his enthusiasm and creativity in the classroom and his outstanding commitment to teaching locally and internationally. Owenby taught Geography and World History in Perris, California and was a middle school English teacher in Seoul, South Korea. He completed his M.A. in International Politics at the Kyung Hee University Graduate Institute of Peace Studies. Currently, Owenby works as the Assistant Director of the Beloit College Help Yourself Programs, which provide college access to area youth.

Reactions to Dr. Lin's Presentation

Senior EDYS major James Jobb enjoyed attending the Symposium that took place February 14. In particular, the topic of violence in culture interested him. He noted, "I think that in some ways it has been glorified in our society (looking at the rise in popularity of Mixed Martial Arts fighting in particular) and that this is in many ways perpetuating its accepted existence."

I also really liked what she (Professor Lin) had to say about sustainability and how, similar to violence, our current practices will lead us to destroy ourselves. As Dr. Jing Lin observed we're already starting to see the cracks forming in the foundations of the natural world and without intervention it's going to fall out from under us.

Another thing I found interesting were her ideas about wisdom education. I think she's absolutely right in that currently our educational systems serve only to develop the intellect and a little bit of the social, but often neglect the heart and mind. These are two fundamental pieces to the development process that are currently under-served in many



Professor Dr. Jing Lin

youth. I think that this may be because of the role that religion often plays in developing this part of the personality and the almost militant opposition that is found when one tries to merge it with education. All in all, I thought it was a very valuable talk and that she raised some very interesting points."

Junior EDYS major Lisa Horan said, "Dr. Lin had a lot of interesting points to make regarding the educational system in China. There are a lot of stereotypes and assumptions by Americans about how the Chinese are educated, but Dr. Lin showed us that education is more about values and tradition than brainwashing. She spoke about the Chinese values on education and teachers, and I found it refreshing that Chinese parents actually trust teachers and the system in which they place their children. In America, there is a constant battle between parents and teachers, and it's usually the children that fall victim to regulations. However, in China, there is trust and a system that has been perfected over the course of hundreds of years. I really appreciated Dr. Lin's words and the new outlook she gave me about Chinese education."

Upcoming Events:

Symposium Day
April 14

Spring Day
April 20

Cooperating Teacher
Social Hour
April 26 (4.00 to 5.00 pm)

Grad Brunch
Saturday, May 14

Commencement
Sunday, May 15

Faculty & Staff:

Kathy Greene
Chair, Associate Professor
greene@beloit.edu

Sonja Darlington
Professor
darling@beloit.edu

Bill New
Associate Professor
newb@beloit.edu

Jingjing Lou
Assistant Professor
louj@beloit.edu

Kris Gonstead
EDYS Secretary
edys@beloit.edu

Gabby Gaudreau
Student Assistant
gaudreau@beloit.edu

For comments, please contact the editors:

Kris Gonstead
Secretary
edys@beloit.edu

Sonja Darlington
Professor
darling@beloit.edu

Gabby Gaudreau
Student Worker
gaudreau@beloit.edu

Excellence In Teaching Symposium Luncheon and Dinner



Learning is a treasure that will follow its owner everywhere.

-Chinese Proverb

Top left: Andre Dekok, Honored Alum Dan Marsh and wife Stephanie Marsh. *Top right:* Honored Alum Tom Owenby and fiancée Gina T'ai. *Bottom left:* EDYS Club President Bonny Sucherman and EDYS Secretary Kris Gonstead *Bottom right:* Frank Crivello, Class of '76, Professor Kathy Greene, and Professor Emeritus Tom Warren.



Excellence in Teaching Symposium dinner



Professor Daniel Youd and Dr. Jing Lin



Professor Sonja Darlington, Professor Bill New, and Tom Owenby



Dr. Jing Lin and Professor Jingjing Lou



Excellence in Teaching Symposium keynote speech



Dr. Jing Lin, keynote speaker

Alumni Updates

Anna Blankschien is living in Milwaukee and working as a nanny and tutor. She is moving to Madison soon, where she will continue what she is doing, as well as begin substitute teaching. She hopes to go back to New Zealand in the near future to do more teaching abroad.

Matt Crowley is working as a para-educator at Elim Christian Services in Bayless Heights, Illinois. He specifically works with students that have special needs.

