The ETA Chapter of Alpha Delta Kappa is proud to announce that Linda Lee Zoulek is this year’s winner of the ADK Karen Beck Scholarship of $1,000.00. Linda was chosen from an outstanding group of applicants. She was chosen as the winner based on her outstanding scholarship, her active participation in activities involving individuals with disabilities, and her demonstration of qualities of future promise in the field of special education. In addition, her love of working with children with special needs and her excitement at teaching in the field of special education is very notable. There is no question that she exemplifies the type of individual that Karen Beck, who was a dedicated special education teacher and administrator in the Red Clay Consolidated School District, hoped to recognize through this scholarship.

In this Issue:

- Undergraduate Information
- Student Teaching Portfolio Changes
- Teacher Preparation Orientation Programs
- MAT Transcript Analysis
- Grade Level Expectations
- Education Can Be Fun

**Zoulek Named Scholarship Winner**

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**To Our Undergraduates . . .**

Dear Future Teacher:  
We hope that this newsletter finds you happy and healthy as a new school year is underway. We open up this school year with some exciting new technology for you to use as tools to make your experience at Wilmington University more pleasant and informative. Your WebCampus site and your new Wilmington University e-mail accounts are now joined with a new Blackboard Advising site. This is a good time to simply touch base with you regarding a few reminders and to share a bit of information about your program at Wilmington University. We know you all want to move your program along as quickly as possible, so pay close attention to the following items:

PRAXIS I - Passing scores on all three sections of PRAXIS I are required for enrollment in Methods classes. High SAT scores (Verbal [480] and Math [520]) from high school exempt you from Math and Reading. EDU 320 (Math) and EDU 321 (Reading/Writing) are offered as refresher courses the first four Saturdays of each Semester (fall, spring, and summer). These non-credit courses have a $35 fee. Additionally, the university offers a free software program called Learning Plus to help you prepare for PRAXIS I via the University computer labs. In order to access this program, contact: Scott Vander Wall in New Castle, Rhonda Shepard in Dover, and/or Denise Drummond in Georgetown.

PRAXIS II - For students who started programs this year (September 2007): Passing scores on the appropriate PRAXIS II test (except for Birth-Grade 2 majors) are required before you enroll in Methods classes. Note: PRAXIS II for Birth-Grade 2 majors is not required at the moment, but is currently being discussed at Delaware DOE for implementation in the near future.

For students already enrolled in programs before September 2007: Passing scores on the PRAXIS II test (except for Birth-Grade 2 majors) is required before you apply for student teaching. Note: For the K-6 students, your PRAXIS II test is #0014. Middle Level students must take the appropriate Middle Level content major subject test.

STUDENT TEACHING: For those of you who are ready to student teach, remember that you must apply through the Office of Clinical Studies. The application deadline for student teaching for the fall is March 1 and for the spring it is October 1.

Note: Applications are available at each site or online at: http://www.wilmu.edu/education/clinicalstudies/forms/applicationforteach.pdf

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Ready and eager to assist you . . .

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**Undergraduate Academic Advising . . .**

Remember to stay in touch with your Academic Advisor throughout your program. Please take advantage of their expertise and advice. They are eager to help and guide you along your way! Teacher-candidates are asked to verify that they have declared a major, and that they are following the appropriate program for that major! New this year is the Blackboard Advising site. Your Blackboard list of courses should include Division of Education Advising as one of your courses. Check this section out! It is full of valuable information for you regarding your program of study.

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**A teacher affects eternity;**
**S/he can never tell where h/her influence stops**

Henry B. Adams
**Student Teaching Portfolio Changes . . .**

Student teaching can be a fascinating time for teacher-candidates to try out their wings with real students in a real live situation. Clinical studies students [BS, MAT, MEE and MSE] very soon realize that this is not an easy 9:00 to 5:00 job but rather one which encompasses much time and effort on their part. It is almost a “24/7” situation. As part of this experience, BA, MAT and MEE students are required to do a Student Teaching Portfolio in which they address the 14 Program Competencies through writing and artifacts, to demonstrate that they have the knowledge, skills, and dispositions evidenced during their student teaching semester. Special Education student teachers have a different format for their portfolios, one that requires that they provide selected artifacts from specific courses which demonstrate that they too, possess the knowledge, skills, and dispositions of emerging teachers.

