

# Technician

L-I-S-T-E-N

Michael Clinkscales



I have to begin by thanking Lisa Yebuah for the inspiration of my thoughts. Imagine what you get from LISTENING to a sermon on Sunday morning!

So how many of you listen? Be honest. If you ask me (and you are welcome to ask), I would like to think I listen. I will be honest that sometimes I have not always listened. I get so involved in the dialogue, I forget to listen. What happens when you forget to listen? You miss important things, both said and unsaid.

Teachers do a lot of talking. As a mentor, I did exercises with my mentees and student teachers that documented how much the teacher talked in comparison with students. The idea: classes learn more from themselves than students. And the teacher learns more from the students, assessing on how effective a lesson is.

Here is my challenge to ALL of us (including me): let's try to listen better. No, I do not want you to just hear more or better. As Lisa asked us to do, spell it out L-I-S-T-E-N. It means focusing on the conversation. It means being attentive to what is being said and what is not, looking for those context clues. It also means putting aside what we want and allowing ourselves to let the speaker really speak freely. Be intentional about listening. What you hear and gain from the conversation will surprise you.

And you are all welcome to hold me accountable to being a better listener so I can be a better teacher to you.

*Is That Really  
a Problem?*



Ryon Bartn

As someone with vision problems (I am legally blind without corrective lenses), I can tell you that sometimes problems that appear to be small to an observer can create intense psychological pressures for sufferers. A recent New York Times article highlights how much of an effect an educator can have on those suffering from such small problems. Professor Elizabeth Snyder, of the County College of Morris, New Jersey, probably did not think about the effect of her words when she told student Philip Garber Jr. that his

speaking was disruptive and that it would be better for everyone if he asked questions before and after class. However Philip, who suffers from a stutter (which does not seem like a big problem) knew that the situation was not acceptable. He, with the support of several fellow students, went to the Dean's Office and lodged a complaint.

While the situation does show that Professor Snyder should have thought twice about speaking so brusquely to Phillip, it also tells us that, as future educators, we all need to think about how to ensure that those of our students with disabilities will feel included in the classroom. The National Center for Education Statistics says that roughly 13% of students enrolled in public schools for grades K-12 suffer from disabilities of some kind, but how can we be sure that we are including all of these students in the learning community? The first step is communication. If you are regularly receiving feedback from your students, then you will know when some of them start to have problems. However, you have to dig deeper. Find out why they are having problems, and be sure to never dismiss someone as "slow" or "disruptive." In my experience, it is only behavior that is disruptive, not people. Finding out why a student (or even a group of students) is falling behind will allow you to address their problems. Most importantly, NEVER dismiss student's problems as not being a legitimate cause for concern. After all, what may seem a trivial problem to you can be a huge factor in a student's life, and you will never be able to truly educate them until you can understand and empathize with your students

After you have identified the problems that are preventing your students from progressing, the next step is to come up with some kind of solution that will enable them to participate fully. This might involve talking to a speech pathologist, or merely offering words of sympathy and comfort to them when their burden is too much to bear. The most important thing to remember while helping the student is that each of them is an individual, and there are no 'blanket solution' that will help all of those who face a problem. After all, we all have problems of our own, think about how you would want to be treated, and that will help guide you.



*Budget Cuts Affect  
Everyone*

Kaitlyn Jones

The North Carolina state cut about \$2.5 billion from public education this year alone. These budget cuts affect everyone, but unfortunately, the group that is most negatively affected are the students.

This year's budget cuts have affected teachers and students in the short term and America in the long. Many teachers have lost their jobs, especially art teachers or course teachers that North Carolina deems unnecessary. With even more job cuts at a time when many people are already unemployed, the economy is sure to suffer even more.

Due to teacher loss, classrooms have grown drastically and students are not receiving the one-on-one help they may need to get ahead. It is tough on teachers too; where they may have had twenty 13-year-olds in a classroom, they may now have 25 or even 30. The quality of education decreases, and these students are not getting the education that they both need and deserve.

Due to the intense budget cuts, some programs have been cut out of schools completely. Many music and art programs are no longer available to students. They no longer have access to a well-rounded education. Students need these subjects in order to excel in other subjects. Higher level courses and specialized programs are also being cut or they now carry fees with them. Other programs such as early childhood education programs (pre-K and kindergarten) have also received massive cuts.

