

# Gatherings

News from the College of Education

Vol. 13, No. 2  
Spring, 2000

## West Georgia Educational Technology Training Center

"My kids and I are all very excited about the things I have learned at InTech. I have enjoyed being able to actually use my computer in planning and implementing lessons. The kids have certainly loved the activities they have been doing and have come up with great ideas on their own about ways to get information on different subjects, books they could publish, and projects they want to do. They have also taught me about finding things on the Internet that we could use in our classroom. The group of teachers we sent here formed a very supportive network for sharing ideas and helping troubleshoot. The computer has become part of our classroom on a daily basis instead of a special activity. Now the kids had rather use it to publish a story or make a graph than to play a game. I am still amazed at the wealth of information available. Even though we use the computer more now than ever, I still feel like I don't use it enough and think about possible technology connections when planning lessons. Enthusiasm is beginning to spill over into other areas and classrooms and many teachers are interested in learning more."

Such is the typical response from classroom teachers when asked about the benefits of attending the INtegrating TEChnology in the Student Centered Classroom (InTech) professional development program offered by the West Georgia Educational Technology Training Center (ETTC).

The West Georgia ETTC is a collaborative endeavor between the College of Education at the State University of West Georgia and the Georgia



*Chapel Hill Elementary School's InTech Team, (left to right) Stacy, Dana, Madeline, Jamie, Vicki, and Hope on Day 7 of Training*

Department of Education. One of thirteen centers across the state, the West Georgia ETTC, which opened in September, 1998, serves the school districts of Carroll County, Carrollton City, Clayton County, Coweta County, Douglas County, Fayette County, Harralson County, Heard County, and Paulding County.

Since opening, the Center has provided InTech training to 428 K-12 teachers in the integration of technology into the teaching and learning process. This training is provided at the technology lab facility at the West Georgia ETTC located in the education center and through efforts to assist districts in providing redelivery training in InTech to their teachers. In addition to InTech training for teachers, the staff provides training for building and system administrators and district and building technical support personnel. The West Georgia ETTC also provides these districts with a software preview center that allows them to make informed choices for hardware and software purchases.

During its first year of operation, the West Georgia ETTC provided a major state-wide initiative in the evaluation of InTech. Through collaborative efforts with the Regional Education Technology Consortium, the ETTC staff developed and published through the Internet, an evaluation instrument for measuring the level of technology integration within the schools it serves. In addition to providing an assessment of the skills teachers develop during InTech, the ETTC has also adapted a Technology Basic Skills Checklist for teachers in the service area. This web-based assessment of technology skills also serves as the point of departure for targeted professional development within service area schools. Because the instrument provides a snapshot of individuals and schools, administrators can easily determine the professional development needs of their staffs and the ETTC can assist with the development and delivery program.

As a partner with the College of Education in Project TIME, the successful proposal under the US Department of Education's Preparing Tomorrow's



*Teresa (Arbor Station Elementary) and Nancy (Carrollton Elementary), an inspiration to us all*

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"In Celebration of Education" was the theme of the College of Education Convocation this year. We also chose in this issue of Gatherings to praise the accomplishments of many of our students and faculty. Through the outstanding work of these individuals and many others, every day children and adolescents in the schools of Georgia learn and expand their abilities to become productive citizens. We feel that it is essential to proclaim loudly and often the work of these competent, caring professionals who dedicate their lives to helping their students learn.

Unfortunately, almost every day the print and electronic media decry schools and publicize problems associated with young people. Journalists write and television broadcasts exposes about violence in schools, drug and alcohol abuse, and promiscuity and teen pregnancy, yet a small fraction of school students are involved in these misbehaviors. The media alleges that teachers are not teaching and students are not learning. They claim that colleges of education are inept, teachers are incompetent, and parents are irresponsible. The media gives teacher educators and teachers and administrators in schools failing grades when young people do not score high enough on annual pencil and paper tests.

In reality, though, teachers are the best they have ever been even though they daily are challenged with heterogeneous classes comprised of students for whom English is a second language, students with a diversity of special needs, and students who have been emotionally, physically, and sexually abused. Despite educational reforms *de jure* and mandates for changes from legislatures and school boards, teachers continuously are working to address these huge challenges and are making significant contributions to the learning of their students. Unfortunately, the media would rather accuse teachers for the so-called "youth problem" rather than take a hard and critical look at how significantly society has "tied their hands."

## Message from the Dean...

Dr. Angela Lumpkin  
Dean, College of Education



Seldom do school boards ask teachers what should be taught and how it should be taught to enhance student learning. Too often teachers must teach in ill-equipped classrooms and with inadequate instructional materials. Never do school boards and the media investigate and applaud the plethora of measures of student achievement, lapsing into a reliance on high stakes tests that fail to assess the comprehensiveness of students' progress. Only recently have schools in Georgia been allowed or encouraged (now mandated) to teach character education.

Most teachers and administrators care passionately about their students, or they would not work for less than adequate salaries, spend many, many hours working with students outside of classes on academic work and extracurricular activities, and commit themselves to lifelong learning and professional development. Most school teachers and administrators want to be held accountable for their work, but they want those sitting in judgment of them to objectively assess how well they and their students are doing. Most school teachers and administrators want parents to become more involved with their children's education and want communities to actively participate in making schools and society a safer haven for helping children achieve their potential.

## Technology Training Center

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Teachers to Use Technology grant program, the West Georgia ETTC provided almost \$70,000 in in-kind contributions to the project. The model classroom that mirrors the technology equipment found in a local school was provided by the Center. Eighteen members of the faculty from the Colleges of Education and Arts and Sciences participated in InTech training with K-12 teachers from supported schools. The ETTC loaned the first twelve professors completing that training laptops for their use in integrating technology into their courses. Finally, the ETTC provided InTech training for 25 interns during their

practicum experience during the spring semester.

