

What's the IDEA?

A publication of the Georgia Chapter of the National Association for Multicultural Education



"A remembered teacher is one that makes a difference in your life." ~A.L.

Students Under the Influence of Their Most Remembered Teachers

by Marquita Jackson-Minot

A Facebook™ Conversation.

James: Did you teach 4th grade at a school in Boston called St. Francis de Sales? Forgive me if I have the wrong person. My name is James and I was looking for my fourth grade teacher.

Marquita: Yes this is me! How are you? Oh my goodness, how nice to hear from you.

James: I never got to tell you how much you meant to my life. I cried when you left. You touched my experience so well that I remember you even today! Thank you!

Marquita: James, thank you for such kind words. Please refresh my memory. Are you the young man who used to have this quick temper? Your father raised you and your brother. And one day your father wanted to teach you a lesson and gave you a jacked-up haircut that resulted in you getting in fights.

Is this you?

And after a fight, I took you into the bathroom to clean you up a bit and while we were talking, actually, I was fussing at you about fighting, and you said that someone called you an egghead. That's when you started fighting. If this is indeed you, I remember taking your head and making you look in the mirror and saying, "Does your head look like an egg? You said, "No." And I said something about ignoring them and stop fighting.

Is this you?

I see you're living in Atlanta. How long have you been here? Make me old by telling me your age. Are you married? Kids? In school? What are you doing?

James: Yes that was me. I will never forget that moment. It was pivotal to my being. I wanted you to be my mom because you looked like her and my dad had run her off years before. Yes, I live in the ATL ... I miss Boston so much though. I am 40. OMG, wow I have 4 kids 3 in college and one that is still home... did the marriage thing that was interesting, but all is well. Ha ha. Where are you? What is Minot, French? Thought about you for years you know.

Remembered Teachers continued on page 14

Mentoring

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A Letter from the Editor

Dear Educators,

Mentoring for individuals involved in Multicultural Education, equity, and justice is critical to their success in navigating the political, economic, and social contexts that heavily inform this work. In many instances, this form of mentoring can be high-stakes but many, thankfully, are firm believers in the significance and necessity of doing so. I have noticed at least seven characteristics that define such engaged mentors: (1) They are **navigators**. Consequently, they provide tools, experiences, and opportunities for success; (2) They are **trailblazers**. They are often pioneers in their communities, fields of interest, organizations, corporations, institutions, and schools. They may position themselves in places to gain critical access and information to support others they anticipate will benefit from their efforts and take their accomplishments to another level; (3) They are **advocates**. Sometimes you might not even know when a mentor is at work on your behalf. Other times it is very clear that they are risking their status or taking advantage of their position and clearing a way; (4) They are **responsible**. They make and sustain commitments. They often shoulder challenges and consequences. In this way, they take responsibility for their actions and sometimes yours; (5) They **witness** your experiences. They can shed light on your particular situation because sometimes they have gone through similar things or know of others who have, and consequently, can offer insights, cautions, and resources; (6) They are **storytellers**, privately, and/or publically. They share their experiences and stories, right when you need to hear it and sometimes long before you know that you'll need the stories to reference later; and (7) They are **listeners**. For all the advice they might offer, they also listen, really listen, and help you organize your thoughts, process your feelings, and draw on your own resources to take next steps.

Along with the seven aforementioned characteristics, mentors lead by example, teach through experience, and love with understanding. At least, this has been my experience. **Mentors lead by example**, from the front, from behind, or right next to you. Mentors often lead by the way they make choices, learn from mistakes, reflect, and note the paths of success and pitfalls that they have discovered during their own journeys. Mentors are often steps ahead, yet travel along with you at the same time. **Mentors teach through experience** by providing guidance and support in navigating the hidden rules, bringing clarity to the explicit rules, and attending to the socio-emotional wellbeing of an individual. Mentors not only talk about what appears on the surface of a situation but can illuminate the implicit politics or alternate possibilities that might have relevance to an issue, challenge, or opportunity. **Mentors love with understanding**, meaning they listen, observe, question, and critique in humanizing and affirming ways. This does not mean that mentors always agree with your choices or position or coddle you to the point where you are disempowered. Rather, they may render advice and perspectives and regardless of your decision on a matter will see you through it. You know they care and are genuinely concerned for your general wellbeing personally and otherwise. This was particularly evident in my relationship with Jenny Penney Oliver (See Tribute on page 13.) whose friendship, mentorship, and support has been personally tangible to me from my beginnings with GA NAME as a novice member through organizational challenges and to my more recent leadership roles in the local and National organization. As indicative of our relationship, I recall an email exchange with Jenny about a position that had been offered to me and that she was encouraging me to pursue. After I declined taking the position, she said "I totally respect your decision and on a 'friend' level think it is a good one."

Mentors can come in form and function as varied as the need for mentoring. For me, mentors have been immediate family, extended family, teachers, peers, coaches, and colleagues. Some appointed, some chosen. All mentors are not all things to all people and more than one mentor may be what you need to attend to the various needs and aspirations you might have. It is also important to acknowledge that not all mentoring relationships are healthy. Some are, in fact, toxic. Individuals who seek to gain allies at another's expense or by poisoning attitudes and relationships to no good end are not helpful. Good quality mentors are the conduits for quality life experiences and enrich the people around them. These are the mentors we need.

Who are your mentors? How do you mentor the people in your world?

Vera Steinhouse

Community Spotlight



About Us

Fertile Ground is a mentoring ministry that was founded by Cassandra "Sandy" Matthews in 2003 as a way to give back what has been graciously given to her. As a standout athlete growing up in inner city Baltimore, Matthews was inspired by her high school coach. In addition to encouraging Sandy to excel academically and athletically, her coach served as a sounding board for her future goals and dreams. Also, traveling with her nationally ranked team provided exposure to experiences and cultures outside of her neighborhood. Her broadened view of the world helped Matthews understand that exposure and opportunity are vital components for positive youth development.