Education is stressed heavily in America. In fact, receiving a K-12 education is necessary to survive. Students are brought up with an understanding that education is very important and trying hard and doing good in school is forced into the minds of every child. But we are sending a different message to our children. Budget cuts, especially the drastic ones this year, are sending the message that education is not important, that it is, in fact, the least important thing there is.

Recently, Finland has been named the top country in terms of public education. The difference? In Finland, teachers are highly valued. The Finnish have a completely different attitude, while Americans value sports stars, they value their educators.

These budget cuts are detrimental. A change has to be made before too much damage is done. If there is one thing society needs, it is an educated public. In order for that to happen a proper education, must be offered to every student.



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## The Dean's Reception

Mary Norris

On Monday, October 10, 2011, North Carolina State University Teaching Fellows attended their annual Dean's Reception in the Friday Institute from 4 to 6:30. Volunteers assembled earlier to welcome Teaching Fellows and guests.

The evening kicked off with hors d'oeuvres and punch. Fellows and alumni received a warm welcome from Dean Fleener, who was discussing a recent trip outside the country, traveling with various statesmen to learn about education in other countries. On their trip, they learned what is making education in Finland so effective. Teachers there are held in much higher esteem, and are treated with much more respect than in America. Schools are also much more selective of the teachers they employ. Because of the respect and esteem that comes with teaching, potential Finnish teachers go through a much more rigorous program of study than teachers in America. There is less emphasis on individuality, and more emphasis on capitol knowledge. There is also less emphasis placed on testing than in America, where we have unit tests, chapter tests, mid-terms, and finals, TERRA NOVAs, OCs, and EOGs. These do not exist in China or Finland. They use testing to see what students do and do not know of the material. It is not employed as a way of measuring progress, assessing potential, or as a means of comparison with other students. China and Finland are more concerned with what students are learning as individuals rather than collectively.

Marquis McCullough from Cary High School, also a NCSU Teaching Fellow Alumni, followed Dean Fleener with an exciting chemistry demonstration. His former student, Joshua Stewart, assisted in the demonstration. Joshua is an NCSU Teaching Fellow, class of 2015. Marquis lessons for Teaching Fellows, as a new teacher, were to always be prepared and give lessons a test run.

Guest speaker Mr. Rob Jackson followed our guest from Cary High School with remarks about his career and philosophies on teaching. Mr. Jackson is the 2011 Wells-Fargo North Carolina Principal of the Year. It was an honor to hear him speak, though he was quite humble of his recent success. He both began and ended his speech by saying, "Thank you." He thanked North Carolina State University Teaching Fellows for having the heart and leadership skills to become teachers.



## Do You Know Your Rights?



Jessica Anstead

"I have rights!" "Read the constitution." "You can't do that! I'm an American citizen!" For future teachers and school administrators, these pleas will become all too familiar in the event of disciplinary actions towards students in violation of school policy or the law. In many cases, the most common disciplinary action that students are in objection to, as a violation of their Constitutional rights, is the performance of school searches. Which leads to two important questions in this recipe, are the students really being stripped of their rights, and, more importantly, do school officials have the right to search students?

According to *Tinker v. Des Moines Independent Community School District (1969)*, students do not lose their rights when they enter school. This Supreme Court decision was ruled by interpretation of the Fourth Amendment which guarantees citizens their right to be protected from unreasonable searches and seizures without the presence of a warrant or the lack of probable cause. Nevertheless, school administration and authorities have a broad power for the development of school policy. Their only guidelines is to avoid unreasonable or vague actions that could conflict with students Constitutional freedoms. Setting the reasonable suspicion standard, the 1985 Supreme Court case, *New Jersey v. T.L.O.*, ruled that school officials were not replacing the parents, but were state agents when they performed searches on students. Although the fourth amendment states that citizens have the right of not being searched without a warrant or probable cause, schools have a different standard.

Since schools are expected to be a relatively safe place with high security, the Fourth Amendment is enforced with an ease of restriction when school officials conduct these searches. School authorities do not need a warrant or have probable cause when a search is enforced on a student who is suspected of violating school policy or the law. School officials determine the legality of their searches based upon reason and common sense. When determining this, officials test the suspicion by asking if the search is reasonable in the case illegal evidence will be found and is the search related to the objective of the search.

