

## FACES IN EDUCATION

### FACULTY PROFILE

**NAME:** Art Haerberle

**AGE:** 50

**POSITION:** School of Education Off-Campus Site Coordinator, Traverse City

**WHAT EXPERIENCE HAS TAUGHT ME:** If

someone trusts you, they will listen to what you have to say

**BIGGEST PROBLEM FACING EDUCA-**

**TION:** Pressure to score well on state tests

**MOST NOTABLE SUCCESS OF EDUCA-**  
**CATION:** Giving hope to all children that they can be successful and happy

**FAVORITE SAYING:** "Not everything that counts can be counted, and not everything that can be counted, counts."



Haerberle



Sannes

### FACULTY PROFILE

**NAME:** Christine Sannes, Ph.D.

**POSITION:** Assistant Professor, Special Education  
**RESEARCH:** Equine programs for children with special needs

**BIGGEST PROBLEMS FACING EDUCATION:**

Lower standards for regular education; lack of funding for special education

**SPECIAL INTERESTS:** Independent special education consultant; own and train American Saddlebred show horses

**FAMILY:** Husband, David, son, Christjon; six horses; five dogs, three cats, two birds and one hedgehog

## LETTER TO THE EDITOR: GOING FULL CIRCLE

Dear *Colleagues*,

I graduated from Grand Valley in 1976 (Thomas Jefferson College), and after teaching for 15 years and earning my master's degree, received my doctorate in Curriculum and Instruction from West Virginia University in 1991. After teaching at the Center of Educational Studies and Services at the State University of New York, Pittsburgh through 1998, I accepted a position at Lake Superior State University's Department of Teacher Education, where I am actively engaged in writing the teacher education curriculum. Our program was approved by the state in April 1999.

My experiences at Grand Valley have come full circle. It is there where I learned to write curriculum (we wrote our own at TJC), and also developed a passion for the study of curriculum and instruction. My thanks to all those whose contributions made that happen.

Oh, and please let Ram (Chattulani) know that I now have a grip on classroom management!

*Yours Truly,*

Virginia (Ginny) Hines, Assistant Professor  
of Teacher Education,  
Lake Superior State University

## Community Clinic Tutors Students

Graduate students in the School of Education are helping others learn while they learn themselves. As part of their coursework, students enrolled in classes conducted by special education professors James Grant and Joseph Fisher have developed an L.D. Learning Center Community Clinic tutoring at-risk students once a week at Hudsonville High School.

Grant teaches a class in interventions for learning disabled students. Fisher teaches a class in oral language and emergent literacy. Both have integrated their theory into practice.

The pilot program at Hudsonville High School began Jan. 31, 2000. Approximately 90 at-risk youths in K-12 participate. The cost is minimal, just \$10 per student for nine sessions.

"It's about putting into practice what we teach in class," Grant said.

The first part of both classes is devoted to

theory. The second part is tutoring in areas of reading and writing. In Grant's class, there are 28 graduate students, who tutor approximately 55 at-risk high schoolers. Fisher's 25 students tutor approximately 35 students in grades K-3 on early literacy skills.

"It provides two-on-one or one-on-one instruction, and that individual attention makes a huge difference for the students being tutored," Grant said.

The pilot program is similar to the clinic Grant conducts on campus during the summer.

"The best thing is that our graduate students are really learning how to implement what we're talking about, and Joe and I can watch and model for the interventions," Grant said. "Hudsonville Public Schools are happy with it and we hope to continue it in the fall."

## CSAL Returns To Mexico

Nine GVSU students enrolled in the College Student Affairs Leadership (CSAL) concentration toward a Master of Education degree are headed to Puebla, Mexico, in May as part of the study abroad component of the program.

Led by assistant professor of education Lorraine Alston and associate director of student life Jay Cooper, the two-week program focuses on service learning, the Mexican culture and education through an exchange with the Universidad de Las Americas (UDLA) in Puebla. The multi-cultural experience includes a service-learning project with an orphanage for boys 4-18 years of age.

In 1999, a similar exchange with 10 students was led by Ginger Randall, GVSU's assistant dean of students, and Cooper. The trip is made possible, in part, by financial support from GVSU's Center for Philanthropy.



Members of CSAL's 1999 study abroad program in Puebla, Mexico.

## Enthusiasm Grows For Outdoor Schools

The concept of outdoor schools is growing in popularity in Muskegon County.

Outdoor schools are areas of the schoolyard that have been developed with trees, shrubs, birdhouses, wildflowers, butterfly gardens, animal tracking plots and trails. The habitats are developed and maintained by teachers, students, parents and community groups.

The idea of creating a natural outdoor habitat and then incorporating it into everyday lessons with a back-to-nature message provides benefits that are twofold.

"If you teach children science and math and other related subjects in a real world context, they will learn with more understanding, and that learning will be more effective," said Connie Widdis, student teaching field coordinator in the School of Education. "The other part is having a wildlife habitat. Trees, butterflies and plants will enhance the schoolyard and provide a source of pride and appreciation.

It's a growing idea across the country."

Four Muskegon County schools — Twin Lake Elementary, along with Muskegon Public Schools elementary buildings at Phillips, Glenside and Oakview — are currently developing the outdoor schools. The project was made possible with the help of an \$8,000 grant from the Community Foundation for Muskegon County.

It is hoped that the four pilot programs will serve as models, help promote the concept and provide consultation for other schools in the county attempting to develop similar programs.

The schools have planted bulbs and flowers and created wildlife habitats of woodlands, grasslands and prairie land. The project has turned school yards previously covered with blacktop into thriving wildlife habitats.

"It adds a lot of quality to a school both aesthetically and academically," Widdis said.