In an effort to ensure the ability of new teachers to integrate technology into the teaching and learning process, last spring the West Georgia ETTC piloted a project



West Haralson Elementary InTech Team (left to right) Myra, Phyllis, Ann, Kim, and Tonya

that paired supervising teachers and their interns throughout the InTech experience. Deemed an overwhelming success in by participants, this pilot model was one feature in the proposal to secure federal funding to build the capacity of the College of Education to ensure the ability of new teachers to use available technology.

Future plans for the ETTC call for providing InTech training to all West Georgia education students during their internship semester during 2000-2001. With an average of 270 interns per year, this will require the ETTC to expand greatly over the next three months. This service, valued at almost \$300,000, can be

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Department of

## MEDIA AND INSTRUCTIONAL TECHNOLOGY

### Honor and Recognition Mark the Highlights of the Past Year for a Number of Former and Current Media and Instructional Technology Students

Clara Keith (M.Ed., Media, 1988) has worked with the Georgia Department of Education (DOE) since 1989 focusing on media services and educational technology, but she is spending this year in Washington, D.C. The United States Department of Education requested Keith's services from the Georgia DOE to work with the Office of Elementary and Secondary Education (OESE) in the area of educational technology. OESE believes that Keith's knowledge and expertise in state administration of educational technology programs, knowledge of effective practices in professional development in educational technology, and her experience in connecting the use of educational technology in classrooms with education reform will be invaluable in helping to coordinate improvements in these areas across the States. She will also work with OESE's in-house professional development team to inform and assist with professional development activities related to educational reform and technology. Keith is also serving a three-year term on the Southern Association of Colleges and Schools (SACS) Commission on Elementary and Middle Schools and the Georgia Committee.

What is 15" tall, furry, has traveled extensively and been seen and touched by thousands? A teddy bear! What started out as a small idea to promote reading turned into a huge success spanning across the United States from St. Thomas to Hawaii. Tony Pope (Ed.S., Media, 1994;

M.Ed., Media, 1991), media specialist at McHenry Primary School in Rome, Georgia, started the McHenry Book Bear Project in 1997. During the 1997-98 school year, McHenry Book Bear traveled over 20,000 miles as an ambassador for reading and promoter of geography. While he was gone, McHenry visited 35 separate schools in 35 states during his nine-month journey. He even visited Hawaii and saw Niagara Falls up close. By the time he returned in late May of 1998, students at McHenry School had surpassed the challenge to read 8,000 books and read over 24,000 books! In 1998-99, McHenrietta Book Bear traveled to 30 states continuing her brother's duties as reading ambassador. Plans are currently underway for *Book Bear Y2K* featuring RIC (Reading Is Cool) Bear who will not only promote reading and geography, but safety in schools and cultural awareness. For more about the Book Bear Program, visit the website at: HtmlResAnchor <http://www.floydboe.net/floyd/bookbear.html>

Under the leadership of Technology Director Bob Downs (M.Ed. student), a number of Sprayberry High School faculty including Kathy Nichols (Ed.S. student), Karen Spaeth (Ed. S., 1999), Martha Battle (Ed.S., 1999), Marcie Clark (Ed.S., 1999), Angela DeAngelo (M.Ed. student), Mike Harvey (Ed.S., 1999), and Rebecca Hauseman (M.Ed., 1999) have been busy working with the Career Connection to Teaching with Technology (CCTT) project. Sprayberry (Cobb County), along with five partner schools from across the United States, received a five-year, \$6.5 million U.S. Department of Education Technology Innovation grant to implement the project. The six school CCTT Consortium, in partnership with other organizations such as the Apple Learning Interchange and TIES (Technology and Information Educational Services),

proposed "to develop standards-based curriculum materials and deliver them to the educational community through integrated technologies." Guided by content experts from national curriculum organizations, teachers will learn to systematically and continuously create materials, assess the quality of the resources from the Internet, and use them effectively in the classroom. Additional information about the CCTT consortium and project is available at their website and learning interchange: HtmlResAnchor <http://www.cgli.net>.

Megan Harris (M.Ed. student) is a 1999 recipient of the Georgia Association of Instructional Technology's Goen-Sloan Scholarship. A GAIT member, she received a plaque and a \$500 scholarship during the Council of Media Organizations Annual

Conference award luncheon held on Jekyll Island in October, 1999. This is Harris' second year at Oakland Elementary (Henry County) as a third grade teacher. She is also the Yearbook advisor and editor at Oakland.

Central High School (Carroll County) selected media specialist Jan Hembree (Ed.S., 1995) as Teacher of the Year for 2000-2001. Hembree taught English for ten years before she became a media specialist in 1995.

Congratulations to these and other MIT students and graduates for the outstanding contributions they make to their schools and the profession!



Department of

**PHYSICAL EDUCATION AND RECREATION****Student Accomplishments**

In addition to their classes, physical education students are getting involved in collaborative research projects with department faculty members. **Ronnie Tatum** was recently awarded a grant from the Student Research Fund for the purpose of presenting a joint program in Elementary Health Education with **Dr. Terry O'Toole** at the 2000 Annual Convention of the Georgia Association of Health, Physical Education, Recreation, and Dance (GAHPERD). The State of Georgia requires that elementary classroom teachers deliver a 30-hour minimum of health instruction. Research presented will indicate many elementary classroom teachers find they do not have the time nor adequate preparation to deliver the required school health instruction. Implications and recommendations for improvement will be discussed. **Sandra Akins** will also be a co-presenter at the spring GAHPERD meeting along with O'Toole. Their program topic is Techniques for School Sexuality Education. Many educators feel uncomfortable or ill-prepared to deliver quality, competent sexuality education. The objective of their presentation is to provide health and physical educators age-appropriate, theory-driven techniques for the facilitation of quality sexuality education.