Alicia Gramling is teaching second grade at Royce Elementary in Beloit. Last year was a good learning experience as a substitute teacher for the district and she gained valuable experience and made professional connections that helped land her this full time job this year. She is very happy to be teaching 20 students from diverse backgrounds and working each day to design lessons that help meet their individual needs. They teach her important life lessons almost as much as she teaches them!

She would recommend that every future teacher learn about the RTI (Response to Intervention) model of teaching/instruction. Many districts around the country are moving to this model and the School District of Beloit has been actively implementing this form of instruction. It is important that future teachers stay up to speed on the new models of teaching in order to best meet the needs of their students. Other advice she has would include to put one's entire heart into teaching. Students always deserve a dedicated teacher. If a teacher is present each day mentally and emotionally, students will also be much more present and attentive.

Gramling's students have made exceptional gains on the district wide MAPS test in both reading and math from fall semester to winter. She is very proud of them and glad to experience these successes with them!



Alicia Gramling

Rebecca Hufford is teaching first grade in Arlington, Virginia. She teaches all subjects.

Sarah Raezler finished graduate school at the University of Michigan last April, earning a

Master of Science in Information degree, and then she moved to Washington, DC. She has accepted a position as Information Resource Specialist with CASE, the Council for Advancement and Support of Education. She is very excited about this opportunity - it's been a long road here. She loved her time at UM, she loves living in DC and she's very much looking forward to a career as a librarian working for an education non-profit.

Ryan Schmitz accepted a teaching position at the School District of Albany in July. It is a small district twenty miles south of Madison. He will be the only high school math teacher in the entire school, which he is excited for, as he will get lots of experience in a variety of different classes.

Angela Sorrem is currently working as a consultant for the Office of Special Services in Anne Arundel County Public Schools (Deaf and Hard of Hearing Department). Sorrem's advice to new teachers is that it is important to know special education law thoroughly, no matter what grade or subject area is being taught.

Souk Stephens moved to Missouri and received a job with Mingo Job Corporation program. He started recently and is loving it. He works with young adults aged 16-24, helping them get their high school diplomas or GED and Trade. He works in the residential department in which he supervises a dorm and also acts as a counselor.

John Tryneski is working as a full-time para-educator (official job title is "student advocate") and head debate coach at Niles North High School in Skokie, IL. He works in a structured study hall for Tier II academic interventions for 9th-12th graders.

His experience in education classes at Beloit, especially student teaching at Beloit Memorial prepared him very well to work with a variety of students. He works with academically struggling students as a para-educator and with some of the smartest students in the country as a debate coach and he felt equally prepared for both.

He works in a very racially and culturally diverse school where 92 different languages are spoken and students come from across the world with different cultural and religious backgrounds. Tryneski's classes at Beloit and student teaching experience in the city also gave him a good foundation for working in this environment. In fact, some of the texts on race in education Tryneski read at Beloit are read by teachers in his current

district. Tryneski's study at Beloit allowed him to actively participate in discussions of these texts.

Tryneski recommends that when student teaching, a student should choose his or her supervising teacher and school very carefully. He says that the teacher will have a great impact not only on the grade given, but the quality and value of the student teaching experience. Similarly, the school chosen and its student makeup, locations, and institutional philosophy will shape a student's experience as much as the individual classes he or she works with.

Tryneski is also restarting a national-level policy debate program, which has been inactive for 16 years. Over the summer, he attended a teacher academy hosted by Roosevelt University and the Montesquieu Forum on "Liberty and Constitutionalism: The Five Founding Freedoms." (<http://www.jackmillercenter.org/2010/07/roosevelt-univeristy-hosts-jmc-high-school-teachers-academy/>)

