



THE CHATTERBOX

A Note from your President

MISSION STATEMENT

The Delta Kappa Gamma Society International promotes professional and personal growth of women educators and excellence in education.

I want to welcome all of you to a new year of Delta Kappa Gamma. I know it is "back-to-school" time and everyone is extremely busy setting up our classrooms, preparing lessons, getting to know our students, preparing for OTES evaluations, writing SLO's and much more but I encourage each of you to take a few minutes and consider what Delta Kappa Gamma can do to help you professionally. We have many scholarships and resources that may be helpful in meeting your personal and professional goals for the year. You may find this info on the DKG website.

Our 1st Vice-President Kim Lewis is busy scheduling many interesting programs that look to be very engaging for our up-

coming meetings. I also want to encourage each of you to invite a least one friend or colleague to attend one of our meetings this year as a guest with the hope they will be a potential member.

Don't forget that our November meeting is our auction for our scholarship fund. We need to build our up our scholarship fund. Also if you haven't paid your dues please get them to Treasurer Sharon Needham asap. If anyone has any suggestions for a chapter project or program, please call me at 740.352.2317 or email me at bdixon@wcs.k12.oh.us at anytime.

Belinda Dixon, Delta Epsilon

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Read All About It!

I now have more time for reading, now that I'm retired. The authors I generally read are Vincent Flynn, Harlan Coben, and Daniel Silva. However, I've found some good books to mix up the genre. Thought some of you might enjoy!

- Loving Frank, Under the Wide & Starry Sky by Nan Horan *
- The Century Trilogy by Ken Follett *
- Half Broke Horses by Jeanette Walls
- One Thousand White Woman: The Journals of Mary Todd by Jim Ferguson

Favorites (*) If you have any reading suggestions please email me! bevpartin@gmail.com. Happy Reading!

Resident Educator– A Four Year Program

In the first year, Resident Educators are introduced to the life of teaching. The Resident Educator Program provides instructional one-to-one mentoring with an ODE-certified, trained mentor, as well as the emotional support needed to accelerate the professional growth of Resident Educators. As Resident Educators move into the second year of teaching they begin to identify with the life of teaching. Differentiated support is provided in the form of flexible mentor models including one-to-one mentoring, co-teaching, and collaborative cohorts. These models create an environment of inquiry which provides avenues for Resident Educators to shift their thinking from routine processes of examination to in-depth concepts of analysis. Resident Educators are now inducted into the full life of teaching. They continue to deepen their understanding of teaching and learning through support from facilitative mentoring during preparation for the performance-based summative assessment (RESA) or through support from existing differentiated mentoring models. Resident Educators now have a deepened understanding of teaching and learning as a reciprocal, collaborative, and ongoing journey. Upon successful completion of the summative assessment, REs become more autonomous as they begin to explore teacher leadership opportunities within and beyond the Resident Educator Program.

Improved Teacher Effectiveness

The Ohio Resident Educator Program provides new teachers support beginning with a mentor and extending to additional professional support during their first years of teaching. This residency period helps Resident Educators:

- Develop additional skills beyond those learned in pre-service to help them become successful members of the teaching profession.
- Collaborate with professional colleagues in structured protocols that focus on continuous improvement in their teaching practices.
- Analyze their teaching practice using ongoing formative assessment feedback and suggestions for professional growth from a trained mentor.
- Receive ongoing, job-embedded, professional development focused on helping them achieve proficiency in their instructional and assessment practices.
- Reduce the stress that comes with starting a new career through a systemic program of professional support.
- Ensure their teaching practices are based on the Ohio Standards for the Teaching Profession.

Improved Student Learning

The Ohio Resident Educator Program provides new teachers with opportunities to reflect on how their instruction and assessment practices impact student learning. This system of support will help Resident Educators:

- Reflect on teaching practices and set goals for improvement that will promote improved student learning.
- Learn effective teaching strategies from their mentors and reflect on their own strategies with a focus on improved student learning.
- Create optimum learning environments for improved student achievement.
- Reflect on and analyze student data and make decisions on appropriate interventions that maximize student learning.
- Learn how to strategically use school and district resources to accelerate student learning.

Meeting at the Museum

The Delta Epsilon Chapter met at Lillian Jones Museum for our September meeting. The museum is a cultural and educational museum as envisioned by Ms. Lillian Jones. The purpose of the museum was to educate and to preserve the historical artifacts of Jackson County. For more information, visit jonesmuseum.publishpath.com.



A Week with Emily by Tina Callahan

“Hope is the thing with feathers
That perches in the soul,
And sings the tune without the word,
And never stops at all.”

These words greeted myself and 13 others as we began our weeklong immersion into all things Emily at Amherst College this past June. Before our introductory dinner, we all took turns sewing pages together to make our own facsimile in the style and method of Dickinson.

After Dickson died, hundreds of these facsimiles were found in her famous corner bedroom by her sister. These facsimiles and other scraps of papers contained snippets of lines, entire poems, or sometimes just fragmentary thoughts. Scholars have tried to piece them together but like any difficult puzzle, some pieces don't seem to fit.

The week consisted of study sessions and lectures followed by trips to various places that influenced Dickinson's work. We toured not only the Dickinson family homestead with a model of her iconic white dress and writing desk but also her brother's house that sat about 100 yards from Emily's. As we traveled through the Dickinson garden, lines of her poetry with botanical references were posted along the path.

We learned that this enigmatic writer, who most believe was a hermit, was in actuality a woman who lived a full and intellectual life. Though she rarely left Amherst and later in her life, her own room, Dickinson corresponded with a variety of people her entire life. These letters show Emily Dickinson as an individual and as a woman. She refers to the love of her dog, talks about baking recipes, and writes very sensual and emotional thoughts to an unknown someone known only as "Sir." Unfortunately, most of the letters she received were burnt at her request after her death. Interestingly, she only requested that the letters be burnt, not her poems. Again adding to the mystery that is Emily Dickinson.

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Music in the Air

One highlight of our summer was a special opportunity to be hosts to some of our friends and family. For many years we have subscribed to memberships offered by music organizations from The Toledo Symphony Orchestra to our current membership with The Ohio Valley Symphony Orchestra. The Ohio Valley Symphony Orchestra, within the past year, has organized a Woodwind Quintet. We have enjoyed listening to their music. On a slim chance they would agree, we asked if they would provide a Sunday afternoon concert at our home. Plans were for the musicians to play in our gazebo and guests would bring their lawn chairs and choose their place to sit on the lawn. The quintet members readily agreed! Of course, there were negatives to such a plan: rain, extreme heat, would anyone come. We did have a backup plan but, fortunately, it was not needed. August 3 came with a beautiful sunny afternoon, light breezes, beautiful butterflies and flowers in bloom. Scattered about our yard were fifty plus guests, who, by many responses indicated they thoroughly enjoyed the afternoon. And from the Woodwind Quintet, "We'll come back next year!"