**Faculty Honor**

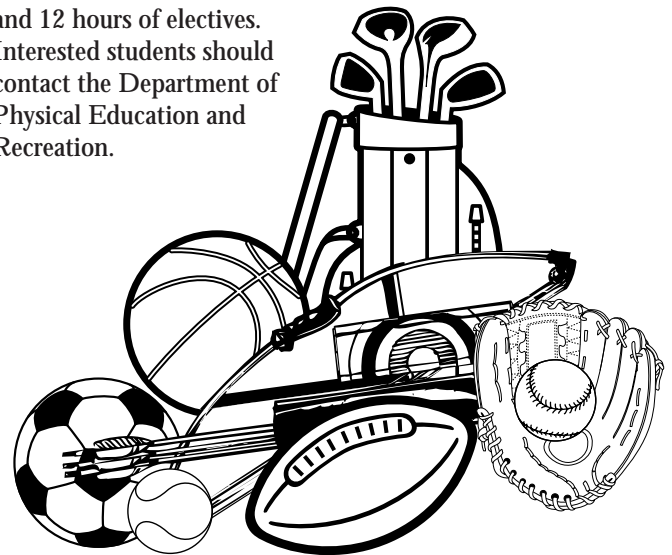
The most prestigious and cherished award that a faculty member can receive is one that comes from professional peers and is granted for having distinguished yourself in the profession. **Dr. Lynne P. Gaskin** was recently honored by the School of Health and Human Performance at the University of North Carolina, Greensboro, her alma mater. Gaskin was the recipient of the Ethel Martus Lawther Award that is given to honor/recognize outstanding alumni who have made significant contributions through scholarship, leadership, or service. Gaskin was acknowledged as "an innovative teacher who has consistently earned the respect and admiration of her students. Her research and writing, particularly on law and its implications for physical activity and sport, where she is a recognized authority, have made significant contributions to the field." We congratulate Gaskin on her award and are extremely pleased to have her as a faculty member in our Department.

**Students Respond to WebCT**

In a recent survey, completed by **Dr. Barbara Mc Kenzie**, personal wellness and sport management students (N=70) enrolled in physical education classes at West Georgia reported a high degree of satisfaction with their experiences using WebCt in conjunction with their classes. Students were provided opportunities in a WebCt environment to access notes from class presentations and outside speakers, communicate via email to classmates and the instructor, obtain bulletin board assignments, exchange information, access study guides, and view a class calendar. Survey results indicated that 68% of these students had never used WebCT or had only minor exposure. Nearly 86% of the participating students utilized the WebCT option and 89% reported that WebCt enhanced the class. When asked about future use, 91% endorsed the continued use of WebCt. Mc Kenzie plans to expand opportunities for students and work closely with other faculty in developing this teaching format.

**Sport Management Option**

It's official! The new sport management option has received final approval and will be officially implemented beginning in fall of 2000. Students pursuing this option will receive training in preparation for professional employment in a variety of sport related venues. Included are positions in sport administration with college or professional teams, sport program director, sport arena operations, sport and nonsport event planning, and a variety of other sport-related positions. This is a popular program of study at many other institutions, and West Georgia student interest in the program has been strong with a large number of inquiries. Many West Georgia students anticipated the program's approval and have already begun to satisfy course requirements for the program. The junior/senior year will include 36 hours in sport management courses, 12 hours in business related coursework, and 12 hours of electives. Interested students should contact the Department of Physical Education and Recreation.



Department of  
**SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY**

**Linda Castellanos Develops Publications Skills of Students**

Linda Castellanos, a student in our Ed.S. Interrelated program, has been very successful in helping the students in her classroom at Pepperell Elementary School become "published" authors. Students in her classes write at least two books per year that are published through the school's publishing company. Two copies of each book are bound. One copy is given as a Christmas gift or as a gift for a parent or guardian. The second copy is donated to the school library, which makes it available to others who might like to check it out for reading.

Children write their rough drafts either by hand or with assistance of a laptop word processor. Eventually, final drafts are typed. Children are involved in the entire process - from writing the rough draft through editing, separating the story into book pages, illustrating their work if they choose and writing an "About the Author" blurb for their books. Castellanos stated that she has a very able assistant to work with her children in the editing process. Margaret Blake, who is 89 years old, comes in every week to patiently work with individual children as they edit their work.

Children benefit in so many ways from this experience. Castellanos states that this activity improves her students' reading skills, makes them more conscious of their spelling skills, and enables them to feel good about themselves as writers. Each student has a chance to share his/her book at a Writer's Reception. Children throughout the school are invited to attend the reception to hear stories read by the children.

The idea for providing this experience for her students came from Castellanos'



experience in having one of her books published, *A Baby in Her Pouch*, a story about adoption and foster care.

**Graduate in Doctoral Program**

Raquel S. Pottinger-Bird completed her Ed.S. in Early Childhood Education and her endorsement in Gifted Education at the State University of West Georgia. She is currently enrolled in a Ph.D.



program in Language and Literacy at Georgia State University. Because of her outstanding work at Georgia State, Raquel was recently awarded membership in Pi Lambda Theta, an education honors fraternity.

Pottinger-Bird stated that the training she received in her Gifted Education classes enabled her to design and facilitate various gifted education programs within the Metro-Atlanta area. Recently she designed and facilitated Saturday School classes for gifted learners at Georgia State University. The Creative Problem Solving Model that she learned from Dr. Karen Lee is used with her students to experience real-world simulations via technology.

