CHALK TALK
2022
**FURMAN ENGAGED! 2022**

Nearly 30 students presented research and shared internship experiences during Furman Engaged on April 12. Below, students in Lorraine DeJong's EDU-506 class shared their takeaways from their time spent at local non-profit organizations this semester.

Their mentors were among the guests for the presentations. Below, Emily Harper, Development and Marketing Manager for A Child's Haven (center), is shown with Emma Carruth and Sophie Johnson '22.

"I am so proud of them and cannot wait to see where their passion for serving others (especially children) takes them in life," said Harper.

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**A LITTLE CAREER ADVICE FROM RICHARD RILEY**

Riley Institute interns Duval McCoy and Eboni Johnson '22 recently met with Dick Riley, the Riley Institute’s chief inspiration officer, to ask him about his career as they prepare for their own.

McCoy, an Educational Studies major with his sights set on becoming a school counselor, was especially moved by Sec. Riley's answer to the pair's question regarding how he secured bipartisan support in the passage of the pivotal South Carolina Education Improvement Act.

"He mentioned that he worked based on the needs of the children, basically removing political ideology," McCoy said. "This stood out to me as I see America in this great political divide and the needs of people being overlooked. That will forever stick with me."

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**Jeffries earns EdD from Converse**

Congratulations to Sherrie Jeffries '98 (M.A. '03)! She earned her Doctorate in Professional Leadership (EdD) from Converse University this month. Sherrie is a Reading Recovery/Intervention teacher at Mary H. Wright Elementary School.
KENNEDY, TAYLOR CHOSEN FOR CHILDERS TEACHING EXCELLENCE AWARDS

Langdon Kennedy and Barrett Taylor ’21 have been named recipients of the Childers Education Foundation Teaching Excellence Award. Kennedy, a fourth-grade teacher at Buena Vista Elementary School, and Taylor, a fifth-grade teacher at Fork Shoals School, both earned bachelor’s degrees in education last May. They received $1,500 awards during a small ceremony last month.

“Langdon and Barrett are wonderful teachers,” said Nelly Hecker, Education Professor and Department Chair. “They not only care for their students’ growth and well-being, but also engage them in thoughtful, well-developed lessons. We are proud to honor their accomplishments as both teachers and Furman graduates.”

A committee of faculty, school administrators, and mentor teachers used three main criteria in selecting winners: love of content, love of teaching, and love of student. The award for first-year teachers was established in 2009 by Marybeth Bunting Childers ’80 and her husband, Alfred Childers ’80, a former member of Furman’s Board of Trustees.

HAWTHORNE, EDUCATION MAJORS TEAM UP FOR MATH EXPLORATION AT SUMMIT DRIVE ELEMENTARY

Fifteen Education majors took their math lessons on the road this semester, as part of a community-engaged learning course taught by Assistant Professor Dr. Casey Hawthorne.

MTH-302, also known as Math for Elementary School Teachers, introduces future educators to teaching strategies, materials, and technologies for various math topics in pre-kindergarten through sixth grade. Their math treks to Upstate schools began two years ago at A.J. Whittenberg Elementary School and continued in virtual classrooms during the pandemic. This year, Hawthorne reached out to one of his former students, Julia Britt Lewis ’19, now a fourth-grade teacher at Summit Drive Elementary School, to see if she and her colleagues might be able to welcome a few more Paladins into their classrooms. They said yes.

Furman students prepare lessons that allow them to implement instructional practices, submit lesson plans, rehearse their lessons, and get feedback from Hawthorne before they arrive to teach classes.

“It's what you might call a mediated field experience,” said Hawthorne.

While visiting students at Summit Drive Elementary, students film themselves teaching, get more feedback from Hawthorne and classmates, reflect on their work, and then revise their instructional approach as needed.

Colby Mayer ’23, an Elementary Education major from Cape Elizabeth, Maine, has been working with students one-on-one and in small groups. During one visit, she used a word problem to help students conceptualize division as a whole.

“It's important to meet students where they are,” she said. “We take it step by step and day by day.”

Gresham Brown, the school's instructional coach and a student in Furman’s EdS program in School Leadership, said the school’s focus includes an entrepreneurial design and mindset so the opportunity for math exploration with Furman students has been “a great opportunity to see new ways of teaching and learning.”