History

In September 2003, Fertile Ground, NEYW, Inc. was officially launched with a partnership with Nesbit Elementary in Gwinnett County, Georgia. The program began with ten fifth grade girls and eight committed teachers serving as mentors. With the focus of developing confident future leaders, the meetings focused on topics ranging from developing positive self-esteem to learning about effective money management.

Purpose

Fertile Ground was specifically designed to empower young women to become extraordinary individuals. The goal is to expose members to new possibilities for their lives through innovative educational workshops, authentic cultural arts activities and college tours. Most importantly, Fertile Ground strives to develop in them a spirit of giving through vital community service projects. Members are

matched with a mentor who is committed to being a stable, trustworthy and positive role model. The mentor-mentee relationship is further cultivated through interactions during monthly meetings.

Membership

Nominated by teachers, parents and community members, candidates must be in the 5th-12th grades to be considered for membership. Nominees complete a letter of interest, supply two letters of recommendation and attend an interview with a parent or guardian. Parents or guardians of candidates must also attend a mandatory information session. Mentors must commit to 10 months of service, attend monthly meetings/activities, and be a positive role model in word and deed. Mentors are screened and trained. To support, participate, or learn more:

Contact

<http://fertilegroundatlanta.org/> • 678.231.7669

General inquiries info@fertilegroundatlanta.org

Donations donations@fertilegroundatlanta.org

Program Goals

Enhance existing life skills through innovative workshops

~ *Planting Seeds of Knowledge*

Strengthen character and creativity through the Arts

~ *Cultivating Curiosity*

Develop a spirit of service to others in the community

~ *Growing Through Giving Back*

Teach the importance of setting and meeting personal as well as professional goals

~ *Enjoying the Harvest*

Doing The Work: Georgia Educator Spotlight

In this issue, we highlight a dynamic mentor-mentee pair. **Ms. Corine L'Aimont** is a seventh-year special education teacher at Martin Luther King, Jr. Elementary School in Clayton County. She received her bachelor's degree from the Alabama Agricultural and Mechanical University in Normal, Alabama and now teaches in a self-contained moderate unit, grades K-2. During the 2012-2013 school year, **Ms. Brittany Brewer** recently completed a year-long student teaching residency in Ms. L'Aimont's classroom. She has received both her bachelor's and her Master's degrees from Georgia State University's College of Education. Beginning in Fall 2013, Ms. Brewer will be teaching second grade at King.

We spoke with our mentor-mentee pair about their views on social justice and the relationship between multicultural education and mentorship in urban schools.

Why are you committed to social justice for elementary students?

Corine: I believe as an educator your primary focus, of course, should be your students. Working with elementary students can be twice as challenging because you are the students first point of reference of "school," which can immediately engage and encourage a child or completely turn him or her away... We are the counselor, the nurse, the social worker, the students' safety net... But we also become the student's advocate. Particularly in my area of education (Special Education) we as educators have to speak up a little more in regards to our students' well being, rights, and equal opportunities.

Brittany: One day our young stu-

dents will grow up to be adults. They need to be aware of what is going on around them and how to make the best decisions. I want students to grow up to make a difference in the world around them. In order to do this, students need to know what is going on. Being an advocate for our students is critical to their overall well-being.

What does social justice look like in your classroom?



Corine: Social justice in my classroom is definitely thriving and alive. Each and every student in my classroom regardless of his or her disability will participate in learning to the fullest extent. When it is time for P.E. the student who is diagnosed with cerebral palsy and in a wheelchair will be ejected out of his chair and inputted into an approved walker to run around and have mobility with the rest of the class. The student who is non-commutative will respond to teacher-lead activities and classmates with an Adaptive Augmented Device. When it is Kindergarten Fun Week, my

Kindergarteners will participate with the general population and indulge in all of the events with their peers. Many times other coworkers will say, "Ms. L'Aimont, you talk to them like they're 'regular' or you treat your students like the general population." Well that is it; to me they are the "general population." I do not see my students as inferior or unable to participate because of his or her disability. I treat ALL children equally.

Brittany: Similar to what Corine mentioned, I ensure that every child, regardless of disability, is involved in their education and what is going on in their communities. I like to have conversations with the students by asking questions such as: "What do you think about ____?" I believe that every child has the ability to learn and be involved in what occurs around them. I want them to know that their opinions matter. This is important so that they may be more likely to be involved as they get older. I am excited to have my own classroom so that I can reach more students.

The program with which Corine and Brittany were involved is called the Network for Enhancing Teacher Quality (NETQ). This federal grant funds teacher candidates in math, science, and special education during a year-long "residency," or an extended student teaching model with an experienced mentor teacher.

Continued Next Page

Doing The Work: Georgia Educator Spotlight continued

We asked our feature teachers why they decided to become involved in a program like NETQ that stressed mentorship.

Corine: I was asked by the principal if I wanted to partake in the NETQ program and after some insight into the intensity of the program, I was intrigued and thought "Wow, I wish there was a program like this when I was in school." I felt honored and privileged to even being considered a mentor. Once I had decided to accept the position, I made it my goal to be very informative and provide insight not only on instructional practices and methods, but to educate on what can only be taught in the classroom and not the textbook.

Brittany: In the spring semester of my senior year, I did not think that I was completely ready to have my own classroom because I really enjoyed having a mentor teacher to guide me. I chose the NETQ program so that I could be further developed into a critically aware teacher who was prepared to teach students in urban schools.

What do you think are the most important elements of a successful mentoring relationship in an urban school?

Corine: Definitely communication. As with any relationship, communication is key. Also do not--and I repeat DO NOT--sugarcoat anything!

This individual is here to learn from you; give them the truth, not just your thoughts and beliefs.

Brittany: I agree that communication is a very important in a successful mentoring relationship. Being honest is also important!! My mentor didn't hold anything back from me. I was well aware of everything occurring within the classroom and the school. I was taught about all of the politics that come along with education. I am very appreciative that I am able to go in with my eyes wide open.

If and how do you think the mentor-mentee relationship affected your students and their success? How did you see this?