**Dr. Debra Dwight Joins Faculty**

In January, 2000, Dr. Debra Dwight rejoined the Department to work in the Speech-Language Pathology program. Dwight is not new to our campus. She taught in the department full-time in the early 1990's prior to her going to the West Georgia RESA as a school improvement specialist.



However, while at WG RESA, Dwight continued to teach at least one course for us each semester. We are so pleased that Dwight has returned to West Georgia as a full-time faculty member. Her expertise in speech and language acquisition, linguistic and cognitive development, and organic communication disorders will certainly

strengthen our speech-language pathology program.

Dwight completed all of her college work in Alabama. She received her Ed.D. in Special Education/Speech Pathology from the University of Alabama.

**Lisa Harrison Now at Georgia Department of Education**

Lisa Harrison, a 1995 graduate our master's program in Mental Retardation, is now a Consultant to the Division of Exceptional Students at the Georgia Department of Education. Her specialty is in mild intellectual disabilities. Prior to joining the Georgia Department of Education, Harrison taught for 14 years as a special education classroom teacher in California, DeKalb County, and Gwinnett County.

Harrison took this position for several reasons. But, one of the major ones was that she believed it would give her an opportunity to broaden her perspective relative to statewide special education issues. This indeed is happening. However, she stated that she misses the direct, daily contact with students.

Among the honors and awards that she has received, these are the ones that she identified as being most important to her: Two Community Service Awards and a Partners in Education Award.

**Speech Pathologist Receives Honor**

Alexandra E. Doler, Speech Pathologist at Jefferson Parkway Elementary School, was selected by Coweta County Schools as Special Education Teacher of the Year. Doler is currently a student in Speech-Language Pathology's master's program. As a Speech Pathologist, Doler works with over 50 children ages three to fifteen. Doler stated that her master's program has been most important in assisting her in the further development of the knowledge and skills needed to work with such a diverse group of pupils, their parents and her fellow teachers.

Department of

## COUNSELING AND EDUCATIONAL PSYCHOLOGY

## Chi Sigma Iota Christmas Project - A Very Merry Christmas

This Christmas the Gamma Zeta chapter of Chi Sigma Iota (CSI), the local chapter of the international counseling honorary society, adopted a family through the Carrollton City Schools. The adopted family consisted of a single mom and three little girls age 5, 3, and 2. The family was in need of clothes and toys for the girls for Christmas and supplied chapter leaders with a wish/needs list through the school social worker.

A call went out to College of Education faculty, staff, and administration; Student Development staff; and Gamma Zeta chapter members for donations of cash and/or toys and clothes. The response was overwhelming. More than \$500 in gifts and money was collected, and several people donated significant amounts of personal time working on the project.

What a delight it was to shop for toys and clothes for the three little ones. In addition to what was requested, Gamma Zeta was also able to donate used furniture, household items (the family had just moved into their new rental house and had no furniture or household goods), and food, along with some small personal gifts for the mother. But the biggest delight was the opportunity for those involved to meet the family and realize how much these gifts meant to them.

This whole project was possible due to the overwhelming generosity of our university community and the dedicated efforts of Gamma Zeta members who collected money, donated and moved furniture, put together bicycles, and shopped for the adopted family. Special thanks go to Charles and Lisa Hicks, Shaun Oehlerts, and Stacy Jaynes who donated many hours of their time to the project.

Adoption of a family for Christmas was the brainchild of the executive committee of Gamma Zeta that consists



of the officers and faculty advisor. **Melody Pennington** (president), **Stacy Jaynes** (president-elect), **Julie Penland** (secretary), and **Dr. Rebecca Stanard** (faculty advisor) decided to pursue this project because they believed it to be consistent with the mission of CSI: "the pursuit of personal excellence." It is through activities like this project that personal values are put into action for the benefit of both self and others bringing honor to the profession, the organization, and the institution. It transcends self-aggrandizement, and pursuit of interests for personal benefit alone.

The project was nominated for a national award at the CSI annual meeting and awards day on March 22, 2000 held in Washington, D.C. in conjunction with the American Counseling Association World Conference. The chapter leaders chose to nominate the project because of their firm belief that it exemplifies the highest ideals of the organization.

Gamma Zeta chapter of Chi Sigma Iota was formed at the State University of West Georgia in 1997 through the efforts of interested CEPD students and Stanard. Chi Sigma Iota was established in 1985 at Ohio University as an international honor society for counselors-in-training, counselor educators, and professional

counselors. The mission of the organization is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Membership is open to both students and graduates of counselor education programs who have completed at least one semester of full-time graduate coursework in a counseling program, have earned a grade point average of 3.5 or better on a 4.0 system, and have been recommended for membership in CSI by the chapter. It is also open to professional members whose identity

is as professional counselors including evidence of a state or national credential as a professional counselor. Gamma Zeta currently has approximately 50 members. Invitations to join the organization are sent every term to those students who are eligible. For more information about CSI you may visit their website at <http://www.csi-net.org>. More pictures of the Christmas project are also posted on Stanard's webpage at <http://www.westga.edu/~rstanard>.



Department of

**CURRICULUM AND INSTRUCTION****New Undergraduate Programs for Fall 2000!**

The undergraduate programs in Early Childhood Education and Middle Grades Education have recently been approved by the State University of West Georgia Faculty Senate. These two programs were revised by the C&I faculty to meet the mandated principles by the Georgia Board of Regents for teacher education programs. The Early Childhood Education (ECED) program will have a 12 semester-hour concentration in Mathematics and a 12 semester-hour concentration in Reading within the professional sequence of courses. The Middle Grades Education (MGED) program will have a sequential arrangement of "blocked" courses that incorporates professional education courses, field experiences in public schools, and content concentration courses. Each of these concentration options includes 30 semester hours of content courses.