In order to reduce the amount of time students spend on the organization of the portfolio, and thus be in a position to better serve their students, the decision has been made recently that we would simplify part of the procedure. For National Council for Accreditation of Teacher Education (NCATE) reporting, we need to address all the Standards through our Program Competencies. Some of this reporting can and does occur during the course of the respective program, however. Wilmington University’s objective is to have the Structured External Assignments in courses in the undergraduate and graduate programs satisfy as many program competencies as possible. To that end, the following shows what will soon be expected:

- **Standard 1 – Content:** satisfied by passing the appropriate Praxis II
- **Standard 4 – Communication:** satisfied by EDU 390 or MAS/MEE 7996
- **Standard 7 – Instructional Strategies:** satisfied by EDU 391 or MAS/MEE 7997
- **Standard 8 – Assessment:** satisfied by EDU 499 or MAS/MEE 8800
- **Standard 9 – Professional Growth . . .**
  - 9.1 and 9.3: satisfied by EDU 391 or MAS/MEE 7997
  - 9.2 (at the Masters level): satisfied by MAS/MEE 7603
- **Standard 11 – Instructional Technology:** satisfied by EDU 401 or MAS/MEE 7604
- **Standard 13 – Dispositions:** addressed by the EDU 390 or MAS/MEE 7996 test.

The other Standards will continue to make use of the current approach – descriptions and artifacts. Recognition of the work produced during the course of study will thus enter into the picture. More and detailed information will be provided during your Student Teaching orientation session. Keep in mind that less time will be needed to work on your portfolio, as you would have done portions of it already during the course work, and thus more time can be devoted to addressing the needs of your students. It is a win-win situation.

**Teacher Preparation Orientation**

When you first come for an interview either with graduate admission or with your academic advisor, you may feel bombarded with too much information. Students often tell us that they do need time to digest all this material and indicate that a follow-up session would be quite beneficial.

Drs. Jim Boyd, Kae Keister, (undergraduate programs) and Mr. Al DiEmedio, (graduate programs), as program coordinators, heard you loud and clear and as a consequence, designed Power Point presentations aptly named “Teacher Preparation Orientation.” In order to reach everyone, it was determined that all graduate and undergraduate Practicum I students would be given the opportunity to view this presentation. If you have not viewed it, you can expect to do so shortly with Dr. Boyd in New Castle, Mr. DiEmedio at the Graduate Center, Dr. Art Gilbert and Dr. Kae Keister in Dover or Dr. William Lane in Georgetown.

*Children have never been very good at listening to their elders, but they have never failed to imitate them.*

*James Baldwin*
Dr. Natalie Popham analyzes the transcripts for the Master of Arts in Teaching 7-12 (MAT) Program at Wilmington University. The purpose of this analysis is to identify the course work in a candidate’s previous degree(s), i.e., at the bachelors and/or masters level, to determine the completeness of the content major. As you are aware, the content major is a program prerequisite. A frequently asked question about this analysis: Is it possible to take courses that are missing in the candidate’s previous degree program while progressing through the MAT Program? The answer is yes, it is possible to take courses on the undergraduate level to complete the content major, provided that the candidate is aware of the educational rigor and time required of participants in the MAT Program. Missing content courses must be completed prior to enrolling in MAS 7801.

Another option at Wilmington University, and a viable option for candidates who need a significant number of content courses and who are seeking high school certification, is the MEE K-6 Program. Teacher-candidates who select this program are required to have a previous degree which includes three-credits in each of the following: mathematics, science, and social studies. The earned grade for each of the three must be a “C” or higher. After completing the MEE K-6 Program (including passing PRAXIS II Code 10014: Elementary Education: Content Knowledge) teacher-candidates may take any other Praxis II content exam to be certified at the secondary level as well as the elementary level. A caveat: this alternative is for Delaware certification only. Other states have different requirements for certification, be sure to check with the appropriate state department.

The MAT transcript analysis process works in this manner: the Graduate Admissions Office receives your application which is entered into the college data system. Official transcripts are copied and provided to Popham with the MAT Program cover sheet indicating what content area is to be reviewed. Popham e-mails the teacher-candidate the results of her analysis of the content courses. If the Admissions staff has not processed the application, the transcript(s) will not be analyzed and progress in the program will be delayed.

Of course, any of the teacher preparation faculty and graduate advisors will be happy to meet with you to explore your options, but the official process is imperative for candidates seeking the MAT degree.

How will you be informed of your status RE: transcript analysis? Popham will contact you by email and copy the Program Coordinators.

**NOTES FROM DR. POPHAM ON MAT TRANSCRIPTS . . .**

Professor Jennifer C. Spencer, Lead Adjunct Undergraduate Faculty Member, and sponsor of the Wilmington University Reading Association (WURA) reports of a very successful initial meeting last month. Twenty interested students attended the WURA meeting and expressed an interest in activities including: Book Club, Book Drive, and community involvement. Books considered for reading include; *Love in the Time of Cholera*, *The Kite Runner*, and *Water for Elephants*. If you are interested in joining the WURA, plan to attend the next meeting on Tuesday, December 18, at 6:00 pm. Contact Dr. Jim Boyd for the location of the meeting.