Corine: It allowed my students to see adults work and collaborate for the better of the class. In a self-contained class, any additional support is always welcomed. Especially when you have a mentee that demonstrates the ability to take her time and really get to know and understand students and share in the same educational philosophy, help the students to meet their goals: there can only be success for ALL students.

Brittany: I definitely think that the mentor-mentee relationship allowed students to see adults collaborating for a greater purpose. We both worked towards the same goal- helping the students to learn and bring out the best in them. It teaches them teamwork and how important it is to work together towards a common goal.

Corine: The NETQ program has definitely been rewarding to pay it forward and help cultivate and inspire upcoming educators. By participating, I have even re-kindled my fire as to why I do what I do.

Brittany: Having the opportunity to work with such a great mentor truly been a blessing. I have enjoyed having the chance to learn so much more about the field of education before stepping into my own classroom. I would recommend seeking out a mentoring relationship for everyone!

IF YOU KNOW OF A PK-12 TEACHER YOU WOULD LIKE TO NOMINATE FOR THE GA NAME EDUCATOR SPOTLIGHT, PLEASE SEND A BRIEF EMAIL TO: ganame2010@gmail.com

Connecting Theory to Practice Through Mentoring: Three Key Factors

by Karen Davenport

Transforming how people think is necessary to transform what they do. The purpose of this article is to discuss how mentor teacher training can transform the training of pre-service teachers. It is apparent that teachers need tools, to guide the improvement of their practice (Falk, 2012), and so it is with teachers that choose to act as mentor teachers for pre-service teachers during their student teaching experiences. This article discusses how mentoring can guide the improvement of beginning teachers, by: (1) training mentor teachers; (2) getting commitment from school leadership; and (3) connecting university instructors with the day-to-day operational structures of elementary schools.

I have worked as an elementary teacher for over twelve years, as a district resource teacher for two years, as an elementary and a high school administrator for twenty years, and for the past eight years as a field supervisor with a university-based teacher preparation program designed to prepare teachers to serve in urban, historically underserved schools. Those years of practical experiences prompted me to share my thoughts on three key factors that should be in place to effectively connect theory to practice through mentor teacher training.

Key Factor 1- Training Mentor Teachers

One method that we found effective in the Urban Accelerated Certification Master's (UACM) Program at Georgia State University is to provide a series of initial training sessions for mentor teachers. The mentor teachers that work with the pre-service teachers receive training over three full day periods. This training has several purposes. It helps to connect the mentor teacher to the university faculty that are training the pre-service teachers. The training prepares the mentor with what is expected as well as provides practical tools for the successful training of pre-service teacher. Discussions center on behaviors good mentors exhibit. Information is shared about culturally responsive pedagogy, the overarching philosophical ideology of the program, as well as how this ideology is demonstrated in day-to-day classroom instruction.

Discussions take place on how the mentor helps the pre-service teacher learn about why the classroom space and how to teach the pre-service teachers the structures that are put in place to help children be knowledgeable, responsible and caring. Materials are provided that outline what the pre-service teacher should achieve in the classroom during the opening days of school, and

expectations of the mentor during each week of the pre-service teacher's fall and spring teaching experiences.

The university faculty spend time with the mentor teachers helping them understand what pre-service teachers are being taught at the university about effective instructional strategies in the areas of classroom management, math, literacy, science, and social studies, as well as the backward design model of integrated instruction lesson planning.

This model of training takes the commitment of the administration at the university, the elementary school and school systems. Making a commitment includes time and finances focused on the training. Doing so allows individuals who train teachers and those who hire and work with teachers to share an understanding of what good teaching looks like and establish a common language for discussion. They develop a shared understanding that teaching is complex work and learning to teach will take time, collaboration and ongoing professional development.

Key Factor 2- Committed School Leadership

The long-term success of a comprehensive approach to induction relies on school leaders efforts to integrate it into the life of the school (Falk, 2012). School administrators and university administrators must see the value of teachers, and encourage university faculty to be involved in the mentoring process. On the university level it is key that university faculty are allowed time in their responsibilities to share what is being taught in educational theory with teachers in the field who choose to act as mentors for student teachers. University faculty need time allotted in their work responsibilities to interact with mentor teachers to make sure there is a practical connection with what is currently expected of classroom teachers. This commitment by administrators to put in the time and structures to allow these interactions is key to connecting the educational theories to the educational practice. In turn, administrators can be familiarized with current research-based instructional strategies. When administrators, mentor teachers, and university faculty work together, a developmental approach to teacher learning occurs. Their shared understanding

about the process of teaching and learning that underpin effective instruction positively helps current teachers as well induction teachers improve their teaching skills.

Key Factor 3-Continuous Connections

Each time a pre-service teacher is assigned to a mentor for student teaching, follow up mentor training is provided. During the annual follow up sessions mentors and university faculty discuss areas that need to be address at the university level as well as in the student teaching experience to better prepare the pre-service teacher to be stronger at the induction level.

*Transforming
how people think
is necessary to
transform what they do.*

Our mentor training model provides regular ongoing training that is tailored to the school, the mentor teacher, and the pre-service teacher at their different skill and experience levels. Mentor teachers are consistently provided semester at a glance documents that provide timelines for addressing, specific skills and various ways to assess pre service teachers in training progress. Our mentor teacher training framework falls in line with the research done by Birkins and Feinman-Nemser (2012), as well as our national teacher accreditation agency's recommendations for teacher preparation.

The UACM faculty and our affiliated elementary school systems have a shared understanding that all members of the faculty are collectively responsible for the growth and development of colleagues and students, we share an understanding that schools should provide for serious teacher learning just as they provide for serious student learning. The above model that we have put in place does take a commitment of time and money, but the positive impact it has on the renewal of current teachers and the preparation of pre-service teachers is remarkable!

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Mentors Are Teachers

by Roderick Parker



As someone who has experienced many positive role models and has been an active participant in a structured mentoring program as a role model, I believe that mentoring is important. Mentoring is a form of positive behavior and values reinforcement that should continue to be supported.