The State University of West Georgia Faculty Senate also has approved the professional sequence of secondary education courses. This sequence of courses provides 29 to 30 semester hours of professional education courses that lead to grades 7-12 certification.

**Our Students Shine!**

**Justin Robert Barlow** was the student nominee for the State University of West Georgia 2000 Academic Recognition Day. His g.p.a. of 3.98 and his outstanding service to campus and community organizations were influential factors in his nomination.

**Freddy Perry** was the commencement speaker at the December graduation. He is now teaching at Marietta High School. His dream is to provide a home for other children from war torn countries and give them the same chances he had to "live the American dream."

**Shenita Webb, Karen Lograon, Tiffanie Williams, and Marissa Ogando**, all undergraduate middle grades majors, will be receiving Minority Achievement Awards for Academic Achievement on February 29, 2000.

**Our Graduates Make A Difference!**

**Vicki Jacobs (M.Ed. 1990)**, a fifth grade teacher at McGarrah Elementary in Morrow, GA, recently received notification that she met all requirements of the National Board for Professional Teaching Standards (NBPTS). President Clinton, in his 1997 and 1998 State of the Union addresses, recognized this achievement as a symbol of teaching excellence.

At the Georgia Middle School Association Conference, Arnall Middle School teachers in Newnan, Georgia, were

recognized as Georgia Region One Middle Grades Team of the Year. Three of the four Alpha Omega team members **Ruth Ann Easler, Cythina Roberton, Manda Woodward** and their Assistant Principal, Debra Ford, had multiple degree and certification connections with the University of West Georgia.

**Happenings....**

**Dr. Judy Butler** has been selected by the Georgia Board of Regents to participate in the University System of Georgia's summer 2000 faculty development seminar to the Czech Republic. The purpose of the seminar is to enable participants to integrate international perspectives into the classroom, the curriculum, and the campus. Also, she has been selected as the Georgia Director of PROJECT CITIZEN and will be attending the annual meeting of the National Conference of State Legislatures in Chicago this summer as the representative from Georgia.

**Dr. Letty Bridges** and **Dr. Genell Hooper Harris** are currently conducting a survey of 500 K-5 teachers in Georgia entitled Preparing Teachers to Teach K-5 Science. The survey explores the degree in which teachers feel prepared to teach K-5 science, the degree to which they are using the science QCCs and their needs associated with teaching science and the science QCCs. From this we hope to learn how to better prepare teachers for K-5 science instruction. The research project was funded through a grant from the P-16/STEP grants.

**Dr. Mae Wlazlinski** and **Dr. Genell Hooper Harris** each received one of six laptop computers given to faculty whose online course design was selected from a pool of approximately 25 campus participants. Dr. Harris' design was a K-5 online and face-to-face course that has teachers participating in and designing web and problem-based science investigations. The teachers will choose a current web project for their classroom, establish objectives, align the project with QCC and NSES standards and commence their investigation. The teachers' students will collect and exchange data with schools from around the globe. Teachers will communicate via email with the instructor and scientists who have agreed to serve as email science authorities. Teachers will come to campus 3-4 times during the semester. For a culminating project, the teachers will design a future problem-based science project where they serve as host, as well as an active participant.

**Dr. Gwen McAlpine** co-presented the KidReach Online Reading Center with four middle school teachers to the GA Council of Teachers of English conference at Callaway Gardens. Also, she is on the executive board for GCTE and edited the winter issue of the GCTE journal "Connections," which features a column by **Dr. Peter Morgan** (English).

**Dr. John Myers** has been elected to a three-year term (2000-2003) on the Steering Committee of the Georgia Middle School Association and has also been named President-Elect for the Georgia Professors of Middle Level Education.

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Department of

## EDUCATIONAL LEADERSHIP AND PROFESSIONAL STUDIES

**Initial Internship**

The Department of Educational Leadership and Professional Studies (ELPS) offers two choices for currently enrolled students wishing to complete their initial internship in school leadership. These choices offer flexibility to all of our students who have enrolled prior to Summer 2000. They may elect to take EDLE 6390 as a 3 graduate credit course to satisfy their internship requirement or they may enroll in EDLE 6388 as a 1 graduate credit course. Choosing the latter requires students to register for the course in each of their last three semesters.

By offering the above choices, the ELPS department is responding to diverse student needs. While we believe strongly in the advantages of a year-long internship and are consequently requiring it for all newly admitted students, the flexibility of continuing to offer the one semester option to currently enrolled students will go far toward meeting the diverse needs of all students. Students who have questions regarding the initial internship should contact their ELPS advisor.

**Building Administrative Awareness for Hearing Impaired Education**

Crissie Dawson was in the first grade when she suffered a tremendous loss – her hearing. Doctors haven't determined the cause of her hearing loss, but some believe it is genetic since her younger sister is also deaf. Dawson was six years old at the time and had developed a normal vocabulary. A hearing aid allowed her to hear only muffled sounds. For the most part, her world was silenced. Signing and reading lips, which only took her two weeks to learn, became her new communication vehicles. Though she could still talk, signing soon became an important part of her life.

She confessed, "I used to be shy, I didn't do much in junior high school or high school. I wanted to be like everyone else, and I wanted to be accepted. I tried very hard to be like them. But there were certain cliques of friends and I didn't fit in. I don't know if it was so much because I couldn't hear or that I was just a very shy person."