Teacher of the Year

Alana Coats Rankin writes: "After graduating from Beloit College in May of 2005, I packed my bags and jetted off to majestic New Zealand to complete my student-teaching. My inspiring teaching experiences at Wainuiomata High School solidified in me my desire to teach high school English, and I couldn't wait to return to Wisconsin and find a school I could call home. Since January of 2006, I have had the absolute pleasure of teaching at Parker High School in Janesville, Wisconsin. I first began with freshman and sophomore English, and in 2007, I was chosen to take on teaching for Parker's Block Program. This program provides support and additional resources to students who face challenges that would typically prevent them from graduating on time, if at all. In addition to Block, I have also taught two courses offered exclusively to Block students: Literacy Strategies and Teen Leadership. I developed Literacy Strategies to help students sharpen their reading, writing, and speaking skills to ensure success across all curriculum areas. My action research project for my Master's program (to be completed this May) centers on this course, and I have witnessed my students make substantial progress. Teen Leadership, a new endeavor this school year, provides opportunities for students to develop professional and leadership skills through skits, journal-writing, small- and large-group discussions, and speeches;

the goal is to guide students to become their personal best in order to lead others genuinely and selflessly. Also in 2007, I pioneered a new course called Accelerated English 9/10-Honors which offers both the ninth and tenth grade English honors curriculum in one school year and challenges students while optimizing their English course options. In addition to my richly diverse teaching duties and serving on various committees, I am completing my third year as co-advisor for Link Crew, a leadership program where junior and senior Link Leaders mentor the freshman class through the often tumultuous first year of high school. Every year brings memories, successes, and learning experiences that remind me of how fortunate I am to teach young adults. This school year has been particularly memorable for me because my current and former students nominated me as Parker's Teacher of the Year! This award represents my students' beliefs about me as a teacher, fills me with pride, and affirms my desire to teach and lead; it only adds to my feeling privileged to teach those who I believe to be the most remarkable students in the world.



A Reflection on the Wisconsin Education System

Mallory Saurer writes, "I am a teacher. I live and breathe teaching. I love everything about teaching from designing curriculum to implementing effective methods. I love seeing my students every day and teaching them to think for themselves. I work fifty five to sixty hours a week and I do it with a smile.

I love everything about my job, but I particularly love helping students to grow and become successful, respectful, hardworking citizens. I teach children who have fallen through the cracks of our education system. I teach the children who need more love, care, and attention - not because of their parents but because of a society

...Continued p. 4

Updates from EDYS Professors



This semester **Professor Bill New** is teaching two new interdisciplinary courses about adolescence that could become permanent offerings.

The first, "How Kids Saved the World," was designed as a pilot for the new sophomore program designation, "Enduring Questions." This course features the reading of three popular and important works in young adult fantasy literature, including two volumes of the *Harry Potter* series and the entirety of Philip Pullman's *Dark Materials* trilogy.

Students (and the teacher) in this class are writing their own young adult fantasy stories and a critical essay on the theories of childhood and adolescence that underpin this genre.

In the first weeks of the semester, they have been following *Lyra and Will*, children on the brink of adolescence, through epic adventures in parallel worlds, as they seek to save Dust, destroy the Authority, and restore the balance of the world. Needless to say, it is an exciting journey for all of them.

The second course, taught this semester as "Civil Rights in Uncivil Societies," involves Beloit College students teaching elective courses at the Eclipse Charter School, most of whose students could be classified as "at risk."

The students have been exploring the dynamics of adolescent coping and mentoring with the purpose of providing positive emotional and intellectual experiences for both the college and high school students. Students are starting their classes this week -- in theater, creative writing, Yoga, and math -- so they shall see how things unfold. This course is another step toward creating a sustained, mutually beneficial partnership between Beloit College and the charter school. All the charter school students in the students' classes will be visiting campus at some time this spring.

One of their goals, mirroring that of the teachers and staff at the school, is to expose these students

to the possibility of college education, and to encourage them to believe in their own ability to someday attend college themselves.



Professor Jingjing Lou has recently received a "Labs Across the Curriculum Grant" from the college to add a "lab" component to one of her courses in the academic year of 2011-12. School has long been a site providing tremendous opportunity for observation, experimentation, and practice in many fields of studies. Perhaps the best-known example, John Dewey, in 1896, opened the University of Chicago Laboratory School to test his own philosophic and psychological theories and their sociological implications. Since then, school as lab has been at the heart of many social scientists and progressive education practitioners. It is along this line of theories and practices that Jingjing proposed to use school as an ideal lab in modifying one of her current courses: EDYS204 "Constructing Differences", an introductory course for students of education and other disciplines to examine issues of culture, race, social class, gender and sexuality and how differences are "constructed", especially through schooling. Jingjing plans to take the advantage of local educational institutions and use them as "lab" for students to test theories and apply in practices.