Mentors teach many things. A mentor taught me how to tie my tie, how to change a spark plug, to treat our women with respect, never to put my hands on them in anger. Mentors taught me to stand up straight, respect myself, to stay away from drugs--and to speak as though I have "some sense." Even today, I still have a network of elders from whom I seek advice such as my Pop, Dr. Earle D. Clowney, educator, and former University Editor for Clark Atlanta. Pop keeps me sharp on grammar, writing, dress and proper protocols. We have lunch together regularly, and he is always supportive of me in my professional endeavors. I dedicate this article to my Pop, as well as Uncle Willie and Uncle Hank who are all retired educators.

Like the family circles of many of our youth today, mine is small. As a young child, I was adopted by an older couple who had no other children or family. When they passed away, I was 17 years old, homeless, with no immediate family or relatives. Fortunately, throughout my life there has been a group of "play" uncles and aunts who spent

time with me and adopted me into their families, and this kept me from sleeping on the streets. There were no mentoring programs in my neighborhood.

In the African American community, we are all aware of the reported absence of positive, Black, male role models both in the school system and the community. I believe this is true for our young ladies as well. Today the occurrence of two-parent households is all too rare. The presence of positive, Black, role models is even more distant, and the males doing the mentoring may not be what we had in mind. This is especially true in our more depressed neighborhoods, some of which have less than positive role models. Gangs become the adopted families and drug dealers are the uncles. I am reminded of dealers who sponsor basketball games to gamble on and buy their favorite team the latest footwear and outfits then later send them on a quick errand.

I am also reminded of Mr. Barnes who took me and the fellas roller skating regularly. And, Mr. Perry who opened his home to us where we learned to play pool, ping pong or spend the day in his swimming pool. The funny thing is neither of them had children of their own so they adopted us. This involvement may not work

for all of us, but we as a people must recommit and reinvest in the future of our youth in

Mentors take time out to care about someone other than themselves. Mentors teach, share, support, commit, and remain for as long as they possibly can.

all of our communities. Here in Atlanta, a well-known nonprofit organization for homeless youth had to expand to a larger building to provide for the increased influx of homeless teens. There are hundreds of thousands of children in foster care. Mentors are needed in all stages of human growth. Mentors take time out to care about someone other than themselves. Mentors teach, share, support, commit, and remain for as long as they possibly can.

There is much to teach and much to learn. Mentors are teachers. The most important thing of all in mentoring is to love and nurture someone else who is in need of a hand up, and to share the wisdom we have been blessed to obtain.

Roderick M. Parker has been a mentor for the STARS youth program at the Center for the Visually Impaired in Atlanta since 2004. In his business he has opened his doors for the summer youth work program and community-based work adjustment. Parker prides himself in having mentees from age 8 to 33.



They Asked for It by Mari Ann Roberts

They asked why I do what I do - just the other day

And at first, I found my words amiss – I had little to say.

But it's not because I did not know how or when to commence

It's just that some of the things I do make no practical sense.

And they told me, "those that can, do, those that can't . . ."

Well you know the rest.

So I really tried to explain things to them, tried to give it my best

But what I do is multifaceted, and hard to understand

And honestly doesn't sound real good to the average, everyday man

Because teaching is a calling and not everyone is called

And some of the things we put up with would make a grown man bawl

See, I'm stressed when I only have 15 minutes for my lunch

Or when I have lunchroom duty with that rowdy, hungry bunch

When "young man take your hat off," is the way I greet the day

And furlough days are sneaky ways they cheat me out of my pay

How can I claim that, "I'm a professional," when the reality of NCLB

Ignores my teacher training and steals my autonomy

& when will day-long bladder control be recognized as a valuable skill?

Or the ability to make my small paycheck magically cover some huge bill?

How can I stand up proudly - keep from lookin' like a fool

When Arnie Duncan says I'm why kids don't succeed in school?

There's a special place reserved in hell for the creators of standardized youth

CRCT, SAT don't mind me, I just want to teach kids - the truth

But teaching is a calling and not everyone is called

And some of the things we experience just can't be described - at all

How can I explain what I feel when students come to me in tears

Because I am the one they trust to help assuage their fears

Or how cool it is when they get excited about Beowulf

Or how awed I am when they come to me, looking for the truth.

I cannot put in dollar signs what great joy it brings

To teach that ending the Vietnam war was also Martin's dream.

To share A People's History of the United States

Explain that 1492 was not just an innocent date

We change minds and attitudes

We shape hearts and souls

We direct the course of the future

We help children realize their goals

And, teaching is a calling and not everyone is called

Not everyone is strong enough, to make change for us all

To take a group of children who never crossed the Georgia state line

And help them comprehend the struggle of a child in Palestine

To fight against the status quo, and not to get depressed

When adequate yearly progress is what my president values best?

Nikki Giovanni, Sandra Cisneros, The Autobiography of Malcolm X

Are things I have the opportunity to help my students ingest

I tell them 2+2 is the mathematic system that is ours

But the Incas used yupanas and were able to study the stars

We get to challenge meritocracy, start kids asking "what is fair?"

Help the next generation be different if - they're willing to take the dare

Whether teaching school in K-12 or teaching teachers as I do now

It's hard to convey the magnitude of the duty that's been endowed

Cause, teaching is a calling and not everyone is called

And our worth can't be evaluated by numbers on a wall

And you can't just pick one of us up, at your local shopping mall

For first you must find someone with the patience of Job, Peter, and Paul

So I told them. Those that can do, those that can't teach – yeah that's true

but let me share just one key thing I know that may be of news to you

A true comprehension of my job, is way out of your damn reach

& Those who can like you do - nothing,

So those of us who can't

stand by and watch the world implode . . .

we teach.