Why are teachers and administrators still finding themselves in these situations in the Supreme Court's rulings? Why are stu-

dents constantly feeling that their rights are being violated? Do school officials truly have the right to search their students, or is the government overlooking the students' constitutional freedoms in order to enforce a safe learning environment for them? In the long debate of what is acceptable in school searches, school officials have the right to search their students. All they need to complete this recipe is a little cause and common sense.

## We Have a Dream!

Jon Johnson

Ten thousand spectators arrived on the National Mall Sunday morning, October 9th, for the dedication of a stone memorial for Martin Luther King, Jr. The speakers included a plethora of civil rights activists, as well as President Obama. The dignitaries sang "We Shall Overcome", but if one believes overcoming to be more than a song, better to march over to the MLK Memorial Library downtown and dedicate one's self to academic excellence. Obama mentioned, "Fixing schools so that every child gets a world-class education." He announced a goal for America to have the highest proportion of college graduates in the world by 2020, something to look forward to indeed.

America's 105 historically black colleges and universities (HBCUs) produce most of the nation's black doctors, lawyers and scientists, and award 36,000 undergraduate degrees each year. To help meet Obama's goal, they would need 33% more students graduating each year, but "many college freshmen at HBCUs are nowhere near college-ready when they arrive on campus," said Deputy Education Secretary Tony Miller, at an HBCU conference last year. When incoming students have to spend their first year in remedial classes, it drives up HBCU dropout rates and burns up those students' PELL grants.

Eight percent of the nation's public school teachers are black, but more than half of the students in the largest public school systems are black. Only 2% of the nation's public school teachers are black men.

"Black teachers are more likely than their white peers to work in high-poverty, high-needs schools and stay there," said Education Secretary Arne Duncan at a 2009 HBCU conference. "Every day, black teachers are doing invaluable work in helping to close the achievement gap."

"The Obama administration is committed to reforming K-12 public school education," she said, "and is devoted to fixing the college pipeline, especially for disadvantaged students, but Obama asked us Sunday to understand that change does not come quick."

Marian Wright Edelman, Children's Defense Fund president, noted the prison industrial complex has managed to set up a cradle-to-prison pipeline that has been siphoning up young black men for years.

King told students, in his 1967 Life's Blueprint speech: "I would say to you, don't drop out of school. I understand all of the sociological reasons, but I urge you that in spite of your economic plight, in spite of the situation that you are forced to live in, stay in school."

## SAS Curriculum Pathway: The Road to 21st Century Teaching



Grey Mangum



In a recent Teaching Fellows forum, juniors were introduced to a new teaching tool. This free apparatus, known as SAS Curriculum Pathway, is a website in which middle and high school teachers can assign projects to students in order to supplement classroom instruction. During our brief tour of the software, several interesting points were brought up about using the technology. Among these were student access to the site, school logins, and the history of SAS.

The history of SAS begins at NC State. Jim Goodnight, a teacher at NCSU at the time, began working for NASA in the height of the space race. He continued to work at NCSU developing statistical analysis software. He and 5 other coworkers then moved into the upstairs room of the Baptist Student Union on Hillsborough St and began the largest privately owned software company in the world. Although he is now the wealthiest man in North Carolina, Dr. Goodnight began as a teacher and kept true to his passion of education. He invested \$75 million into the construction of SAS Curriculum Pathways.

The SAS Curriculum Pathways tool is used in many school systems across the state of North Carolina. To begin using the program, one must be a teacher or in the process of attaining a license to teach. Once the teacher has attained a password, they may begin searching all of the resources for programs and activities that may supplement any lesson. Students can then log on using the school id. There are no individual student accounts but the students can work on assignments individually and have the site email a completed worksheet to the teacher for grading.

While the site has many features that allow teachers to supplement their lectures, there are a few drawbacks. Due to the lack of individual student logins, there is no way for students to save their work and continue later. Another drawback, while not specific to this site, is student access to technology. There are very few places in our state where all students have access to the Internet at home. Although most schools have opportunities for students to access a computer throughout the school day, there is a question of resource fairness when heavily relying on a website for classroom instruction.

Overall, SAS Curriculum Pathways is a great tool for instruction. In many ways, the site allows the teacher to meet the individual needs of all of the students while building meaningful relationships with each student.