**WU READING ASSOCIATION FORMED**
Professor: I just wanted to let you know that I finally found a job! I just signed the contract for a position at St. John the Baptist Catholic School (fictional name) in Levittown, PA, just north of Philly . . . . Oddly enough, I will be teaching four sections of Science (7th & 8th), and one of English. However, I have been quite frustrated, and science is kind of creative, so it will be fun.

The school is very nice in an old fashioned way. I actually have KEYS to my classroom and the school, so I really feel employed now . . . I'm very pleased, and my salary will (just barely) covers rent, so I will be living on my own for the first time. And it's not too far away from home & relatives in PA.

Anyway, I'm expecting it to be a great year, and hopefully it will open up the door for other opportunities in the future. So I'm very, very excited (and slightly overwhelmed at having to relearn science in less than a week . . . .)

Thanks again for all your help with the interview and in class!

~Alix

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**From Alix . . . A Recent Graduate . . .**

Treat people as if they were what they ought to be and you help them to become what they are capable of becoming.

Goethe

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**Grade Level Expectations “fine Tune” Performance Indicators**

Wilmington University is moving from only teaching the Performance Indicators in the major subject areas of English/Language Arts, mathematics, social studies, and science, to also using the Grade Level Expectations (GLE) in its methods and clinical courses. For schools in the State of Delaware and as a result of House Bill 47, a Delaware State Recommended Curriculum (DSRC) was forged because “currently too large a gap exists among Content Standards, classroom practices, and assessment.” (DE DOE, Delaware Recommended Curriculum Newsletter, September 2005, Issue 1, page 1.)

GLE’s were released for Mathematics and English/Language Arts in August 2005, with Science and Social Studies GLE’s following in 2006. As one Delaware educator put it, “the GLE’s are more clear, concise and focused” to the curriculum and the state assessments while the Performance Indicators were merely a checklist of discrete objectives and not necessarily connected to each curriculum unit.

To better understand the Grade Level Expectations, visit the State of Delaware Official Website at [http://www.doe.k12.de.us/programs/pcs/overviewdocs.shtml](http://www.doe.k12.de.us/programs/pcs/overviewdocs.shtml)

For information relative to Grade Level Expectations in specific disciplines, visit the following DOE Website:


These are the current GLE’s in various contents.

Understanding by Design (UbD) by Grant Wiggins and Jay Tighe was selected as the curriculum framework approach for the Delaware State Recommended Curriculum. The curriculum design includes course syllabi, grade level expectations, instructional units and assessments. Full time and Adjunct Faculty from Wilmington University attended a two day workshop in Dover this summer sponsored by Wallace Foundation in partnership with the Delaware Cohesive Leadership System (DCLS). At this workshop participants were given materials and information about Robert Marzano’s book, What Works in Schools: Translating Research into Action. (ASCD, 2003)

Information from this workshop is being integrated into the teaching strategies course in teacher preparation programs. Wilmington University constantly seeks to provide teacher candidates the most current research and practices in the field of education.

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Children’s Literature studied in England

Students in Jennifer Eck’s RDG 302 Children’s Literature were literally treated to a royal field trip during Summer, Block 2. Rather than meeting in the ACC or People’s Building, the class met in a London hotel lobby on June 30. For the next nine days the group learned about children’s literature in a very up-close and personal way. So many of our children’s stories and nursery rhymes are borrowed from England and Scotland, and the group was able to visit many of the sites where they were written or made famous.

In London, the class visited Paddington Station, mentioned in several children’s stories, and was able to visit the statue of Peter Pan in Kensington Gardens. The agenda in London included such sites as the home of Sherlock Holmes and King’s Cross Railway Station, where Harry Potter picked up the Hogwarts Express by disappearing into a brick wall. Over the next few days, the group visited Cambridge, Stratford-upon-Avon, the Yorkshire Dales, Bath where Jane Austen made her home, Salisbury, Stonehenge, and the Cotswolds. The group worked their way north to Scotland, where, in Edinburgh, they saw the garden which inspired Robert Louis Stevenson to write Treasure Island. Everywhere they went, they learned about connections to children’s literature and nursery rhymes.

The required project for the course was to create something from the trip which could be used in their future classroom. One of the students mentioned that she couldn’t wait to share the exciting stories and experiences with her future students. Instructor, Jennifer Eck, is planning on another similar trip for Summer, Block 1 of 2009.

WILMINGTON UNIVERSITY...
AT A GLANCE

Total Enrollment . . . . .11,051
Undergraduate Students
6,251
Graduate Students
4,502
Gender
Females . . . 67%
Males . . . 33%
Site % of Students
New Castle
43%
Graduate Center
25%
Dover/Georgetown
29%

State % of Students
Delaware
75%
Maryland
8%
New Jersey
11%
Pennsylvania
5%

2007 Undergraduate Degrees 982
2007 Graduate Degrees 1,166
2007 Doctoral Degrees 56

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