

The Third Annual

Education Symposium

Tuesday, April 3rd, 2012

1:00-5:00 pm

Upstairs in New Commons



Keynote Address About Maine's New Charter School Legislation by:

Glenn Cummings

“Many Paths up an Old Mountain: New Opportunities for American Education”

New Commons 221

4:15

ACKNOWLEDGEMENTS

With special thanks to the
Education Faculty

Patricia S. Buck—Chair

Anita S. Charles

Bronwyn M. Sale

Jen Sandler

Mara Tieken

Ellen Alcorn- Assistant Director of Harvard Center for
Community Partnerships

With our utmost congratulations and recognition to the
Education Department Class of 2012

Jeffrey Beaton

Jasmine Black

Lorena Bustamante

Benjamin Chebot

Josalynne Cottery

David Cutler

Katherine Deschene

Pheobe Dixon

Jacqueline Easton

Kelsey Flaherty

Kristen Gavin

Claire Gittleman

Joanna Goldin

Elizabeth Henry

Jessica Howard

Maria King

Robert Little

Julie McCabe

Sarah Merullo

Leena Nasser

Maura Neal

Jessica Plate

Michelle Schloss

Rebecca Schmidtberger

Christopher Speers

**Special recognition and congratulations will be given to 2012's RAF Mac-Donald Award at the dinner for minors and presenters following the symposium. The award is given annually to a worthy and passionate senior for graduate study.

AT A GLANCE

SESSION 1

1:15-2:30

New Commons 200

- Joanna Goldin
- Eric Adamson and Kaitlin McDonald
- Jeffrey Beaton

New Commons 201

- Katherine Brea, Molly Donovan, Sarah Kornacki, Sarah Miller, Miranda Shapiro
- Kelsey Mehegan, Jenna Armstrong, Duane Jackson, Kevin Deng
- Rachel Ellis, Ali Carley, Owen Mahan, Lydia Mitchell, Katie Silberstein
- Kira Gavin, Brendan Riebe, Ashley Brunk, YuanYuan, Emily Wiener, Emily Diepenbrock, Nicole Russell

New Commons 211

- Lea Goodman-Herrick, Teika Carlson, Christina Stiles, Asha Mahamud, Kelly McManus
- Amanda Moore, Matthew McReddie, Audrey Grauer, Francis Cheng
- Nick Auer, Dakota Donovan, Charley Kenyon, Emily Roseman, Carlo Miani
- Leena Nasser
- Mimi Neal

New Commons 226

- Devin Tatro
- Hannah Mitchell and Sarika Subramaniam
- Ana Ibanez and Isabelle Rodriguez (Bowdoin College)
- David Cutler

AT A GLANCE

SESSION 2

2:45-4:00

New Commons 201

- Claire Gittleman
- Sarah Merullo
- Josalynne Cottery
- Katherine Deschene
- Maria King

New Commons 211

- Robert Little
- Benjamin Chebot
- Jessica Howard
- Isabel Ballard, Kelley Yardley, Clara Maeder, Meaghan Doyle, Sarika Subramaniam
- Jacqui Easton

New Commons 226

- Lorena Bustamante
- Michelle Schloss
- Rebecca Schmidtberger
- Julie McCabe
- Jessica Plate

KEYNOTE SPEAKER

4:15-5:00

GLENN CUMMINGS

New Commons 221

SESSION I

1:15-2:30

New Commons 200
Moderated By: Ellen Alcorn

**The College and The Community: Exploring the Impact of Service-Learning
on the College Aspirations of Community Partners**

Joanna Goldin '12

Bates College and Lewiston have a long and complicated history. Involved in this relationship is the changing demographics of Bates students as well as Lewiston residents. My research has shown that over the years, a social class divide has developed between the college and its surrounding community. Furthermore, as the college has grown in number, Lewiston has experienced a drop in its high school graduation rate in the past ten years. This twofold divide in social class and educational attainment between Bates and Lewiston has presented a very interesting research site of which to study. In my thesis, I chose to use this environment to explore the relationship between the college and the community through the lens of education. Specifically, I endeavored to examine the potential impact service-learners from Bates may have on the college aspirations of those students with whom they worked. By conducting 14 interviews with current juniors and seniors at Lewiston High School, I discovered high aspirations within my participant pool as well as many of these interviewees discussing how their service-learners impacted their college aspirations. These findings work in direct opposition to many theorists suppositions about the expectations of college aspirations for low-income youth. In this way, this study suggests that Lewiston as a community is in some ways an anomaly.