For teachers with access to the technology and students who are willing to learn, this site promises to be an interactive and educational teaching tool.

## Teaching Fellows Volleyball

Zach Parrish

Thursday night, October 13th, Teaching Fellows had their first intramural volleyball game. Over the past month or two, under the leadership of Hayley Williams and Megan Usher, the volleyball team has been training for the intramural league. They've collectively been working on their serving, setting, spiking, and everything else that volleyball entails, and it seemed to pay off.

Volleyball is played by 3 rounds, or sets, the winner of the set is the first team to get to twenty-five. The players rotate around the court in a clock-wise motion, so the game really depends on all players being prepared to play all positions. Our team did quite well in the first set, but trouble started brewing in the second set. There was some arguing between the teams as the overall stress about how things were turning out began to get to the players. Expositions by Sean Hines and Ryan Doggett explain how they felt the team was doing; both stated that there was plenty to be anxious about, but in the end they were able to get their stuff together and come together as a team. The overall score was 2-1 (US!!!!) as we won the first game, lost the second, and settled the score by winning the third.

There were many factors that contributed to the overall skills of our team and our competitors' team. Volleyball is one of those sports that can create options for many slippery situations. Rhythm is a large contributing factor to how the team interacts with each other and the game. In order to gain rhythm, the team must practice together and get to know how each player reacts to in play situations. Hopefully with more practice, we will be able to work out the kinks we may have so far, and make more deciding victories over our fellow intramural teams.

Thanks should go out to the collection of volunteer players that came to the initial practices and continued to show dedication towards growing as a team and as individuals in developing stronger volleyball skills. Hopefully we will continue to watch these players grow, and even more hopefully see more wins!!



## The Achievement Gap



Sean Hines

Why do test scores tend to be higher in a comparison of White and Asian students to Hispanic and Black students? Some arguments indicate the teachers are doing poorly in relating to the students while others specify a lack of resources in the schools and classrooms. Looking at statistics provided by Karl Alexander Ph.D. of Johns Hopkins University, both of those ideas are incorrect. There are three classes that families can belong to, and which class they belong to is considered the first step of determining where the achievement gap begins. Dr. Alexander did research on first through fifth graders. At the beginning the difference between the classes, low, medium, and high were small. Low-income first grade students trailed high-income students by about thirty points. But the test given to fifth graders tripled that figure. Socioeconomic statuses play a huge role in how scores come about. White and Asian families tend to be in the upper class and Hispanic and Black families fall into the lower income range. It could be that teachers, or lacking resources are the explanation for the achievement gap but it could also be what students do during their summer vacation.

Dr. Alexander not only tested students at the end of the school year but also at the beginning. Reading scores showed that low-income students were lower and higher-income students scored substantially higher. Most high-income families send their children off to learning camps where they continue to practice what they learned over the school year. Also high-income families tend to have more books in the house so when kids do get bored at home they are more likely to read. Low-income families can't afford to send their kids to expensive summer camps and are less likely to have books around the house. The point of testing was to show how much was forgotten during the summer break. For other countries, like Japan, this isn't a problem because they have 243 days in a school year. That compared to America's average of 180 days.

One group of educators is fighting the trend; they started with one school in New York. It was started in the Bronx, a notoriously rough neighborhood with generally sub-par schools; however, someone walking into the KIPP Academy would see a distinct difference. The students were well behaved and were very well mannered. On the walls of the school are college signs of where all the graduates of KIPP had gone to school. KIPP restructured time spent in school for their students making the days longer, included Saturday school and set up a summer program. They never "unlearned" anything they had picked up during the school year because they never stopped learning. Such success has led to KIPP expanding into over fifty new schools across the United States.



*Is It Really Mars vs. Venus?*



*Reynolds Bond*

Imagine sitting in your old high school classroom, listening to your teacher. A question is posed, who answers? Is it someone at the front or back of the class? Or is it the class clown? The know-it-all? Or more specifically, is it a male or a female? Recently, television shows, books and radio talk shows have been eyeing a new tasty morsel to fight against in the world of education, males being left behind while females excel, Christina Hoff Sommers wrote a book in 2001 terming the phenomenon “The War Against Males: How Misguided Feminism is Harming Our Young Males.” But are the males in our classroom really receiving the short end of the stick? After all when you walk down a hallway, how many posters would one see of female role models? How many females do we learn about in History, how many schools are names after females? Which sport is more significant in a school, men’s football, or women’s anything?