“Their work has fit right in with our curriculum. We’ve seen it to be a huge benefit to our students,” Brown said.
SNAPSHOTS

Dr. Judy Stuart (second from left) was chosen for The Alester G. Furman Jr. and Janie Earle Furman Award for Meritorious Advising. Dr. Harris Heath (at right) was selected for The Alester G. Furman Jr. and Janie Earle Furman Award for Meritorious Teaching. They were recognized during 2022 Commencement ceremonies. Congratulations, Judy and Harris!

Above: Faculty, staff, and alumni joined the retirement celebration for Dr. Lorraine DeJong this spring at Younts Conference Center. The Education Department also hosted a separate event to honor Lorraine in May. Thanks to all of you who shared memories for her book!

The Education Department was excited to host two CLP events this spring with special guests Glenis Redmond (left) and Malcolm Mitchell. Glenis’ CLP event, “Poetic Time Travel,” featured selections from her new book, “The Three Harriets.” Mitchell, a former New England Patriot, shared his passion for literacy with students.

At right: We were excited to celebrate the Class of 2022 during a special senior recognition event with Music Education, Elementary Education, and Educational Studies majors at DeSantis Pavilion in May.
CONGRATULATIONS TO
2021-2022 TEACHERS OF THE YEAR!

Paige Cole (M.A. '20)
R.C. Edwards Middle

Kelly Finnegan (Ed.S. '21)
League Academy and Hillcrest Middle

Delaney Fleming '20 (M.A. '21)
Crystal Apple Award
Jesse Boyd Elementary

Teri Goolsby (M.A. '05)
Tanglewood Middle

Porter Grant '17 (M.A. '18)
Mauldin Middle & Top 10 District Finalist!

Philippa Haynes '09 (M.A. '10)
Plain Elementary

Kristin Kennedy (M.A. '11)
Washington Center

Lea Marshall '89
Leon High School, Fla.

Susan Ramsey (M.A.)
Bell's Crossing Elementary

Michelle Richardson (M.A. '18)
Greenbrier Elementary

Joy Rohrbaugh '94
Dr. Phinnize J. Fisher Middle

Kathie Smith (M.A.+30 '92)
Blue Ridge Middle

Margaret Sprewell '10 (M.A. '12)
Sara Collins Elementary

Elizabeth Stokes '14 (M.A. '17)
Berea Middle

FACULTY/STAFF NEWS

Dr. George Lipscomb was selected as one of two winners of the 2021 Higher Education Distinguished Teaching Award by The National Council for Geographic Education. NCGE is a nonprofit organization that works to enhance the status and quality of geography teaching and learning.

At the Staff Recognition Breakfast on May 24, several staff members were recognized for service milestones: Beth Garrett (20 years), Kay Goodwin (15 years), and Michalann Evatt (5 years).
NEVER A DULL MOMENT

Retiring professor Dr. Lorraine DeJong talks about why she chose teaching & her favorite times in the classroom

I've never regretted my decision to become a teacher. Looking back over my career, I have cared for babies and toddlers, and taught all ages, including preschoolers all the way up to retired adults. Back in the early 1980's, when microwave ovens were the new "rage" in home appliances, I even taught microwave cooking to an audience of middle-aged adults eager to learn how to use this new kitchen device! To this day, my family is amused when my husband tells the story of watching me, while we were dating, show an audience of over 30 people how to make a complete Thanksgiving turkey dinner in a microwave oven.

As a child, I always enjoyed teaching somebody. Yes, I was one of those young children who often lined up their stuffed animals on the floor and "taught them". When I was in elementary school, I would often play "teacher" with one of my younger neighbors. In middle school I was a teacher's aide and by high school, I was a member of the Future Teachers of America Club and peer tutored students struggling with math. I applied to college set on becoming a high school science teacher.

However, something changed when I got to college. I noticed many of my classmates were headed towards careers in law, business, the arts, or medicine, and for quite a while, I questioned whether a career in teaching was right for me. I participated in several part-time work assignments and fieldwork experiences associated with my Sociology major. I did a lot of soul searching, and with the help of some good friends, thought deeply about my interests, strengths and challenges, financial and other resources, what was important to me, and how I might grow in a career as I got older. At age 21, I made the decision to certify to become a teacher through an MAT program, then in 1977, began my teaching career in a South Florida High School. I was ready and on a roll!