Book Group fights the Literacy Gap

Eric Adamson '15, and Kaitlin McDonald '14

We will be discussing the emergence of the book group at Tree Street. Areas will focus on our knowledge of the literacy gap pertaining to gender and ELL barriers, how we chose the book, the recruitment process, our very first experience and how we since then transitioned into a successful option for Tree Street attendees.

A Competitive Edge

Jeffrey Beaton '12

Education has been a part of every student's life here at Bates. Whether one was home schooled, went to a public high school, attended a four year boarding school or have come from abroad, we all have our own unique educational experiences that have helped shaped our academic lives here at Bates. In Education 450, Seminar in Educational Studies, we have been given the opportunity to reflect upon our educational experiences during different parts of our lives including; K-12, college, and our experiences with being an educational studies minor. Looking back at my own education, a constant theme arose: Competition. Having this competitive edge in all aspects of my life, especially academically, has followed me forever. However, was it this competition that drove me to success? For a while it was the only thing I knew and the only thing that I attributed my success to. However, my experiences at Bates, including my educational studies minor, I have learned differently. In this presentation, I will showcase how the academic atmosphere and the courses in which the school offers has enabled me to let go of this competitive nature and teach me how to be successful in ways in which I never would have imagined. It is also the goal of this presentation to provide an insight into memoir writing.

New Commons 201

Moderated By: Anita Charles

Should Cell Phones Be Allowed In Schools: An Ongoing Debate Across the Country

Katherine Brea '15, Molly Donovan '15, Sarah Kornacki '14, Sarah Miller '15,
Miranda Shapiro '15

With the recent rise in technology, cell phones have become a popular item for adolescents. Cell phones serve as a form of communication, and many people believe they are a type of lifeline in dangerous situations. Within schools teachers and administrators view cell phones as a form of distraction from learning, but students and parents believe cell phones are necessary to students' safety. Therefore, many schools are questioning whether they should allow cell phones. There proves to be many pros and cons of cell phone use in schools, but questions surrounding this debate still remain.

Is Higher Education Worth It?

Kelsey Mehegan '15, Jenna Armstrong '15, Duane Jackson '13, Kevin Deng '15

In today's society, an undergraduate degree is becoming the norm. But in today's society is higher education even worth it? This debate involves a pro higher education side and an against higher education side. Is it true that in the next ten years six out of ten jobs will need a certificate or degree beyond high school? Or in the next ten years will jobs be difficult to find no matter what degree is attained, making a higher education not "worth it"?

Teacher Evaluations

Rachel Ellis '14, Ali Carley '14, Owen Mahan '15, Lydia Mitchell '15,
Katie Silberstein '15

Teacher evaluations are done in many school districts to keep teachers accountable for what they are teaching in the classroom and to identify the tools necessary to increase the quality of their teaching. More recently, the government, school boards, and parents in these districts have pushed for public access to teacher evaluations to verify that their children are receiving a quality education. Teachers, however, have been fighting this, fearing that evaluations may not accurately portray their teaching ability, potentially putting their reputation and their career at risk. Our analysis looks at the release of 18,000 evaluations of 4th-8th grade English and Math teachers in New York City in February of this year to attempt to determine the importance of teacher evaluations in the area and whether or not it makes sense to release them. We conclude that evaluations are an immense, beneficial resource for teachers to increase the effectiveness of their teaching. Furthermore, if the evaluations are accurate, a release to the public makes sense to encourage teacher improvement and to serve as an indication to the government and parents of local school quality; however, with the numerous inaccuracies that have been found in the NYC evaluations, we are fearful that releasing them will negatively effect the schools and teachers who are undeserving of the negative publicity.

Integrating New Media into the Classroom

Brendan Riebe '13, Ashley Brunk '13, Kira Gavin '12, Yuanyuan (Chinese TA '12) Emily Wiener '12, Emily Diepenbrock '12, Nicole Russell '13

We will be discussing our experience working with a group of gifted and talented eighth grade students who go to school at Whittier Middle School in Poland, Maine. The time we have spent working with these students has revolved around a developing literary program called Meridian Stories. This program is set up as a nationwide storytelling competition. Each group of students who enters this competition is challenged to re-create short stories using images, writing, music, and/or video. Our groups of Bates students divided into pairs and were matched with different groups of students from Whittier Middle School. Our role has been to help guide these students through these challenges, providing them with the structure and feedback to allow for their own creativity to initiate their projects. As Whittier Middle School is twenty minutes away we are not able to travel to the school on a weekly basis. To allow for continual conversation and communication with the students we are working with we have used elements of new media, such as Skype and Edmodo. Along with explaining this program and our individual experiences we will also be discussing some of the positive and negative aspects of this project as a whole and what we believe are necessary elements for a partnership similar to this one to be successful.

