

# GATHERINGS

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## College of Education Convocation

### John Novak Gives Fifth Annual Fulbright Lecture

On Thursday April 11, 2002 the College of Education hosted its annual Honors Convocation. This year's Fulbright Lecture was given by Dr. John M. Novak, Professor of Education and former Chair of the Department of Graduate and Undergraduate Studies in Education at Brock University, St. Catharines, Canada.

Dr. Novak received an academic scholarship and completed his undergraduate degree in Philosophy at Ohio University. His master's degree was in Education and he received teacher certification from Western Carolina University. His doctoral work included studies in psychological and social foundations of education



John Novak

at the University of Florida. As a public school teacher in North Carolina, Washington State, and the Virgin Islands, his teaching included work with pre-school to high school students. In higher education, Dr. Novak won various teacher awards, including twice being named "Teacher of the Year" at Brock University. He has been elected Chair of the University Faculty Board at Brock University and has also served as a member of Brock's Board of Trustees.

As an active writer and speaker, Dr. Novak has written and edited numerous chapters in academic books and journals presented at educational, philosophical, and psychological conferences, and

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### Michael McKenna Gives Keynote Address

Convocation for the College of Education took place on April 12, 2002. The keynote address was given by Dr. Michael McKenna followed by break out sessions focusing on reading issues.

Dr. McKenna is Professor of Reading in the Department of Early Childhood Education and Reading at Georgia Southern University. He earned his bachelor of science, bachelor of arts, and masters degree from the University of Arkansas. Dr. McKenna received his master of education and doctorate degree from the University of Missouri. He has authored

numerous books and articles concerning literacy education. His research interests include children's attitudes toward reading, writing, and content area literacy. Dr. McKenna may be most well know as the co-author of "The Elementary Reading Attitude Survey" and the "Writing Attitude Survey" both of which depict the popular Garfield cartoon character.



Michael McKenna

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## Professional Development in “Healthy” vs. “Unhealthy” Districts: Top Ten characteristics Based on Research

This project reflects the culmination of five years research in school improvement. Jon Marshall, ELPE, and Ruie Pritchard, NCSU, investigated the characteristics of involvement in professional development at the district level. As part of a larger study, this research examined the professional development activities in school districts in relation to overall district health and student achievement. Questions asked were: How do healthy and unhealthy districts differ in their approaches to professional development? What is the relation between district health and student achievement? District health was defined within the context of a culture of pride and a climate of success.

While confirming some of the assumptions about what makes effective professional development, this study provided research-based evidence for what

districts can do to ensure district-wide impact and to bring about sustained change. Furthermore, it illustrates the close association of district health, staff development practices, and student achievement. A sampling of the differences found between districts was that in healthy districts staff development was based primarily on defined district purposes and secondarily on individual choice, while in unhealthy districts it was based primarily on individual choice. Another finding was that staff development in healthy districts was based on assessment of district needs driven by the district purpose while in unhealthy districts it was based on surveys of teachers' interests and perceived needs.

Student achievement was assessed through written essays collected at grades 4, 8, and 11. There was no difference in mean scores between health and

unhealthy districts at grade 4. However, there were significant differences at both grade 8 and 11 with the students in the healthy districts achieving substantially higher mean scores than the students in the unhealthy districts.

This study establishes important linkages between district health, staff development policies and practices, and student achievement.

These results reflected extensive study of 18 school districts across the nation. The healthy districts included approximately 27% minority and the unhealthy districts about 24% minority.

The original paper was presented at Eastern Educational Research Association receiving the Distinguished Paper Award for 2001. The revised paper has been accepted for publication in a forthcoming issue of *School Leadership and Management*.

### Collaborating with Crossroads Academy

For the third year in a row, College of Education students are serving as mentors for students attending Carroll County's Alternative School, Crossroad Academy. Crossroads Academy is a 6-12th grade alternative public school that serves students who have volunteered or have been referred to the program for severe misconduct. Behaviors warranting referrals to Crossroads include: illegal activity, repeated school discipline problems, and unsafe personal or external behavior. The mentoring program was started by Drs. Jill Mizell and Donna Harkins in 1999 with the goal of providing assistance to a local area school while augmenting the field experiencing of West Georgia students. The program has been a great success and over 50 students have been mentored since the program began. The State University of West Georgia has a paramount responsibility to prepare teachers that can help all students learn. Gaining experiences with non-traditional students in non-traditional settings can promote cognitive and affect development in areas related to facilitating learning and development among at-risk students.