There are so many reasons why I am so glad I made the career choice I did, but after a lifetime of teaching, some stand out as really important. I always knew I wanted to make a real difference in people's lives and in teaching I could. Like the time I supported a teenage mother, without much assistance from her family, stay in school and provide good care for her child. Like the time I provided after school tutoring to a group of low-income high school seniors, working at night to help support their families, to pass my required health class and graduate! Like the time I helped a middle school student with special needs make friends for the first time with students outside her self-contained classroom. Each and every day, teachers can make a difference in a child's life and it is so rewarding to wake up each morning knowing you have the potential to make someone's life a little easier, brighter or better!

Teaching is both a science and an art and I love both! A teacher has to be aware of their discipline's knowledge base and the research on best practices in their content area, yet in addition, there are so many opportunities for novelty and creativity. I love the creative side of teaching, so I enjoy looking at new research and methodologies each year related to what I am teaching, and figuring out what new experiences I can provide my students. What content should I emphasize and what strategies should I use to help every child learn? How can I create interesting, appropriate and engaging assignments, class activities, and assessments for everyone? What questions should I ask to help scaffold student learning? Working through these short and long-range planning tasks takes a significant amount of creativity that I have always found very enjoyable about teaching—there is never a dull moment in planning for a classroom and executing instruction.
One of the things I have also valued so much about being a teacher is the opportunity it offers me to exercise professional autonomy. Following several part-time work experiences in high school and college, I knew I could never be sustained in a career where I was micromanaged all the time. I once had a good paying job in an office where even though I felt my work was important and I was respected by my colleagues, I was tied to a telephone, and could not even leave my desk to use the restroom without permission. I wanted a career where I could have at least some control over my life— including how my time was organized and spent and how I got my work done. Although what is expected of teachers today can vary from school to school, I found that teaching offered me lots of autonomy, which was so important to my personal self-esteem and motivation. I have been given so many opportunities as an educator to problem solve, offer professional judgment, and try new strategies to benefit my students. For me, having this autonomy helped me to thrive in my work and be a satisfied, continuously motivated professional.

Without a doubt, teaching has had a positive influence on my children and family life. Growing up, my children always knew I valued both my job and my family! Because I was a teacher, I always used authoritative guidance practices, showed respect towards all my children’s teachers, and always held my own children responsible to complete their assignments to the best of their ability, just as I would want my students to do. To this day, I believe my teaching career helped my two daughters consistently do well in school and to value education as something crucial for a happy and meaningful life.

Selfishly, I enjoy being a learner, and teaching continuously provides me with this opportunity. It was not until later in life that I appreciated that this was a major reason I made education a life-long career. Teaching continuously allows me to grow intellectually—whether it be acquiring new knowledge related to my content area, the community that supports my students, or about my students themselves, including the many different factors that exist in every student’s life, that influence who they are at that moment, what they understand, how they behave, and what motivates them. Through teaching, I believe I also have learned so much more about the human condition in general, which I believe has helped me to become more understanding and tolerant of different points of view and be more reflective on the needs, motives, and circumstances of others, and for this I could not be more grateful. I would be remiss if I did not mention that teaching can have its challenges and difficult moments. In addition to the everyday time management demands teachers face, there are sometimes challenges with individual students and their classroom behavior. I’ll never forget the high school senior who threw a chair out of my third-floor classroom window because I would not let him and his girlfriend get “romantic” in my room! And I have sadly seen a few of my students fail to graduate, and even worse, die.

Yet despite these difficult moments and situations, teaching has always brought me utter joy. I think this is the most important reason I have remained an educator for over four decades. Life is too short. I cannot imagine another career where I would have as much fun and have had as many opportunities for sustained human connection, including laughter, as I have had through teaching. Over the years, I have stayed in touch with so many students and their families. I have laughed at myself for saying or doing something ridiculous, and have laughed along with my students and colleagues in and out of the classroom.

For me, a new year will always begin in September and end in May. If I could be 21 again, I know I would still choose to become a teacher even if that meant I might one day be asked to teach a group of students how to use one of today’s high-tech phones, gadgets or appliances! It would be my pleasure. 😊
SCHOOL LEADERS SHARE CAREER ADVICE WITH GRADUATING SENIORS

Principals from across Greenville and Spartanburg counties took time out of their busy schedules this year to speak with Furman seniors about finding teaching positions for the next school year. They shared advice about the job search and interview processes and great tips and tricks on how to be sure the school they are looking for is the right fit.