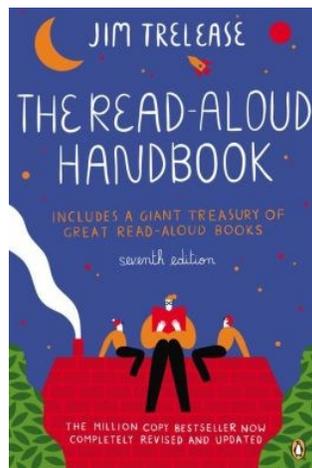
BOOK REVIEW

by Mary Hollowell

Trelease, Jim (2013). *The Read-Aloud Handbook: Seventh Edition*. New York, NY: Viking Penguin. 384 pages. ISBN-13: 9780143121602.

Jim Trelease's *The Read-Aloud Handbook: Seventh Edition* is now available. The book's longevity is a triumph for journalist Jim Trelease, who originally self-published the book. He first penned it in 1974 to support reading aloud to his son and daughter. He read aloud regularly to his children, as his own father read to him. Today, he is a grandfather who has passed along an important family tradition.

The Read-Aloud Handbook was subsequently reissued by Penguin Putnam Publishers. Sales skyrocketed when the book was promoted by newspaper columnist Dear Abby. *The Read-Aloud Handbook* has been translated into seven languages, including Mandarin, and is a strong seller in China.

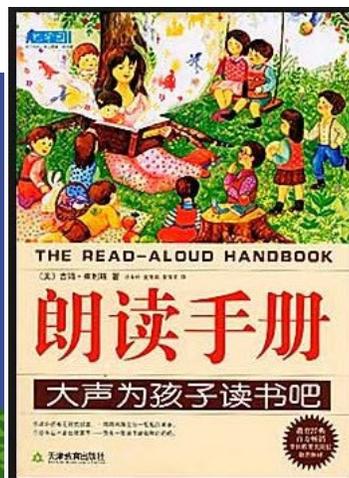


NEW AMERICAN COVER

Surprising facts in the new *Read-Aloud Handbook* include the revelation that reading cannot be taught to children in Finland until they are seven years old. In contrast, American children learn to read in kindergarten. Despite their comparatively late start, Finnish students have the world's

highest scores on standardized reading tests. Granted, Finland also has fewer poor children than many nations but it still has remarkable success in reading. Trelease attributes Finland's reading achievement to the regular use of the closed-captioning chip in Finnish television sets. He strongly advocates American use of closed-captioning as a simple means of enhancing reading skills.

CURRENT CHINESE COVER



If adults ever doubt the value of series books, Trelease provides a strong defense in his meta-analysis of series book research. Popular historical series, including *Nancy Drew* and *The Hardy Boys*, and more recent ones such as *Bunnicula* and *Goddess Girls*, which is based on Greek mythol-

ogy, are helpful in promoting a lifelong love of reading.

Most adults, who are voracious readers, can cite popular series that they consumed as children and remember fondly. Series books are also helpful for English Language Learners due to the repetition and common characters over a lengthy body of work.

The seventh edition of Trelease's book concludes with a fine, updated bibliography of recommended children's books encapsulated in single-paragraph synopses. Trelease adds an out-of-print section that identifies classical children's literature available from used bookstores. The author encourages teachers to read aloud in school to *all age groups*, even high school students. The latest edition of *The Read-Aloud Handbook* is enlightening and inspiring. The expanded treasury will be especially helpful to teachers choosing quick book summaries and parents selecting books as gifts.

Mentoring a Young Professor in China or Vice Versa?

By Mary Hollowell



While teaching at a university in China, I have been assigned a teaching assistant for two classes. She is an exceptionally talented young woman from the city of Harbin near the Russian border. Harbin is known for its winter festivals, featuring whole palaces sculpted from ice.



MIAO IN HARBIN, CHINA

Miao Li is no ordinary teaching assistant. She is fluent in both Mandarin and English. She spent six years studying in Canada, and her doctoral degree is in educational psychology. When you have someone this capable assisting you, your classes generally run smoothly.

Miao and I teach one section of undergraduate educational psychology, while a Chinese professor teaches the other one. Both sections use the same textbook, and our instruction must match. We try to progress at the same pace, and all of our students will take the same final exam, which is worth a full 70% of their grade.

In the meantime, I try to expand on our textbook by adding relevant activities. I like to use various performance assessments, which reveals my Western educational philosophy. For example, one assessment is for students to assemble tangrams (which are Chinese in origin). As the photograph that Miao took illustrates, assembling tangram figures is more challenging than it appears.



CHINESE STUDENTS ASSEMBLING TANGRAMS



CHARTING MULTIPLE INTELLIGENCES

When studying multiple intelligences theory, our students graph their learning style preferences and compare charts in small groups. Howard Gardner, who developed this theory, is a very popular educational psychologist in China and his institution, Harvard University, is particularly well-regarded. Dr. Gardner has visited China many times and, like myself, he has an adopted child who is Asian American.

Chinese undergraduate students are less likely to engage in discussion because they are used to listening respectfully to the teacher. Genuine concerns will be relayed to the class monitor (the young man in stripes in the picture) who relays them to the dean who then alerts me. This route even circumvents the teaching assistant. I am told that this indirect method of correspondence is a sign of respect and a means of preserving my dignity. I have heard through the grapevine that I must slow down my speech, as I am speaking English too quickly. (For a good documentary on electing a class monitor in China, see *Please Vote for Me*. Try to predict who wins the election.)

I have learned from Miao to add more structure to my generally fast-paced and varied

instruction, which can be disconcerting to students who are not used to it, particularly when their native language is not English. Some Muslim students in our classroom are even learning in a third language. Their primary language is Uyghur; secondary, Mandarin; and third, English.

I understand that reading the textbook aloud together, learning key terms, and answering questions at the end of the chapter are more typical forms of college instruction in China. It is very common to see Chinese college students standing in parks, in the mornings, holding open books. They are reciting passages and learning through rote memorization.



TYPICAL CHINESE STUDENT RECITATION

Miao and I have had some bumps along the way, particularly when it comes to technology. Some educational video clips that I enjoy using are on YouTube, but YouTube is not allowed in China. I have still managed to capture and produce some key video clips, however, using Camtasia. Students cannot communicate with me via email. I suppose this could be construed as beneficial, as I am certainly not bombarded with student emails. Also, Miao and I once had to teach classes on a Sunday in lieu of an upcoming, mid-week holiday. As a churchgoer, I am not used to teaching college classes on a Sunday.