### TESOL



*Diane Boothe*

The international education association, Teachers of English to Speakers of Other Languages, Inc. (TESOL), headquartered in Alexandria, Virginia, has more than 14,000 members. Its mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting individuals' language rights. TESOL articulates and advances standards for professional preparation, continuing education, and student programs; links groups worldwide to enhance communication among language specialists; produces high-quality programs, services, and products; and promotes advocacy to further the profession.

The goals of the Higher Education Interest Section are to promote recognition of ESL as an established academic discipline; to promote professional standards and practices among ESL professionals in higher education.

## New Economic Education Initiative at UWG

The UWG Center for Economic Education has been active since 1972. This year however, the Center is moving in a new direction. First, the center has a new director, Leland Gustafson of the Department of Economics. In addition, the Center is now a joint initiative of the Richards College of Business and the College of Education. **Judy Butler**, Associate Professor of Secondary Education, has taken on the role of Associate Director of the Center. In addition to offering summer courses for K-12 teachers, the Center has plans for a number of new activities:

- Offering in-service courses on topics such as the stock market game, personal finance literacy, and international economics.
- Offering courses and workshops to help K-12 teachers better understand basic concepts of economics. Starting in 2002-03, high school students in Georgia will be tested on their understanding of economics. The results of the tests will be used to evaluate teachers and schools.

- Establishing an economics education reference center at the Teaching Materials Center located in the College of Education. The Center will maintain up-to-date economics materials for K-12 social studies teachers provided by the National Council on Economic Education and other publishers.
- Creating a web presence for the UWG Center for Economic Education. This website will help direct teachers to useful online economic education materials.
- Participating in the Georgia Council on Economic Education bulletin board project as online economics mentors for middle school and high school social studies teachers.

Additional details about Center activities are available from Leland Gustafson (phone: 770-836-6477, email: [lv55@yahoo.com](mailto:lv55@yahoo.com)) or from Judy Butler (phone: 770-838-3138, email: [jdbutler@westga.edu](mailto:jdbutler@westga.edu)).

## West Georgia P-16

The Annual Meeting of the West Georgia P-16 Council was held on Thursday – March 7, 2002, at State University of West Georgia. Attending the meeting were representatives from the Board of Regents, Georgia P-16 Council, UWG College of Arts and Sciences, UWG Richards College of Business, UWG College of Education, UWG Dalton Campus, Floyd College, and school superintendents from eight school districts. Presentations on collaborative initiatives were provided by UWG faculty and included: “GLOBE: Impacting Student Achievement”, “Improving Teacher Preparation”, “Partnering for Successful Technology Integration”, “Principals’ Leadership Academy”, and “Partnerships: University and P-12 Schools”.

State University of West Georgia was recognized as a leader among educational institutions at the Georgia P-16 Meeting held in Savannah on January 31 and February 1, 2002. UWG was the only insti-



*Sheila Jones, Executive Director of P-16 Programs, Board of Regents, University System of Georgia and Doris Marlow, Director of Curriculum Douglas County Schools*

tion that made five presentations during the concurrent sessions. The presentations included: “Developing Reading Partnerships” presented by **Dr. Donna Harkins, Gary Gregg** and **Dr. George E. Rolle**; “The University System of Georgia’s Reading Endorsement: Literacy Learning Online” presented by **Dr. Elaine Roberts**; “The Globe: Collaborative Model for Improving Teacher Preparation” presented by **Dr. Rebecca Dodge** and **Dr. Jill Mizell**; “Improving Mathematics Education Through Collaboration and Technology” presented by **Dr. Jill Mizell** and **Dr. Angela Barlow**; “PDS – Partner Schools Models: Extending Teacher Education Reform Notions Beyond the Boundry” presented by **Dr. Larry Cooper, Dr. Kent Layton, and Dr. George E. Rolle**; “Smooth Transition of High School Students” presented by **Dr. Jorge Gayton**. If you are interested in additional infor-

mation about P-16 initiatives log on to <http://coe.westga.edu/committees/p16>. If you would like to be added to the mailing list to receive the West Georgia P-16 Newsletter, contact Dr. George E. Rolle, Assistant to the Dean, [grolle@westga.edu](mailto:grolle@westga.edu) or Rebecca Hart, Sr. Admn. Secretary, [rhart@westga.edu](mailto:rhart@westga.edu).