New Commons 211 *Moderated By: Mara Tieken*

Sex Education in Schools

Lea Goodman-Herrick '13, Teika Carlson '15, Christina Stiles '15,
Asha Mahamud '15, Kelly McManus '12

In recent years, a large debate has arisen about sex education in schools. People disagree about whether it is appropriate to teach sex education in schools, yet at the same time people are concerned with teenage pregnancy and transmission of STDS. We will analyze every side of this debate, through a series of skits that will hopefully enlighten about the effects of different types of sexual education in schools, and how our school system should move forward.

2012 Disciplinary Fining in the Chicago Noble Public School System: What are Advocates' and Critics' Assumptions and Values of Education?

Amanda Moore '14, Matthew McReddie '15, Audrey Grauer '15,
Francis Cheng '15

The Noble Charter Schools are a set of ten high schools in Chicago, Illinois. The schools educate students who choose an to have an alternative form of public schooling, many of whom are low-income. Recently, a debate was sparked when the Noble Charter Schools began charging money for demerits beginning in the 2008-2009 year. Advocates of the new regulation, including administrators, teachers, government representatives, donors and some parents, believe that monetary fining will give students an incentive to behave. However, many parents, students, and educational critics disagree and claim that these fees are unnecessary and the Noble Schools are not being transparent with their finances. Our group analyzed the assumptions and values that each party holds by looking at school statistics, interviews, forums, and news reports. We also hypothesize how this debate (in our opinion) will play out into the future.

A Debate: Public Schools Paying Private Schools for Special Needs Students

Nick Auer '15, Dakota Donovan '15, Charley Kenyon '15, Emily Roseman '15,
Carlo Miani '13

In many states across the country, parents of special needs students are applying to have their public school district pay for private school for their child; many public schools, according to parents and other officials, are not meeting the individual and unique needs of some students with learning differences. Using a variety of news artifacts, we decided to investigate both sides of this debate, the benefits and drawbacks of public funds going to pay for private school for special needs students. Also, we looked at the implications these decisions have for the future of special education and the underlying purposes of education contrasted in the debate.

Saudi Arabia and School Text Books

Leena Nasser '12

This presentation explores the ways in which the state is able to construct national identity through government public school textbooks. The construction of gender identity is an important component of the gendered national identity. As a product, an Arabic book is being written in an effort to create a counter narrative to that of the Saudi state..

The Hijab, Who's Choice is it?

Mimi Neal '12

My abstract is I have studied the implications of religious dress in school. I took this semester to study it specifically at Bates College. Many of us do not know what our classmates religions are, however what if it was clear by what they were wearing, would that make us think differently? I was able to interview students on campus about religion at school, religious dress, and their own personal choices to wear different types of religious dress. I was able to analyze what they said and compare it to what current media and political figures say on this subject. It was interesting specifically to see the same words being used but in opposite contexts.

New Commons 226

Moderated By: Bronwyn Sale

Culturally Responsive Teaching: Examining Adolescents' Textual Lineages

Devin Tatro '14

Classroom curriculum has the potential to shape students' development through engaging them in purposeful reading that connects to their cultural backgrounds and personal lives. As a blueprint to culturally responsive teaching, educators need to pay attention to 'textual lineages' which are novels, essays, and poems that students identify as central to their personal and literary growth. Teachers have the opportunity to introduce and guide students within these texts that are "meaningful and central to their human development" (Hinchman, 3). Fostering partnerships with such texts helps students connect with larger ideologies and interpretations of their roles in the world. This type of learning also strengthens dynamics within the classroom, potentially developing teacher-student relationships as educators discuss significant issues with their students. This presentation explores the textual lineages of Bates students and Lewiston High English Language Learners.

Comparing and Contrasting Bilingual Education with the ELL Programs

Hannah Mitchell '14 & Sarika Subramaniam '14

We are interested in exploring the similarities and differences between the bilingual education and the ELL programs that exist within the Lewiston Public School system today. More specifically, we will examine how a bilingual education system preserves culture and helps create a cohesive, integrated community while the ELL programs that exist today focus on language assimilation rather than cultural preservation. We plan to present a poster highlighting key information about the two schooling systems – information gathered from published sources and personal accounts – collected from classwork and fieldwork experience.

Community Service as Environment Based Education at Franklin Alternative School

David Cutler '12

Environment based education is the idea that students can learn as effectively through the environment as they can in a classroom. It focuses on engaging students in their communities and local "environments" no matter what they might be. Environment based education has been proven over and over to be incredibly effective at improving student performance across categories. I worked with a class at the Franklin Alternative School in Auburn and used these principles to organize community service opportunities for them with the Stanton Bird Club, LA Arts, and the Androscoggin Land Trust.