Continued Next Page



Mentoring in China continued

Still, I love teaching in China! The students are attentive, my coworkers are generous, and we all have a lot of fun. I have a grand, spacious office that even has leather couches and a chandelier. Miao is the best teaching assistant that I could possibly have. She will sometimes whisper to me if I need to move on because students are becoming restless. She has also been known to bark a quick command in my office such as, "Don't knock that vase!" Maybe, despite my being almost twenty years older than Miao, she is the real mentor, after all.



MIAO LI, SOPHIE HOLLOWELL, & MARY HOLLOWELL
CUTTING UP IN XI'AN

I hope, during my six months in China, that I have given my teaching assistant some fresh ideas for her own educational psychology class in the fall. I will be sure to leave behind my teaching supplies of felt, markers, and cardstock. In turn, Miao has impressed me with her grace, wisdom, and many talents.

Mary Hollowell teaches American children's literature and educational psychology as a Fulbright Scholar in China.



**EDUCATORS, STUDENTS, ARTISTS,
STUDENTS, PARENTS/FAMILIES, ACTIVISTS-
YES, YOU.**

**Have something to say about education?
Have something you want to share with
Georgia educators?**

Your story could be here in the next issue!

**Submit your story,
research, art, or experience to
ganame2010@gmail.com**

For details, see Submission Guidelines on page 16

Upcoming Themes & Due Dates

- ◆ **School-to-Prison Pipeline/Criminalization of Education/Youth (9/30/2013)**
- ◆ **K-12 & Higher Education Politics (12/15/2013)**
- ◆ **Student Perspectives on Education (3/15/2014)**
- ◆ **Open themes (Anytime)**



Resources



MentorModules.com is a *free* online multimedia course and resource for developing mentor teachers and instructional coaches. The Net-Q developed Mentor Modules are designed for experienced teachers, coaches, instructors, and administrators seeking to become effective new teacher mentors. A facilitation guide, written by Cassandra Matthews and Caitlin McMunn Dooley, helps maximize the usefulness of this online resource.

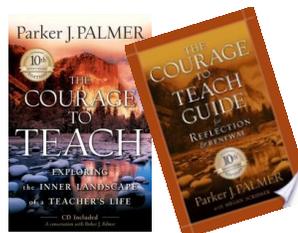
The following books offer strategies, tools, models, and approaches designed to foster successful mentoring relationships among educators.

Lipton, L., & Wellman, B. (2003). *Making mentoring work: An ASCD action tool*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).

Odell, S. J., Huling, L. (2000). *Quality mentoring for novice teachers*. Washington, DC: Association of Teacher Educators.

Yendol-Hoppey, D., & Dana, N. F. (2007). *The reflective educator's guide to mentoring: Strengthening practice through knowledge, story, and metaphor*. Thousand Oaks, CA: Corwin Press.

Parker Palmer's (2007) *The courage to teach: Exploring the inner landscape of a teacher's life*, while not specifically about the process of mentoring, has been used as a shared reading between mentors and mentees who read and discuss the book together. Doing so establishes a common connection from which mentors and protégés can build and expand their relationship using structured and unstructured protocols to share their perspectives. The accompanying facilitation/reflection guide can be used for this process.



WHAT IT MEANS TO BE A MENTOR

Aside from being a character in Greek Mythology, a mentor is a counselor, teacher, peer, or elder who is entrusted to guide and facilitate the healthy development of human beings, in general, and at times, within a specific profession/vocation. A mentor mentors a *protégé* (or in a male-female binary, a *protégée* is female); however, *mentee* is now commonly used and accepted as a person being mentored.

Depending on your point of view, mentoring relationships are a process that can be modeled in various ways: Apprentice, Collaborator, Teacher, Critical Friend, or Resource. Several types of mentorship are shared throughout this issue. Take note of what characteristics make for quality mentors.

In education, mentors socialize beginning teachers into the profession. Developing educators makes the role and responsibility of a mentor highly influential, for better or worse. Mentoring is considered crucial to the successful productive and sustained development of educators. Therefore, it's an opportunity to take seriously and thoughtfully.

In this issue, we learn ideas from contributors on how to make mentoring work and the outcomes of successful mentoring. Distinguishing mentoring from other forms of support is important. Defining purpose and being clear about roles and responsibilities are key considerations, particularly given the varied definitions and perceptions of what it means to be a mentor. Within education and community-based initiatives, supporting quality mentors and mentoring experiences requires taking into consideration several factors, including, but not limited to, providing compensation (e.g., time, money), establishing criteria for commitment, training/development opportunities, and evaluating processes and outcomes towards making ongoing improvements and confirming what works.

Jenny Penney Oliver: Mentor, Friend, Colleague

That's the Jenny in You

When you surprise a friend
With a small, spontaneous gift,
A perfect surcise that says, "I know you well, my friend,"
That's the Jenny in you.

When you spark and sustain an event that connects
The school, the college, and the community
That combines Diversity, Dialogue, *and* Dinner,
That's the Jenny in you.

When you start a sentence with,
"I have to tell you..." and then
Speak truth to power, and do so
With absolute faith that the other person
Will then do the right thing,
That's the Jenny in you.

When you slice a crisp, red watermelon
Or spend three days assembling
The Coconut Layer Cake
Or whip up a batch of Spinach Balls
Just because where two or more are gathered,
They must eat -
That's the Jenny in you.

When you ask yourself,
"Should I go to the office or go to the lake?"
You'll answer, "The Jenny in me says go to the lake!"
(Of course you will also go to the office,
Chat with *everyone* on three floors,
Meet with a worried grad student,
Consult with a colleague about the Gwinnett program,
Line up a terrific speaker for the Dean's Council on Diversity,
And email insightful feedback to each student in your class.)