Meanwhile, Jingjing is now developing a new course titled "Ecology, Development, and Education: From Beijing to Beloit." This course will be offered as an FYI Seminar in fall 2011. This seminar explores the interconnections between ecology, development, and education. Drawing on theories and practices from the West and the East, and the ancient and the contemporary, the course examines key concepts such as harmony, sustainability, ecology, modernity, and development.

Ecology is defined in both physical and metaphorical terms, including both natural and social ecosystems. Taking China as a case study, students examine how its recent rapid development has devastated its environment, altered people's lifestyles, and disturbed traditional cultural values. The class also discusses the possibility to foster a new philosophy of sustainable development, one that marries scientific understanding of ecology and development with a renewed appreciation for traditional cultural values such as harmony. Enlightened by a global perspective, students explore the ecological agendas in the local community of Beloit, especially in various schools and educational sites, as their term project. They will share their findings with both a college and community audience. Jingjing is currently recruiting a TA for this seminar. So, if you are interested, feel free to let her know at louj@beloit.edu.

As for her research and professional development activities, Jingjing has three conferences upcoming in May and June. In May, Jingjing will attend the annual conference of the Comparative and International Education Society (CIES) in Montreal. She will give two presentations, one on gender and education in China, and the other on ecology of schooling in Rural China. Right after CIES in Montreal, Jingjing will go to Toronto for her second conference in Canada. It will be a one-day tribute conference to Ruth Hayhoe, who is an internationally renowned scholar in the studies of Chinese education. Jingjing will give a paper on higher education reform in China. In late May and earlier June, Jingjing plans to attend the Redesigning Pedagogy International Conference 2011 which will take place in Singapore. She will present her paper titled "Beyond the Curriculum: How Rural Chinese Students View Their Schooling and Their Society." All above presentations will be based on the findings that she generated from her survey research in China from last summer.



Professor Sonja Darlington traveled with Kate Parsons and Cassie Dara-Abrams this winter break to visit LEAP school in South Africa and Raida School in Tanzania. This was Darlington's third visit to South Africa. On her first visit in 2001, she worked with current Help Yourself Coordinator Tom Owenby and Marita Henry, who taught in Cape Town township schools - Glendale Senior Secondary School in Mitchells Plain and Luhlaza Senior Secondary School in Khayelitsha. These teaching sites had been developed by Tom Warren, Professor Emeritus in Education and Youth Studies. EDYS had two former majors, Nigel Richard and Adam Neiffer, who were at LEAP Science and Maths School (Cape Town) in 2007. Richard completed an internship and Neiffer completed his student teaching.

On this most recent visit, Dara-Abrams also completed an internship, and as part of her responsibilities, worked with the new drug rehab center that was recently opened as part of other LEAP initiatives.

All three, Darlington, Dara-Abrams, and Parsons, finished up the winter (summer in Cape Town) term with LEAP and participated in the end-of-the year festivities. They were also guests at Director John Gilmore's home, where they enjoyed paddleboats and canoes on a small bay in the Atlantic Ocean.

From Cape Town, Darlington accompanied Dara-Abrams and Parsons to Dar es Salaam, where they were hosted by Dr. Ruth Meena, an emeritus professor from the University of Dar es Salaam, a former Senior Fulbright scholar at Beloit College, and now the director of Raida High School. Darlington and Meena have been friends for many years, and this was the fourth time for

...Continued p. 6

Professor Updates (cont. from p. 5)

Darlington to visit Dar. Previously, Darlington had directed the spring Tanzania program in 2004 and, in subsequent visits, she researched women writers in the region, e.g., Elieshi Lema, and also published several books with faculty members in the literature department.