SESSION II

2:45-4:00

New Commons 201
Moderated By: Bronwyn Sale

**Street Art in Santiago Chile: Expression for the Marginalized and Oppressed
Fighting for Social Change**
Claire Gittleman '12

Social change is very much a part of daily life in Chile; so much so that students are often the main instigators in the call for social change. All over the country the walls of big cities and little towns alike are covered with political graffiti, posters, and murals protesting against injustice, inequality, and oppressive governments. Because of the ties between the students and social change there is also a strong correlation between Chile's youth and the street art scene, which is representative of social change within the country. The question essential to this presentation is: who within Chile's population is socially aware and who is actually willing to do something to bring the change that is needed for Chile to keep moving forward? In order to answer this question we must turn to the schools, as students play the biggest role in social protest.

Exemplar Unit for Spanish 4 Honors: Películas y Programas
Sarah Merullo '12

Presenting an exemplar curriculum unit done in a 12th grade Spanish 4 Honors class at Lewiston High School. This unit focuses on movie and television show vocabulary and expressing actions and conditions of the past.

Spanish Verbs
Josalyne Cottery '12

I am teaching 7th grade Spanish at Auburn Middle School. The students focused solely on basic vocabulary words in the beginning. In order to take their Spanish comprehension to another level, they learned how to correctly conjugate five regular verbs and five irregular verbs that related to their vocabulary so that they could form short sentences. Ultimately, the exemplar unit introduced the students to basic Spanish grammar and gave them the opportunity to form short conversations with each other.

The Journey from Student to Teacher
Katherine Deschene '12

Four years ago, I took my very first Education class and never looked back. Through various field placements and Education classes, I gained additional educational experience and perspective in pedagogy, communication, student-teacher relationships, and other aspects of teaching. As my senior year approaches a quick end, I feel myself more and more prepared to face the real-world as a certified French teacher. I am presenting my Final Exemplar Unit as well as other materials that display my tremendous progress this semester as I made the journey from student to teacher.

The Evolution of Grassroots Theory in American Society; Using History to Rethink Solutions to Current Educational Issues
Maria King '12

Tracing the historical roots of grassroots community organizing is an essential tool for understanding and evaluating current methods and examples of organizing initiatives. My presentation will focus on explaining how political, social, and economic ideology have played an essential role in shaping both the successes and failures of community organizing throughout American history, and what this means for the nature of community organizing in our present society. The focus of my research determines how community organizing is, in my opinion, the most successful method for education reform, primarily because of its emphasis on sustainable solutions to complex problems. I offer a brief summary of the historical roots of grassroots theory in American reform culture, and connect this research to the successes and failures of current grassroots community organizing initiatives.

New Commons 211
Moderated By: Mara Tieken

Teaching Biology at Oak Hill High School
Robert Little '12

Robert will share his experiences and the lessons he learned in teaching Biology at Oak Hill High School. Teaching while being a student is not easy yet there are many valuable perspectives gained when one stands on both sides of the student teacher divide.

Teaching Simple Machines With the Use of Inquiry
Ben Chebot '12

Grasping the complexities of physics can be challenging for all students. By using a hands-on approach full of visuals and critical thinking, students are able to make more personal connections, remain more engaged, and find greater value in what they are learning. In a highly diverse eighth grade general science classroom at Lewiston Middle School, I found this approach of science education to be successful.

Minorities and the Sciences: the Development of a New Recruitment Program

Jessica A. Howard '12

While there has always been a lack of minorities in the sciences, the National Science Foundation's 2011 report on "Women, Minorities, and Persons with Disabilities in Science and Engineering" presents data that suggests it is becoming even worse. Although our nation is becoming more racially and ethnically diverse, this issue continues to exist and has become a popular topic of discussion among many groups, including the United States Commission on Civil Rights. It is of utmost importance to understand where these racial, gender, and ethnic disparities in the sciences are stemming from and what can be done to address them. This semester I have researched the deficit of minorities in the sciences and worked towards designing and implementing a program at Bates that will help to recruit, and thus increase, minority students in pursuit of STEM degrees.

Educating For Democracy

Isabel Ballard '13, Kelley Yardley '14, Clara Maeder '14, Meaghan Doyle '12,
Sarika Subramaniam '14

We would like to present on our work within our class throughout the semester. Educating for Democracy takes a critical look at political ideologies and their affect on schooling within the United States and draws connections between activism and civic engagement within youth. Our work within class is linked to our non-traditional Field Placement projects and we have worked with community organizations to build and develop civic participation among the Lewiston Community.