Of course all school age students, no matter the gender face difficulties of their own in schools. But is that really something that can be blamed on feminism or is it caused more by the way in which we school our children? Reactions between genders are different, as anyone who has taken a psychology class can tell you; females react to stimuli in a quieter more subdued manner, a less disruptive form. Yet males are more likely to act out violently (or loudly) because disruptiveness is more accepted if not expected in males, and males are more likely to drop out of school, especially males of color.

David Sadker in his article “An Educator’s Primer to the Gender Wars,” developed a “report card” showing the costs of gender biases in schools. Overall females received better grades through out school but when it comes to high stakes testing like the SAT they still score below males. Males are more likely to be grade repeaters, something believed to have been caused by school norms and culture conflict with many male behavior patterns; testing also shows that males perform below females in writing and reading achievement. While enrollment of females in science and mathematics courses has increased, the fields are still dominated by males. College degrees remain segregated with females receiving more social science degrees and males receiving more Ph.D.s. Males have higher drop out rates and are less likely to participate in extracurricular activities.

With many more statistics outlining the differences and difficulties both males and females experience in schooling one thing is clear in Sadker’s article. Neither males nor females rule the education system. There is inequality present however; males are more likely to be called on because they are the most likely to speak out in class, females receive higher report card grades because they present a more accepted behavioral pattern in classes. So, as teachers, we do need to focus on equalizing the opportunities for both males and

females in our classrooms. Attention needs to be kept on how we can fix the inequalities present, so that our students may achieve on equal footing, not on who or what caused the inequalities.



*Test Your Mind!*

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	4						
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	2					6	
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**Resources:**

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4. Search: Johnson, Dan. Photograph. The Rampage. My High School Journalism, 19 May 2011. Web. 16 Oct. 2011. <[http://my.hsj.org/Schools/Newspaper/tabid/100/view/frontpage/schoolid/75/articleid/282047/newspaperid/51/School\\_strip\\_search\\_policy\\_faces\\_scrutiny\\_Arizona\\_case\\_reaches\\_Supreme\\_Court.aspx](http://my.hsj.org/Schools/Newspaper/tabid/100/view/frontpage/schoolid/75/articleid/282047/newspaperid/51/School_strip_search_policy_faces_scrutiny_Arizona_case_reaches_Supreme_Court.aspx)>.
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6. Education from the Outside In. The Influence of the Law. Chapter 9 page 263 “Show Me What’s in There” [ablongman.com/mcergney5](http://ablongman.com/mcergney5)
7. Achievement Gap: “All My Friends Now are From KIPP” Malcolm Gladwell Nov. 18, 2008 [http://fairhaven.edu/fh/Knollwood%20School%20\(4-8\)/\\_Announcements/\\_General%20Information.txt\\_zfiles/generalinfo.gif](http://fairhaven.edu/fh/Knollwood%20School%20(4-8)/_Announcements/_General%20Information.txt_zfiles/generalinfo.gif)
8. Sadker, David. (2002) “An Educator’s Primer to the Gender War.” Image: <http://morethanarapper.wordpress.com/2011/07/28/mars-vs-venus/>
9. Puzzel: <http://www.fileshome.com/images/sct/58220.jpg>

# November

Sunday    Monday    Tuesday    Wednesday    Thursday    Friday    Saturday

		1	2	3	4 TF/SAY Fall Fling 8:00 pm Social	5
6	7 Junior Forum	8	9	10	11	12 Ronald McDonald House Community Relations 10:00am
13	14 American Ed Week/Homecoming All Fellows Forum	15 American Ed Week/Homecoming	16 American Ed Week/Homecoming	17 American Ed Week/Homecoming	18 American Ed Week/Homecoming	19 Homecoming Game MSEN
20	21 All Fellows Forum	22	23 Thanksgiving Break	24 Thanksgiving Break	25 Thanksgiving Break	26 Thanksgiving Break
27 Thanksgiving Break	28 All Fellows Forum	29	30	1 Social: Midnight Run to IHOP  December	2	3 Social: Holiday Party MSEN

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*<http://www.ncsu.edu/teachingfellows>*

*Go Pack!*