It wasn't until Dawson started college that she used an interpreter, which was initially uncomfortable for her. "I wanted to be accepted, and I thought if I took an interpreter with me everywhere, I couldn't be. I thought, 'I went through 12 years of school without one, so why start now?' So I sat on the front row and got everything I needed. On the first day of a class, I always told the professor about my problem. And I had friends from high school who would take notes for me using carbon paper."

Not only has Dawson overcome her handicap in order to succeed in Graduate School, she'd quickly learned how to survive in the job world. One of the very special events in her life was when she entered and won the Miss Deaf Tennessee pageant. All the familiar elements of a beauty pageant were there – the contestants in sequined evening gowns, the judges, and the admiring audience. But when Dawson walked down the runway as the winner, wearing the crown and carrying the customary bouquet of roses, she couldn't hear the crowd's applause. She admits, "Even though Marty Browning [a teacher at Orange Grove Center in Chattanooga] said I had a good chance of winning, I didn't really believe it. I wasn't confident enough."

Dawson's message for the deaf, as well as the hearing, is one she feels very strongly about. "Get up and get busy. There are plenty of things deaf people can do. I know some deaf people who sit around and feel sorry for themselves, but they're wrong. Life's too short to feel sorry for yourself. I don't have any sympathy for people like that."

A special education teacher at LaFayette High School in Walker County, Georgia, Dawson aspires to hold a position as an administrator, perhaps as a special education director, one day. She stated, "The administrative area has always been intriguing to me..." Of great benefit to her and her students has been an increased understanding of the laws and policies regarding students with special needs. "I want to be able to look back and see that I did my best to help people. I want things to be better when I'm through."

**Sandra Hansen, Assistant Principal, Eagle's Landing Middle School**

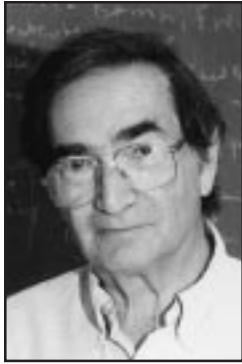
Sandra Hansen explains, "I am a firm believer in 'everything I ever really needed to know I learned in kindergarten.' However, the knowledge, practice, and experiences I have gained in higher education have helped me to take the simplicity of the things that I learned in kindergarten and apply them to the complexity of my 'grown up world' of work."

Her "grown up world" of work is complicated, and she is amazed and humbled by the various hats she has to don from one day to the next. A once upon-a-time English teacher, she managed to earn a master's degree in Educational Leadership at West Georgia and is currently finishing her specialist's degree while working full-time. Hansen's grown up world of work has been also complicated by the challenges of raising three children and training and completing a marathon run. Although these challenges were daunting, the simple coping skills learned in kindergarten have helped her survive the complexities of adulthood along with the rigorous career as a middle school assistant principal.

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## College of Education's Convocation Held on April 13 and 14

The faculty of the State University of West Georgia's College of Education recognized their outstanding students on



Thursday, April 13, 2000 at its annual Convocation. The ceremony was held in the Education Center beginning at 7:00 p.m. Presenting the Fulbright Lecture for this year's event was Dr. David Purpel from the University of North

Carolina at Greensboro. Among Dr. Purpel's books is his most recent work entitled *Social Justice*. Dr. Purpel's presentation was entitled "Teaching as a Vocation."

The Convocation program continued Friday, April 14, with a full day of presentations, a variety of professional development opportunities, and an educational technology exposition. All of the day's activities were held in the Education Center on the West Georgia campus. The overall theme for the two-day event was "A Celebration of Education." All of the activities both days were open to all educators, College of Education faculty, and both undergraduate and graduate students in the College of Education.

Friday's schedule began with a complimentary breakfast at 8:00 a.m. The general session speaker at 8:30 a.m. was Dr. Barbara Christmas, Executive Vice President of the Professional Association of Georgia Educators. Special interest group sessions were held from 9:30 a.m. until 12:00 noon.

Presenters for this year's program included teachers, counselors, and administrators from various local school systems, West Georgia faculty, and UWG College of Education students.

A complimentary lunch was provided for all participants and presenters at noon. The luncheon speaker at 12:30 p.m. was Dr. James Kelley, Southeast Regional Director for Strategic Educational Relations for Apple Computers. Kelley, a former teacher, principal and Assistant Commissioner for Education in Tennessee, received his doctorate at the Peabody College of Education, Vanderbilt University.

Kelley's address focused on the new technologies available to educators. Prior to his presentation, representatives from Apple conducted demonstrations in areas such as wireless networking, quick-time video reality, and digital video editing.

## College of Education Student Honorees

At the April 5 University Honors Day, the following students received College of Education Awards for Academic Excellence in their respective majors:

Business Education: Rachel M. Foster and Shayna C. Ballew  
 Early Childhood Education: Susan L. Mayes  
 Early Childhood Education (Dalton): Laura Diane Hodgkins  
 Middle Grades Education: Lisa Victoria Woodlee  
 Physical Education: Heather Singleton  
 Recreation: Roxanne Davenport  
 Secondary Social Science: Freddy Perry  
 Secondary Science Education: Jamie Glenmon  
 Special Education: Claudia Jones  
 Speech-Language Pathology: Lena Freeman

At its April 13 Convocation, the College of Education recognized several of its outstanding students with the following awards:

### Department of Curriculum and Instruction

Outstanding Master of Education Student in Early Childhood Education: Nancy S. Sweat  
 Outstanding Specialist in Education Student in Early Childhood Education: Cynthia Diane Mullins  
 Outstanding Master of Education Student in Middle Grades Education: Yvonne Rea-Cork  
 Outstanding Specialist in Education Student in Middle Grades Education: Laura H. Lowery  
 Outstanding Master of Education Student in Reading Education: Tracey C. Seymour