Parental Decision-Making When Selecting a School for a Child with Autism and Resulting Post-Decision Satisfaction

Jacqui Easton '12

Previous qualitative findings suggest that parental decision-making when choosing a school for a child with autism tends to be non-systematic, quick, and based on emotions (Fraser-Thill, Nigro, Sterzel, & Santy, 2005). In order to confirm these results, primary caregivers of school-aged children with autism completed a survey regarding their personal decision-making processes. The questions examined decision context, parental involvement, post-decision satisfaction, and autism severity. It was hypothesized that parents' higher involvement would result in higher levels of satisfaction. It was also predicted that severity would have an impact on responses. Findings from Fraser-Thill et al. were mostly confirmed and results also revealed a significant main effect of both severity and involvement on satisfaction. An interaction existed such that satisfaction was significantly higher in the high severity condition when involvement was high than when it was low. The results suggest the need for more resources to aid parents in this process.

New Commons 226
Moderated By: Anita Charles

**ABC as Easy as 123: Building a New America Reads/America Counts Model
for Bates College**

Lorena Bustamante '12

The America Reads Challenge Act of 1997, established by the Clinton administration, aims to ensure that every third grade student is able to read well and independently. In order to support the America Reads Challenge, the President allocated federal funds to provide a unique opportunity for college students to serve as paid reading tutors to expand existing literacy efforts at the public school system. Built upon the success of the program, the America Counts Challenge Act was added in 1999. There are currently more than 1400 colleges and universities involved in the America Reads/America Counts program, including Bates College. Nevertheless, the America Reads/America Counts program at Bates has critical limitations such as a lack of focus and minimal tutor training and supervision, which minimizes the impact of the partnership. The aim of this research was to propose a new community involvement model for the America Reads/America Counts program to enhance higher education- community relations.

Exemplar Unit: The Great Gatsby

Michelle Schloss '12

Presenting Exemplar Curriculum Unit on teaching *The Great Gatsby* in 11th Grade Academic English at Lewiston High School. Focusing on student-centered teaching methods, scaffolded writing, and connection of historical context to the novel.

Teaching "The Hero's Journey" through *The Odyssey*

Rebecca Schmidtberger '12

Over the course of my exemplar unit on *The Odyssey*, the "Hero's Journey," and an introduction to Ancient Greek history and culture, 9th grade English students broadened their literary schema by delving into classic and historical pieces of literature. Similarly, students related to Odysseus' "Hero's Journey" in *The Odyssey* on a developmental level by relating it to the personal challenges and feats of their day-to-day experiences.

Interrogating the History of U.S. Westward Expansion

Julie McCabe '12

This unit concerns the period of westward expansion in U.S. history which has been mythologized in our nation's imagination through western films and cowboy and Indian folklore. This in-depth study centered on the Trail of Tears sought to demystify stereotypes about the pioneer and American Indian, the romanticized language and images of the west, and to disrupt the ideology of manifest destiny.

Exemplar Unit: The American Civil War

Jessica Plate '12

I will be presenting my exemplar curricular unit, which was completed in my student teaching placement at Auburn Middle School (8th grade). The unit was about the Civil War and the causes leading up to it. I will discuss the objectives, activities completed, and what I learned from the experience.

KEYNOTE SPEAKER

New Commons 221

4:15-5:00

GLENN CUMMINGS

Many Paths up an Old Mountain: New Opportunities for American Education

Dr. Glenn Cummings recently took over as President and Executive Director of Good Will-Hinckley, an historic 121-year-old school for at-risk youth located in Hinckley, Maine. Cummings served in President Obama's administration as Deputy Assistant Secretary for the U.S. Department of Education. He was part of that team that designed President Obama's plan to boost America's graduation rate by 2020 and chaired the Department's Green Initiative, which focused on increasing the teaching and learning of sustainability principles in American education. Cummings is also a former Speaker of the House in the Maine House of Representatives, Majority Leader, and Chairman of the state's Joint Committee of Education and Cultural Affairs, where he sponsored the bill to create the state community college system.

Prior to joining the U.S. Department of Education, Cummings served as instructor of micro and macroeconomics at University of Southern Maine and as Dean of Institutional Advancement at Southern Maine Community College (SMCC). Cummings also served as Executive Director of the Portland Partnership, where he built strategic alliances between businesses and high school students. A multi-generation Maine native, Cummings began his career in Gorham, Maine, as a high school history teacher and department head.