On this trip, which Darlington had organized for both EDYS students, the purpose was to work on a documentary of Raida High School and to study the site for potential student internships. While discussing the month-long visit, Darlington said,

‘I have been inspired by Dr. Ruth Meena’s vision for an A level school, which I saw her build from the ground up. In reflecting on Dr. Meena’s opportunity to build a school, I realized that, historically, women in the U.S. rarely have the opportunity to create the physical site, organize the curriculum, and hire all of the staff in their own school. In Dr. Meena’s case, what is impressive is that after retiring from UDSM, she used all her assets, which she had in property, and invested in Raida. That takes real guts, particularly when one’s peers think that such an investment is foolhardy, given the meager economic returns. But, Dr. Meena believes that the students she educates are worth her taking a personal risk. Her four children do also, as each of them has contributed to their mom’s efforts. In fact, the name Raida is an amalgamation of the first letters of all of their names and the school’s purpose is to strive to be the best one can be.’

For Darlington, the visit to Raida was particularly rewarding, as she was able to connect both Parsons and Dara-Abrams with a film project that involved 12 hours of interviews with Raida students and staff. Because Darlington recognizes Dr. Meena’s tremendous efforts to create Raida, she is committed to involving students at Beloit College with such an ambitious and worthwhile endeavor. For the fall semester of 2011, Darlington has made the arrangements for Parsons to return to Raida for an internship-- the first ever for Raida High School. She has also organized the travel for Miranda Cole who will be participating in an internship at Esacs, a school built from the ground up by Dr. Martha Mvungi. As reported in the *Citizen* newspaper in January 2011,

‘There’s certainly recognition, not just in our school, but within the

larger community that providing quality education has become a priority to many Tanzanian parents, and we’re seeing that through an increased number of applications for enrollment at private schools,’ says Dr Martha Mvungi, the director of Esacs Academy, one of the first private schools established in 1995 after the government opened up the education sector to private players.

Darlington met Dr. Mvungi during her ACM directorship in 2004 and is delighted to be sending an intern to that location as well. As with Dr. Meena, Darlington recognized the innovative educator in Dr. Mvungi and followed the progress of Esacs as it evolved into a school of over 400 students. Both Parsons and Cole will be able to work directly with students at RAIDA and Esacs respectively to provide English tutoring, Yoga exercising, and other learning support activities.”



Prof. Sonja Darlington, with Kate Parsons and Cassie Dara-Abrams



Cassie Dara-Abrams and her drum instructor



Kate Parsons and Dr. Ruth Meena



Cassie Dara-Abrams and Kate Parsons

Former Faculty Update



Professor Emeritus Tom Warren

Tom Warren stays active on various fronts. At the College he is a regular member of the Buffaloes discussion group that meets each morning at 10:00, a member of the Chain Gang that keeps track of the ball at Beloit College home football games, and a member of the Athletic Hall of Honor selection committee. He is also the Emeritus faculty representative regarding United Way fund-raising. In matters of education he is on the governing committee of a school in Cameroon, West Africa, and he is chair of the Rotary Club of Beloit Teacher of the Month selection committee. For the last ten years he has led the Beloit Junior Golf Association, an organization that seeks to introduce the game to historically underrepresented children.

But to find out the real skinny on Tom, check out his website: thomasfranklinwarren.com. It will show that his passion these days is writing, just behind grandparenting. He loves to hear from his former students and learn about their lives.

EDYS Major Kate Parsons Discusses RAIDA in Tanzania

“There is one thing in this world that I wish for, but I know I will never have it. It is to be the best that I can be,” explained Felix, a young man that I met during my trip to Dar es Salaam, Tanzania in December 2011. Felix’s statement does speak to some of the limitations that Tanzanian youth face and deal with on a day-to-day basis. However, during my short three-week trip over my winter holiday to Dar es Salaam, Tanzania, I found myself surrounded by this phrase, “be the best you can be,” and I began to question the truth behind Felix’s statement.

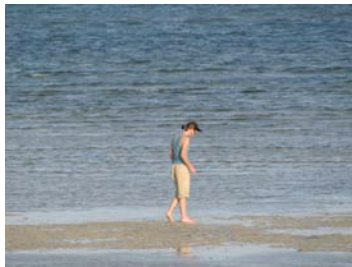
The opportunity presented itself to me to journey halfway around the world to learn about RAIDA High School, about its story, about its founder, Dr. Ruth Meena, and about the students and faculty that have made it what it is today. I travelled to Dar es Salaam, Tanzania with the intention of producing promotional film pieces to give to RAIDA High School administration to use for various marketing purposes. I did not want to embark on this journey without knowing that I could be useful in some way, so I proposed a plan to Dr. Ruth Meena that involved using my camera to document RAIDA’s “story.” The point was to document, through the voices of students and teachers, what sets RAIDA apart from the hundreds of other private schools that are springing up left and right in Dar es Salaam. The school was founded in 2007 by Dr. Ruth Meena, and is for students looking to go on to university level education.