Participating principals included: Dr. Chrissy Gunter of Roebuck Elementary, Damon Qualls of Monaview Elementary; Dr. Dawn Hooker of East North St. Academy; Susan Stuble of Gateway Elementary; Karen Greene of Mauldin Middle; Darah Huffman of Riverside High; Bryant Roberson of Dorman High; and Dan Bruce of Travelers Rest High. Teacher to Teacher Residency Program Coordinator Shameera Virani served as conversation moderator. Thanks, everyone!

CARMICHAEL INDUCTED INTO PBK

Congratulations to Educational Studies major Emma Carmichael ’22 for being inducted into Furman’s chapter of Phi Beta Kappa! Following graduation from Furman, Emma will be completing a service year in Scotland through the Presbyterian Church (USA)’s Young Adult Volunteers Program. After that, she plans to attend graduate school and pursue a career in occupational therapy.

NEW KDP MEMBERS FOR 2022!

We welcomed the following undergraduate and graduate students who were inducted into the Xi Epsilon Chapter of Kappa Delta Pi this spring: Jessica Agnew, Haley Armstrong, Jennifer Desing, Abby Fordyce, Allison Hall, Colby Mayer, Nicolle Pierce, Brian Roach, Helena Sherman, Matthew Standridge, Margaret Szweda, Cecilia Vanch, and Lena Williams.

CONGRATULATIONS TO OUR ALUMNI ON THEIR NEW POSITIONS!

- Elizabeth Barrier (M.A. '18) Reading teacher, Bob Jones Academy
- Stephanie Beaver (Ed.S. '20), Director of Pupil Services and Athletics, Lewisburg Area School District, Pa.
- Dee Christopher '90, Superintendent, Anderson District 4
- Randy Dendy (M.A. '11, Ed.S. 2017), Chief Academic Officer, Legacy Early College
- Jeff Duncan (M.A. '07), Principal, Pickens High
- Corey Ehlenbach (M.A. '15), Assistant Principal, Stone Academy
- Allen Fain (M.A. '06) Executive Director of Student Services, Pickens County Schools.
- Kelly Finnegan (Ed.S. '21), Assistant Principal, Hillcrest Middle
- Kimberly Freeman '04, Human Resources Director, Lexington School District 1
- Bernard Frost '05, Executive Director for Curriculum & Instruction, Spartanburg District 7
- Rhonda Gregory M.A. '10, Ed.S. '13, Assistant Principal, Greenville Tech Charter High School
- Jennifer Henson (Ed.S. '16), Coordinator of Special Services (Secondary), Spartanburg School District 5
- Carlos Littlejohn (+30 '09, Ed.S. '14), Principal, Laurens Elementary
- Mark Loach (M.A. '13) Principal, Monarch Elementary School
- Chris McCants (M.A. '12) Principal, Florence Chapel Middle School
- Brad Moore (M.A. ’05) Director of Elementary Education, Anderson District 1.
- Billy Napier '02, Head Football Coach, University of Florida.
- Ross Pruitt (M.A. '18, Ed.S. '21) Assistant Principal, Belton Middle School.
- April Reese (Ed.S. '21), Hillcrest High School
- Suzanne Shouse (M.A. '01, Ed.S. '14), Principal, Stone Academy
- Brett Vaughn (M.A. '03, Ed.S. '14), Director of Elementary Education, Spartanburg District 7
- Bree Wallace '18 (M.A. '22), Assistant Principal, Legacy Early College
- Sarah-Burke White '13 (M.A. '20), Administrative Assistant, J.L. Mann Academy
- Corey Willimon (M.A. '11) Director of Secondary Education, Lexington/Richland District 5
Diving Deeper

Four Education majors research ABAR practices as part of summer research projects

with Kate Massey ‘22 and Dr. Katie Kelly

It began as a class assignment to review a piece of research on literacy. After four students all chose articles focused on anti-bias approaches to teaching literacy, Dr. Katie Kelly invited them to participate in an optional book club to discuss inclusion, social justice, and culturally responsive pedagogy, all topics they will address in their own future classrooms. Following those discussions, Kate Massey, Grace Mather, Helena Sherman and Madison Siekman ‘22 dove deeper into their interests with the support of the Furman Advantage.

The foursome served as Summer Research Fellows with Kelly, conducting literature reviews, interviewing educators including Furman alumni and meeting regularly to discuss their evolving inquiries and findings.