When the diagnosis is grim
And well-wishers urge you to stop working
But your students bring you such joy,
You will exclaim,
"I'll keep teaching. It's the Jenny in me."

When you pen a handwritten note
To console a friend,
Celebrate a birthday or graduation,
Rejoice in a marriage or birth,
On a card you chose just for her,
Stamped with a colorful commemorative -
No generic "forever stamp" for friends -
That's the Jenny in you.

When you read the Athens paper front to back,
Drive country roads with the top down,
Fill your house with zinnias and sunflowers,
Register voters in every Clarke County precinct,
And trumpet hopeful Democrats in the November yard-sign parade;
When you fall in love with a Golden,
Celebrate every holiday season - and celebrate for no reason -
When you make friends with every person you encounter,
And counter every challenge with a solution,
When we simply and profoundly and eternally
Love and cherish one another,

That, my friends, is the Jenny in me,
The Jenny in you.

JoBeth Allen, July 20, 2013



On June 12, 2013 GA NAME and NAME lost, in body, a committed friend, faithful mentor, dedicated diversity/multicultural education/justice advocate, and a genuine human being by the name of Jenny Penney Oliver.

Jenny used to always say, "I have been a part of NAME since day two." Indeed, she had been an early and fiercely committed warrior for NAME and GA NAME. She has served on numerous NAME committees and as a Board member. She was also a founding member of GA NAME, the oldest of NAME's state chapters that has been considered a model chapter. She spearheaded, hosted, and instigated on behalf of GA NAME including conferences, meetings, and initiatives, while holding various leadership positions in the organization and maintaining her numerous responsibilities at the University of Georgia. Many have made note of getting our correspondence and newsletter from Jenny. Jenny unabashedly made things happen to strengthen the mantra of diversity and her commitment and dedication to all things just, kind, and liberal never waived

On July 20, 2013, family, friends, and colleagues hosted a tribute to Jenny's life in words, songs, music, images, and reflections. The setting was adorned with live sunflowers and pictures of sunflowers covered the program. For those who know Jenny, sunflowers are a fitting reflection of the vibrancy and distinction she brought to her personal and professional relationships. Sunflowers are also known for their seeds. They produce hundreds of them. Likewise it is not an overstatement to acknowledge the myriad seeds that Jenny has sown, nurtured, and brought to flower from all her work with students, colleagues, and the organizations she supported—An endearing testament and reminder of Jenny's enduring spirit and continued presence among us.

As shared at the tribute: "Jenny led a full life with a strong sense of dedication to the many people, groups, and communities who will miss her so deeply. For many, when the words justice, equality, equity, generosity, compassion, love, and commitment are spoken, three letters come to mind: JPO."



As part of her legacy, you can contribute individually or on behalf of GA NAME to the Jenny Penney Oliver Chair for Counselors and Student Support Personnel currently being established. Send donations directly to Foundation for Excellence in Public Education, 240 Mitchell Bridge Rd., Athens, GA 30603-1708.

Most Remembered Teachers *continued*

by Marquita Jackson-Minot

I began this article on remembered teachers with the above conversation (see front page) between James and me because I want you to think for a moment about a student who permeates your memory – for the good or for the bad – who remain in your heart and mind.

Clearly, James is one of those students who stand out in my mind as this conversation took place over 30 years ago. What was it about James that makes me remember him and what was it about me that makes him remember me? This article shares the qualities of most remembered teachers.

I have held several roles in the teaching profession. I taught elementary school, co-developed curriculum, and worked with whole school reform doing professional development with teachers. Throughout my career, I have been most intrigued with teacher dispositions and more recently, culturally responsive teaching practices and how the two are intertwined. In my various roles, I had many opportunities to observe both in-service and preservice teachers. Several questions seem to always come up: What makes a good teacher? Is it their knowledge of content or does it have more to do with the way they treat their students? I argue that it is both. In the literature on effective teachers, caring for students emotionally, socially, and academically and knowing your content are generally indicators of effective teachers. To explore this idea, I interviewed twenty-one K-16 educators. Three primary questions led my inquiry on remembered teachers. I wanted to know who comes to mind when asked about their most remembered teacher(s) (MRT), how do they define remembered teacher, and what qualities would they use to describe these teachers? Below are two charts, one representing how the educators in my study defined their MRT and the other the qualities they used to described their MRT:

MOST REMEMBERED TEACHERS ARE DEFINED AS:

- ◇ **INSPIRATIONAL**
- ◇ **CHALLENGING**
- ◇ **COMMITTED**
- ◇ **EXCELLENT**
- ◇ **HAVING AN IMPACTED ON YOU**
- ◇ **CREATING MOMENTS THAT LAST**
- ◇ **MAKING A DIFFERENCE IN YOUR LIFE**

QUALITIES OF MOST REMEMBERED TEACHERS INCLUDE:

- ◆ **NURTURING-CARING-COMPASSIONATE**
- ◆ **FIRM-TOUGH-NO-NONSENSE**
- ◆ **PASSIONATE ABOUT THE CRAFT**
- ◆ **INTELLIGENT**
- ◆ **HELD HIGH EXPECTATIONS**
- ◆ **TAUGHT LIFE SKILLS**
- ◆ **UNDERSTANDING**
- ◆ **RELATIONAL**
- ◆ **GREAT SENSE OF HUMOR**
- ◆ **KNEW THEM AND ASPECTS OF THEIR FAMILY ON A PERSONAL LEVEL**

When **defining** their most remembered teacher (MRT), the majority of my participants, in essence, said *you think a lot about them – they stay with you*. One educator, A.L., defined remembered teachers by saying, “I think a remembered teacher is one that makes a difference in your life, and things that they do with you or to you. It sticks with you throughout life.”

When **describing the qualities** of MRT, across the board, my participants shared that MRT had *a strong impact on student development* and had *passion* for their work. As A.M. shared about his MRT:

Their passion, you could feel the passion for what they had, what they were doing. They obviously enjoyed working with kids. It was obvious. I never remember them losing their cool. I do remember them redirecting you if you got off task, but the activities they provided were just interesting. They were just firm enough to keep us on track and benefit from those moments. I can still remember those moments.