From what I observed, I understood RAIDA as a space that stands opposed to, and refuses to buy into the idea that students are greatly inhibited by limitations imposed from outside forces. I came to this conclusion by learning about the pedagogic philosophy of the school as well as conducting many interviews with students and staff.

It was surprising to me and most interesting to learn about why RAIDA was so different than other schools in Tanzania, while putting RAIDA’s philosophy in the context of the kind of education that many of the RAIDA students receive before coming to the school. Many of the students come from government schools, which are teacher-centered, and lecture-based, and use a rote style learning that teaches strictly to the test. RAIDA lies at the opposite end of the pedagogic spectrum for three reasons. First, what RAIDA does differently has to do with access. The school strives to open its doors to students from all backgrounds (with full-ride scholarship programs) and provide them with an education that teaches to the “whole student”. Second, RAIDA provides students with an innovative orientation program, the life skills program, that ensures that students feel grounded in and learn how to cope

with their new schooling environment. Third, the environmental transition that every student has to go through, is further facilitated by the emphasis on building strong relationships within the school community. At RAIDA, cooperation seemed to be key, not only between students, but most importantly, between students and teachers. This instills in students a sense of confidence and empowerment. I believe that this is what really sets RAIDA apart because finally, students learn about the power and legitimacy of their own voices and opinions, something that often times, does not happen in the government schools.

I understood all of these unique qualities of RAIDA High School as ways in which to ensure that students have the ability to “be the best that they can be.” If you are interested or intrigued, and would like to learn more about RAIDA High School, please contact me at parsonsk@beloit.edu.”



Kate Parsons



Students at the RAIDA School



The motto of RAIDA School

“Leaping into the Unknown: Field Experience at LEAP Science and Maths School, Cape Town, South Africa” by Cassandra Dara-Abrams

“Last August I began my Cape Town, South African adventure. I arrived ready to begin my field experience at LEAP Science and Maths School in Cape Town. Little did I know, I

would not only become close with a number of LEAP students, teachers, and administrators, but I would also assist in developing an educational program with which LEAP is affiliated at a new drug rehabilitation centre for adolescents outside of Cape Town.

LEAP 1 High School in Cape Town opened its doors in 2003 when John Gilmour, previous Head of Department at Pinelands High School and then Headmaster at Abbott’s College, decided that the best method of working with black youth in the townships was to open a high school specifically for them. Mr. Gilmour’s decision came after almost two decades of working with youth from the townships in a variety of capacities.

LEAP’s aim “is to transform educationally disadvantaged communities in South Africa through mathematics and science focused education initiatives” (from the school’s website). This means that black adolescents living in the townships surrounding Cape Town and Johannesburg have the opportunity to excel in mathematics, science, and English through LEAP’s unique education initiatives. The focus is on maths, science, and English because during Apartheid, these were the main subjects intentionally devalued so as to keep blacks in their roles as servants and “less than.” At its core, LEAP also engages with students through Life Orientation, which is a “values-based personal development framework” (from website), and assists students with situations at school and in their homes.

LEAP now has four high schools, two in Cape Town and two in Johannesburg. In addition, LEAP directs a teacher training programme for graduates of LEAP high schools. Another program LEAP directs is The Learning Centre, which is made up of a diverse group of tutors--LEAP School alumni, South African professionals, volunteers, and African refugees. The Learning Centre tutors hold Saturday tutoring sessions at LEAP for township youth who are too young or unable to attend LEAP High School. The tutors also go into the township schools, which are feeder schools into LEAP, to tutor maths and science after school. The LEAP Social Development Programme is yet another method of LEAP “transforming educationally disadvantaged communities.” LEAP sees the need to work directly with the communities.