Each student selected a unique research focus under the larger umbrella of anti-bias and antiracist literacy teaching practices. Educators serve a diverse body of students, yet over 80 percent of classroom teachers are white females. Therefore, group members worked to interrogate the ways in which their identities as white women afford them privilege and the ways their identities intersect in their teaching. They also examined how racism manifests in the educational system resulting in the marginalization of students of color.

Specifically, the students researched topics including restorative justice practices to disrupt the school-to-prison pipeline, ways to teach Black history and joy beyond Black History Month, how to engage children in critical conversations around issues of social justice, and how to create more inclusive classrooms for multilingual learners.

Elementary Education major Kate Massey ‘22 researched ways to integrate literacy and critical conversations in classroom settings. For example, the group discussed how children and teachers recite the Pledge of Allegiance daily and how often do they consider the meaning of the words such as, “liberty and justice for all,” especially given the inequities that persist in schools and society. Students would be invited to share their initial thoughts, think critically about who “all” represents, and if “all” are represented equally in the United States, Massey said. They also explored a variety of children’s literature to facilitate critical conversations around issues related to equity and social justice.

“This summer provided great insight for useful tactics in my future classroom, including how to engage students in ways that affirm their identities, challenge them to expand beyond their own experiences, and educate them in new, inclusive ways,” said Massey. “Working alongside my peers also demonstrated the power of teamwork and relying on your fellow teachers to create the best classroom for our students.”

Art in HIPP

From left: Emma Carruth ‘22, Dr. Scott Henderson, and Erikah Haavie shared some of their favorite photos in the Hipp Hall gallery during this academic year.
CONGRATULATIONS TO THE CLASS OF 2022!

Educational Studies
Logan Britt
Emma Carmichael
Emma Carruth
Grace Mather
Duval McCoy
Jen Valero

Elementary Education
Meg Ackermann
Sarah Brower
Molli Hensley
Cameron Johnson
Kate Massey
Carson McMonagle
Nicolle Pierce
Kaitlin Ramsden
Helena Sherman
Madison Siekman
Margaret Szweda

Music Education
Ian Fonseca
Chandler Klotz
Jonathan Martz
Keylee Ray
Matthew Standridge
Rachel Shealy
Kayla Stone
Miranda Thomas
Nicholas Wilson

Secondary Education
Hannah Thomas

M.A. in Education
(Secondary School Leadership)
Miles Fischer
Mairin McLeod
Brian Roach
Jonathan Schwalbe
Brandon Smith
Cheryl White

M.A. in Education
(Secondary School Leadership)
Reagan Landreth

Ed.S
(School Leadership, Elementary)
Kate Canterbury
PollyRose Philpot
Kelsy Rusk

SCHOLAR AND LEADER AWARD 2022
Congratulations to Kate Massey ’22 who was selected for the Outstanding Scholar and Leader in Education Award in recognition of her outstanding work as a graduating senior.

She has also received a very prestigious honor from the North American Language and Culture Assistants Program (NALCAP), a program coordinated by the Education Office of the Spanish Embassy in D.C. Kate was selected to teach English and U.S. culture in Spain during the 2022-23 academic year. She plans to complete the elementary certification program when she returns to the United States in Fall 2023.

KELSEY'S "THANK YOU"
"The Sociology of a Miami Girl" is the debut poetry collection by Kelsey Milian Lopez ’20.

As the daughter of Latinx immigrants from Mexico, Guatemala, Japan, and Europe, Kelsey uses personal and poetic narratives to retell lessons and connect to her indigenous Zapotec and K’iche Maya identity. She blends the personal and political by blending poems on healing, micro-aggressions, self-love, romance, and family to redefine what it means to be a woman of color. Kelsey's work is a thank-you letter to her relatives and ancestors who represent a community of sacrifice and resilience.

She is currently a Ph.D. Student in Music and Ethnomusicology at The Graduate Center of the City University of New York. Check the book out here: https://amzn.to/3tSw2DK

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furman.edu/giving

PROFESSIONAL DEVELOPMENT OPPORTUNITIES AVAILABLE FOR STUDENTS, ALUMNI
The Upstate Schools Consortium at Furman University offers a wide range of professional development offerings for educators. In-person seminars on Furman's campus are available, along with virtual options to view PD on-demand at your convenience. Recertification credits are available. To be added to the mailing list, email erikah.haavie@furman.edu