Outstanding Master of Education Student in Secondary Education: Dennis E. Willingham  
 Outstanding Specialist in Education Student in Secondary Education: Clemmie B. Whatley  
 Outstanding Undergraduate Student in Early Childhood Education: Monica Rose Hardin  
 Outstanding Undergraduate Student in Middle Grades Education: Jennifer J. Camp  
**Dalton External Degree Program**  
 Leadership in a Cohort Group: Alisa Kaye Camp  
**Department of Educational Leadership and Professional Studies**  
 Outstanding Master of Education Student in Educational Leadership: Lisa Hogan  
**Department of Media and Instructional Technology**  
 Outstanding Master of Education Student in Media: Elizabeth Nan Lanford  
 Outstanding Specialist in Education Student in Media: Beth T. Finnegan  
 Most Outstanding Specialist in Education Paper in Media: Thomas A. Beggs  
**Department of Physical Education and Recreation**  
 Most Promising Physical Education Major: Andrea Garner  
 NASPE Outstanding Major of the Year: Chris Smith  
 Most Outstanding Master of Education Student in Physical Education: Ronnie Tatum and Michael Eidson  
 Most Outstanding Specialist in Education Student in Physical Education: Kimberly April Barton  
 Spirit of Recreation: Rhett C. Duren

Department of Special Education and Speech-Language Pathology  
 Outstanding GPA in Special Education: Linda Hotaling  
 Outstanding GPA in Speech-Language Pathology: John Rakestraw  
 Outstanding Field Experience in Special Education: Kathleen O'Hara-Rosa  
 Outstanding Field Experience in Speech-Language Pathology: Josee Waller  
 Outstanding Leadership in Special Education: Ashley Dixon and Tracy Holt  
 Outstanding Leadership in Speech-Language Pathology: Emily Vann  
 Suzanne Cobb Award: Kathryn Morris  
 Malcolm Flanagan Award: Shannon Wheat

**College of Education Recognizes Exemplary Mentors/Supervising Teachers**

The College of Education recognized seven "Exemplary Mentors/Supervising Teachers" with awards on April 13. During the presentation, which occurred as part of the College of Education Convocation, these teachers were praised for their work with interns. The honorees, their teaching specialties, and their schools are listed below:

Early Childhood Education ..... Kim Robertson – Coweta County  
 Early Childhood Education – Dalton ..... Deana Jones – Catoosa County  
 Middle Grades Education .... Ruth Ann Easler – Coweta County  
 Physical Education ..... Robert Smith – Coweta County  
 Special Education ..... Fran Brooks – Cobb County  
 Speech-Language Pathology .. Shandell Woods – Coweta County

Exemplary Mentor/  
 District Liaison Award ..... Nelda Boren – Coweta County

**College of Education Announces Scholarship Recipients**

At its Convocation on April 13, the College of Education announced the recipients of its 2000-2001 scholarships. The students include:

Scholarships	Recipients
Pearl Nix.....	Christy Varnadore
Leona Ingram.....	Deborah Y. Bradley-Edwards
Hugh McTeer.....	Kirsten M. Brown
Sadie Morrow Hughes.....	Kelly Anne Overton
Dag Folger.....	Haley Adrian Smith
Pilot Club.....	Patricia G. Evans
Annie Bell Weaver.....	Colleen S.C.B. Delaney
Priscilla Bennett Family.....	Deborah Ellington Ellis
Dot McNabb.....	Kelly Anne Overton
Robert Reeves.....	Andrea Garner
Connie Wright Gunter.....	Apryl Kathe
Mary White Davidson.....	Tracey H. Hagin
Dr. Prentice L. Gott.....	Benterah C. Morton
Joe McGiboney.....	Michael C. Low
Bernice Freeman.....	Portia Y. Nunnally
Thomas W. Sills.....	Kelly D. Dollar
John Pershing Memorial.....	Monica C. Williams
Carrollton Civitan.....	Stephanie D. Edmondson
	Edwanda J. Landrum
George Colyer.....	Sarah Rebecca Wooten
David Dugan.....	Elizabeth July Cosper
	Shondonette P. Pitts

**Technology Training Center**

*Continued from page 2*

provided to the College of Education for less than \$70,000. Students will receive InTech training and the course materials at no additional tuition or fees. This value-added program will help ensure West Georgia graduates are some of the best-prepared new teachers in the state.

A truly collaborative endeavor, the West Georgia ETTC receives space, telecommunications connectivity, infrastructure support, and the Director's position from the College of Education. Through a contract with the Georgia Department of Education, the Center is provided personal services funding for an Instructional Specialist, a Technology Support Specialist, and a Registrar, a supply budget, and funding for technology

equipment and peripherals. Teachers and schools using the services of the West Georgia ETTC are charged a nominal fee to cover the cost of materials and expendable items used during their 50-hour programs. To cover the additional costs of maintaining operations, the West Georgia ETTC collaborates with local schools and districts to provide services to grant projects involving classroom teachers and the applications of technology to the teaching and learning process. Such collaboration with local schools has allowed the ETTC to expand operations and hire a part-time instructor, thus increasing its capacity.

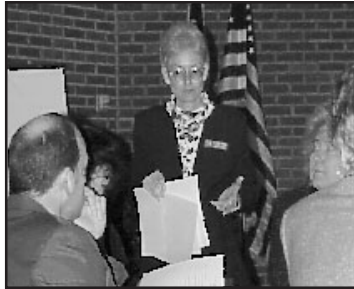
By providing professional development and technical assistance to the area's schools, teachers, and administrators, the West Georgia ETTC is a partner in the school improvement process in this area.