Lastly, another program in which

...Continued p. 8

LEAP has recently become involved in the educational program at a new drug rehabilitation centre for adolescents. This program is the one in which I become most involved, even though I was easily able to connect with individuals in every one of the programs described above. This educational program at the drug rehab centre was begun to work on developing the adolescents' motivation and reestablishing trust in education and school. The program is not focused on specific maths and science topics but instead on seeking to understand how to work with each adolescent on an individual basis so as to nurture creativity and curiosity. My involvement in the birth and early development of this program was incredibly exciting--every day brought its own challenges and successes. I worked on developing the program document, creating daily lesson plans and teaching the female students.

Mr. John Gilmour will very likely be coming to visit Beloit College in the coming year. He visited in 2006 to give the Teacher Education Symposium. Beloit College and LEAP share a number of connections and I trust this connection will only develop further. If any student is interested in learning more about visiting LEAP to student teach or conduct a field experience, I am more than happy to share how to go about visiting."



Mr. and Mrs. Gilmour and Cassie Dara-Abrams



Kate Parsons and Cassie Dara-Abrams with publisher and writer Eleshi Lema



Kate Parsons and Cassie Dara-Abrams

TAGOS Leadership Academy: Profile

A Project-Based school in Janesville, WI

Students in EDYS 102 have recently been making site visits to a school in Janesville called TAGOS. Trips to TAGOS began after Dr. Sonja Darlington supervised a Ripon prospective teacher last year. Following several supervisory visits by Darlington, Nic Minogue, a co-dean of students invited her to also bring some of her classes. As a result, several EDYS classes have made the trek to Janesville, and her students have been able to see for themselves what a project-based curriculum can do for at-risk students. In this setting, students are mentored individually and in advisory groups, in order to successfully complete their high school education.

Opinions vary in terms of how well Beloit College EDYS students believe this school is accomplishing its goals, but it is obvious that TAGOS is offering an alternative approach to education that is getting people's attention.

The comments from a recent visit to TAGOS has students thinking...

"Tagos was an interesting concept, because students were responsible for their own projects, which the students selected."

"I'd never seen anything like TAGOS before. The self-directed aspect seemed very important to students who don't necessarily direct themselves outside of the TAGOS setting."

"The School had a very office-like feeling. I thought the project-based curriculum...really worked for some of the students, and the fact that Janesville has a school like TAGOS available to struggling students, I find impressive."

"...it is an office in the way that it produces efficient, passionate, and focused learners to fit the 'real world.'"

TAGOS is a school that seems to create a close-net community where everyone's desires and passions are supported by their peers and teachers."

As Darlington notes, TAGOS is one of the charter schools in Wisconsin that has drawn educators even from outside the state to see what is working. Her soon-to-be-student teachers will be making a visit to TAGOS in late March, in order to figure out if this might make a good student teaching site for someone from Beloit College. If you are interested in learning more about TAGOS go to: <http://tagosleadershipacademy.org>



TAGOS Leadership Academy opened in 2007 and began with a total of thirty-six students. On December 23rd, after occupying a rental building in Janesville, TAGOS moved to Arrow Park. The school engages Project Based Learning, which they define as "a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks." TAGOS is an ideal environment for students who struggle in traditional learning settings. In conjunction with the Project Based Learning experience, students work with a self-directed computerized accelerated math program. These methods of learning allow students to channel their own interests through their work – students are permitted to focus on their passions.