Interestingly, but not surprising, the qualities describing MRT are aligned with the teaching practices of **culturally responsive teaching** (CRT). In the literature, culturally responsive teachers hold high academic and personal expectations for their students, nurture learning, promote individual empowerment, make learning relevant to the lived experiences of students, teach within the context of culture, and their instruction is student-centered.

Returning to my Facebook™ conversation with James, it is evident to see that as educators there is power to our words and our actions. In the 30 years that has transpired since teaching James, I never knew the impact my words had on his development as a human being. I believe that as educators we must always be mindful of the words we use and how they can shape the development of our students. Noticeably, best practices of teaching and learning are linked with the way we view our relationships with students and our teaching practices.



Upcoming Events

Events

CNN Dialogues

Modern Marchers:

Lessons from the Front Lines of Social Change

Thursday September 12, 2013

Cecil B. Chapel @ The Carter Center

Go to CNN Dialogues Facebook page for free registration.

25th Annual Benjamin E. Mays Lecture

Tuesday November 12, 2013 @6:30pm

Georgia State University

Speakers Auditorium

Featuring: Mr. Bryan Stevenson, from the Equal Justice Initiative (EJI).

To learn more about EJI and Mr. Stevenson's work Go to eji.org

The Equal Justice Initiative is a private, nonprofit organization that provides legal representation to indigent defendants and prisoners who have been denied fair and just treatment in the legal system. EJI litigates on behalf of condemned prisoners, juvenile offenders, people wrongly convicted or charged with violent crimes, poor people denied effective representation, and others whose trials are marked by racial bias or prosecutorial misconduct. EJI works with communities that have been marginalized by poverty and discouraged by unequal treatment.

Enough Is Enough

Join **Project South** for the third **Southern Movement Assembly** to chart the next phase of the Southern Freedom Movement at this critical time.

Dothan, AL - August 30-31,

Anchored by The Ordinary People's Society

Southern Movement Assembly and other commemorative events

1) AUG 28th = Participate in the Day of Dignity assemblies & actions to mark the 50th Anniversary of the March on Washington in San Antonio TX, Slidell LA, Jackson MS, Montgomery AL, Atlanta GA, Tallahassee FL, Charleston SC, & Frankfurt KY

2) AUG 29th = Connect to Gulf Coast Anniversary Actions across the South

3) AUG 30-31 = Join the Southern Movement Assembly III in Dothan, AL

Please contact dignity@southtosouth.org to receive more information about the Assembly, register to participate, and sign up for preparation calls.

The Action Packet for the August 28th Day of Dignity actions and assemblies will be available by early next week on <www.southtosouth.org>

NAME National Conference



23rd Annual International Conference

Nov. 6-10, 2013

**Oakland City Center Marriott,
Oakland, CA**

Conference Theme:

**Erasing the Shadows, Embracing the Light:
Re/visioning Multicultural Education**

In the light – no closets, no basements, no margins, no shadows – a vocal and activist-oriented majority, is demanding attention and justice. Our communities challenge those in power, calling on all to reconsider who belongs, whose voices count, how to engage in teaching and learning, and how to embrace a multicultural democratic society: Who are we? How did we get here? Where are we going? What constitutes “the public?” Today individuals and communities critique those systems of power that dismiss their rights and offer a vision and a powerful hope for the future. A better world, better schools, and better classrooms are possible.

Multicultural social justice-oriented educators and community activists foster diversity in education — in curriculum, pedagogy, assessment, and stewardship of schools and communities. Teachers and students are reframing the purposes of education to better serve the needs of students, families, caregivers, community activists, and advocates.

Keynotes (to date):

ANGELA Y. DAVIS

JAMES BANKS

CARL GRANT

Go to
www.nameorg.org
Register Today!

Submission Guidelines

Submit to

ganame2010@gmail.com Subject line:
Newsletter Submission

Your submission will be reviewed and considered for the newsletter and subject to editorial edits by Newsletter Team members. The content will be vetted by several factors including alignment with chapter/national mission, quality of the representation of ideas, language bias, and length.

Format

Submissions should follow the following format:

Include title of article, name of author(s), any affiliation(s), and contact information for lead contact person (email/phone)

Indicate section of newsletter for submission (See Sections for Submission.)

250-750 typewritten words (for written submissions)

12 point font (Times New Roman or Old Century Schoolbook)

Language/Terminology: Please refer to APA 6th edition for Reducing Bias in Language <http://owl.english.purdue.edu/owl/resource/560/14/>

Use of citations/References where appropriate (Include Reference list)

Sections for Submissions

News Watch

Features commentary on current/timeless educational issues. Commentary must first include the various perspectives on the issues followed by the author's position and supporting argument.

Doing the Work:

Educator, Community, Research

Spotlight on educators/teaching, organization in the community, or researcher(s) doing critical work on matters related to education.

Visual Art

Visual commentary on educational issues in the form of graphic art/cartoons.

Additional Arts representation

Arts-based commentary offered through including but not limited to poetry, monologues, written music/lyrics, and so forth.

Book/Multimedia Reviews

Reviews of books, videos, film, plays, and other media that inform and supplement understanding of ideas, concepts, and issues. Reviews should connect practice and theory.

Resource Highlights

Detail resources for birth-5 and families, P-16+ educators, and students relevant to Multicultural Education

International/Global

Address issues in global/international education that affect local and national education trends in the U.S.

Content

Submissions should address the following considerations:

- ◆ Must speak to excellence and equity in education.
- ◆ May offer issues, concerns, or problems but must include solutions and problem solving ideas/initiatives or critical questions for further inquiry.
- ◆ Links to the genres of multicultural education within or across your content area/sphere of influence.

Upcoming Submission Due Dates

September 15th

December 15th

March 15th

Upcoming Themes:

- ◆ School-to-Prison Pipeline/
Criminalization of Education/Youth
- ◆ Education Politics
- ◆ Student Perspectives on Education