## West Georgia's Collaborative Schools Initiative

The College of Education, based on several years working with six schools in a Professional Development School model in the spring of 1999, began a transition into a Collaborative Schools model. Informing this change were multiple recommendations from members of departmental and College advisory committees in which teachers, counselors, and administrators shared their needs for assistance in the schools and offered their expertise in helping the College improve its programs. There also was a need to involve a greater number of faculty in the College of Education, as well as those in other colleges.

In the spring of 1999, the College invited representatives from schools where it places interns and students for practicums to an open discussion about its aspirations to establish collaborative schools arrangements. While schools in a wide geographical region welcome. West Georgia students into their classrooms, they were eager to have an expanded role in the mentoring of these students. The schools wanted university faculty to assist them in their professional growth and to assist them in addressing curricular and instructional issues. Teachers in schools were willing to participate with university faculty in research projects that could help them improve their schools and enhance student learning. School personnel appreciated the opportunity to share the realities of schools of today as well as were eager to offer their expertise, with open communication being the key.

The sharing that occurred in the invitational session led to the establishment of formal collaborative projects with 17 schools in 7 districts during 1999-2000. Current members of our Collaboration Schools Initiative include: Bay Springs Middle School, Bowdon High School, Central Elementary School, Central Middle School, Crossroads Academy, Roopville Elementary School, Sand Hill Elementary School, Temple Elementary School, and Villa Rica Elementary School in Carroll County; Carrollton Elementary School, Carrollton Junior High School, and Carrollton High School; Newnan Crossing Elementary School in Coweta County; Douglas County; Paulding County; Polk County; and Rome City. In the fall of 1999, West Georgia faculties in all three colleges were surveyed to identify their areas of expertise for possible staff development workshops and for their research interests. Teachers in all Collaborative Schools completed surveys to identify their interests in staff development and for areas in which they would like to work with university faculty on projects. In school visits throughout the academic year, this information was shared, teachers and faculty were partnered, and assistance was offered. It is noteworthy that each of the 17 schools working with one or more university partners has developed a project unique to its needs and aspirations. The



*Initial Collaborative Schools Meeting in April of 1999*

breadth and variety of these initiatives attests to the rich diversity of schools. In addition to these projects, through the West Georgia P-16 Council and Standards-based Teacher Education Project, another over 50 collaborations have begun.

In the spring of 2000, other schools were invited to join while the continuing partners shared their work for the year and plans for the future. Goals for the Collaborative Schools Initiative include (1) to involve all districts where West Georgia places interns and practicum students in projects chosen by school personnel; (2) to involve most College of Education and several faculty from the College of Arts and Sciences and the Richards College of Business in these collaborative projects; (3) to collaborate with schools to help newly-hired teachers make a smooth and successful transition into their positions; and (4) to help continuing professionals grow and develop through staff development and graduate study.

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### Educational Leadership

*Continued from page 8*

#### Educational Leadership Alumni and Students in the News

**Daniel Carter**, a graduating Ed.S. student in Administration and Supervision, became the principal of the alternative school in Catoosa County, Georgia.

**Mark Marshall**, who completed his Ed.S. in Administration and Supervision when West Georgia was still a college, is completing his first year as principal of Fairfield High School in Alabama.

**Mike Stanton**, the principal of Dalton High School in Dalton, Georgia, who is an alumni of our M.Ed. and Ed.S. programs, is among the latest recipients of the 1999 Milken Foundation National Educator Award.

**Kimberly Wiley**, last year's winner of the Edwin M. Blue Scholarship, is now an Assistant Principal in the DeKalb County School System.

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## Curriculum and Instruction

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Dr. Frank Orr is one of the recipients of the 1999-2000 Board of Regents' Distinguished Professors Grant. This grant was awarded to a collaborative group of professors from the College of Arts and Sciences and the College of Education. The focus of the grant is a model outdoor classroom integrating science education with geochemistry and ecology. The program involves a multidisciplinary, technology infused, vertically integrated learning environment that combines pre-service and in-service teacher preparation with undergraduate and graduate research in the contaminated Buffalo Creek Watershed. One of the consequences of the grant is the establishment of a Teaching & Learning Center for faculty to exchange ideas in a seminar format.

Dr. John F. vonEschenbach directed the 23<sup>rd</sup> Annual Conference of the Eastern Educational Research Association as the organization's president. The conference was held in Clearwater Beach, Florida, and hosted 315 presenters who shared their educational research in either paper sessions, focused discussions, or symposia arrangements. The theme of this conference was "School Violence."



Dr. Mae L. Wlazlinski is the recipient of the Beverly Benson Travel Award from Georgia TESOL to attend the International TESOL Conference in Vancouver, British Columbia, Canada, March 14-19, 2000. Also, her article: A Non-native English Teacher Educator's Response to Prevailing Sociocultural Conditions — Implications for TESOL Education Programs will appear in the provisionally titled book, "Research and Practice in Language Teacher Education," to be published by Cambridge University Press.

UWG faculty and students participating at a Georgia Middle School Association Conference action lab for pre-service students included Dr. Bob Hilliard (facilitator), Dr. John Myers (preparing for the interview), Dr. Frank Orr, Terrie Kielborn (instructional technology to enhance the integration of math and science for middle grades), and Dr. Diane Boothe. Dr. Boothe facilitated multi-cultural lesson demonstrations which were made by UWG students: David Morrison, Heather Moody, Tammy Hughes, Sandra Hopkins, Kelly Cochran, Annette Turley, Sharee Strobridge, Leisha Sauls, William Fettig, Mechelle Fierson, and Kelly Reach.

Dr. Diane Boothe was elected to the Chair-elect office of the Higher Education Interest Section for TESOL International.