**Beloit College
Department of
Education and
Youth Studies**

Phone:
(608) 363-2325

Fax:
(608) 363-2194

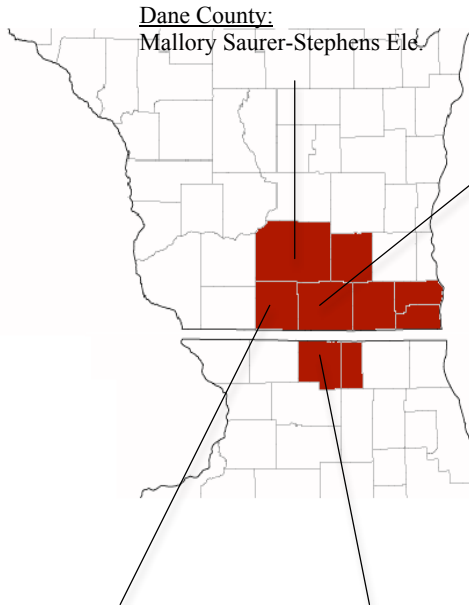
E-Mail:
edys@beloit.edu

EDYS Club Update

“At our first meeting of the semester it was suggested that we focus on a theme, which was chosen to be “Education for All” Spring 2011. Earlier this semester we showed Jamie Norton’s documentary, “Teen Pregnancy: Brenda Macias.” Over 50 people attended, and Jamie and Brenda were both present after the film to answer questions, which allowed for a good discussion about teen pregnancy in Beloit. Club member Eric Hetland took on the role of organizing our most recent event - to be held after spring break - which will consist of screening a student documentary made in 2007, followed by a panel discussion. The documentary, “Beloit College: Otherwise Know as White,” focuses on minority students at Beloit and how the college goes about recruiting and retaining these students. The event will take place on March 16th at 7 p.m. in Richardson Auditorium. Following the documentary, there will be a student and faculty panel to answer any questions relating to the film and its topic of minority education.

Education Club is no longer on trial status as Beloit Student Congress granted us official club status earlier this semester. Education Club currently meets every Thursday at 4 p.m. in the Fireside Lounge. About ten members regularly attend, and new members are always welcome. Club officers for the semester include: President, Bonny Sucherman; Vice President, Liz Chaney; Secretary, Jamie Norton; and Treasurer, Kate Maynor.”

EDYS Alumni Teaching in the Area



Dane County:
Mallory Saurer-Stephens Ele.

Rock County:
Brenda Atlas-Merrill
Kathleen Bares-Aldrich Ann
Bertelsen-BMHS
Mary Betlach-Aldrich
Joann Buckley-Wright
Liz Carpenter-McNeel
Ardith Castellanos-Merrill
Jarrett Church-Cunningham
Frank Crivello-Clinton HS
Brian Denu-Morgan
Alicia Gramling-Royce
Karen Heesen-WI Center for
Blind and Visually Impaired
Crystal Hendrix-BMHS
Elizabeth Hughes-Aldrich
Karen Hughes-McNeel
Stephen Jacobson-McNeel
Kristina Jones-Gaston
John Kaminski-BMHS
Miranda Kindschi-Todd
Christopher LaMaster-
Hendricks

Danielle (Stevens)
Lavariega- BMHS
Ashley Lowrey-Turner
Dave Luetz-BMHS
Dan Marsh-Turner
Dennis McCarthy-Turner
John McClelland-BMHS
Beth Oswald-JCMcKenna-
Evansville
Alana Rankin- Parker HS
Katelyn Rynders-Gaston
Carl Stoltz-Turner
Margaret Story-McNeel
Tim Vedra-Merrill
Greg Wallendal-BMHS
Greg Wilson-BMHS

Green County:
Rachel Ryan
Ryan Schmitz

Winnebago County:
Maria Alvarez
Laura Bayle
Stephanie Gieraltowski

We're on the Web!

See us at:

www.beloit.edu/education

If you would like your information added to our newsletter, please contact Kris Gonstead at edys@beloit.edu with your news.

Answer key to student activity

								p	u	b	l	i	c
								e	h	a*	r	t	
													s
								r	e	p	l*	a	
								g	u	a	l	i	t
	a*	u*	t*	o	n	o	m	o	u	s	l*	y	
								a	l	l	o	w	
					e	o	m	m	u	n	i*	t	
							l	i	t	t	l	e	
				d*	i	f	f	i	c*	u	l	t	

“A good teacher is like a candle- it consumes itself to light the way for others.”
-Author Unknown

“He who dares to teach must never cease to learn.”
-John C. Dana



“This C+ isn’t consistent with the vision I have of myself.”

Reprinted from The Funny Times / PO Box 18530 / Cleveland Heights, OH 44118
phone: (216) 371-8600 / e-mail: ft@funnytimes.com

“If you think education is expensive, try ignorance.”
-Andy McIntyre

“A teacher affects eternity; he can never tell where his influence stops.”
-Henry Adams

BELOIT COLLEGE
Department of Education
& Youth Studies
700 College St.
Beloit, WI 53511