### John Novak

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has been invited Keynote Speaker to educational groups from as far as Kotzebue, Alaska, and as far South as Dunedin, New Zealand. His recent books include: *Inviting Educational Leadership* (3rd ed.), *Inviting School Success* (with William Purkey, *Democratic Teacher Education, Advancing Invitational Thinking*, and a recent Phi Delta Kappan Fastback titled *Invitational Education* (also with Purkey). His forthcoming publication focuses on inviting online education and creating inviting schools. “Celebration of Teaching” is the theme for this year’s Fulbright Lecture.

## DEPARTMENT NEWS

## Curriculum and Instruction

The Phi Delta Kappa Educational Foundation has announced the publication of *STORYTELLING FOR MIDDLE GRADES STUDENTS*, written by **Dr. Bob Hilliard** and **Dr. John Myers**. The monograph is aimed at classroom teachers who want to use storytelling as an instructional strategy for teaching concepts in the content areas of math, science, social studies, and language arts. In addition to a rationale and guidelines for the use of stories in the classroom, the publication provides several examples for each content field. The authors have been gathering stories from classroom teachers and doing presentations at state and national conferences for the last two years. If you have any good stories with instructional application in the middle grades, Drs. Hilliard and Myers would be happy to hear from you. You may reach them at 770-836-6559.

## GEORGIA RESPONDS!

Approximately 400 persons, in Georgia and beyond, have responded to the announcement of the Georgia Responds for middle grades initial certification and non-degree special education. There is a severe teacher shortage in Georgia, a shortage that will worsen as years go by. Georgia Responds is an initiative of the Deans of the Colleges of Education in the state university system, and offers a variety of programs to bring non-traditional students into the teaching field in areas of need. In the College of Education, two programs have been designated for Georgia Responds: middle grades education and special education. These programs allow persons with college degrees in fields other than education to make a career change into teaching. The middle grades program will begin this summer, and most students should be able to complete the coursework portion of the program in a little more than one year. The program is tailored to individual needs, and offers a high degree of flexibility in helping students meet the requirements for initial teacher certification. Courses will be scheduled for Saturdays and evenings to permit students to remain employed while pursuing their coursework. Students are encouraged to qualify for a Georgia provisional teaching certificate and seek employment in a public middle school classroom as soon as they enter the program. If you are interested in learning more about the middle grades Georgia Responds Program, information in detail is available on the College of Education website at <http://coe.westga.edu>. Click on the Georgia Responds box and follow the directions to the Middle Grades Education section. See page 9 for Georgia Responds special education program.

## Educational Leadership and Professional Studies

**Dr. Robert Morris** (ELPS) was recently identified as the new editor of the National Dropout Prevention Center's (NDPC) Monograph Series. The Center, located at Clemson University, produces 4 to 6 monographs per year. Recent topics have included service education and mentoring. Also recently, Kappa Delta Pi, one of the largest international honor societies in education, nominated Dr. Morris to be the next national vice-president of the Society. The Society's ballot will be going out to 75,000 active members this month. Dr. Morris will present a paper entitled "Assessing Student Security When Confronted by Acts of Violence" at the annual Association for Supervision and Curriculum Development (ASCD) Conference in March 2002 and a paper entitled "Civil Liberties and the Responsibilities of School-Based Curriculum People" at the Professors of Curriculum meeting held at the American Educational Research Association's (AERA) Annual Meeting in April 2002.

**Dr. Clete Bulach**, was the successful bidder on a four year contract with the West Virginia State Department (WVA) of Education (DOE) to evaluate the implementation of their character education program. He is an associate professor in the Department of Educational Leadership and Professional Studies and the CEO of the Professional Development and Assessment Center, (a private consulting agency and it is not affiliated with the university). The character education program was mandated by the HB 2208 in April of 2001. As a part of that bill, there was a mandate to evaluate how effectively the character education initiative has been implemented. Dr. Bulach's proposal included on-site visits to all 55 school districts in the State, a collection of character data from all students in grades 5-12 for one elementary, middle and high school per district and two elementary, middle, and high in the 10 largest districts for a total of 195 of the State's 824 schools. Qualitative data will also be gathered from interviews of teachers and a focus group of students from one school per district. A report describing the status of the State's character education program is due by December 12th, 2002. Dr. Bulach has requested release time for next fall to carry out bid requirements.

Years two through four of the contract require a pre-post comparison of character and student performance data on students at 25 school sites. In order to fund this initiative, a grant was written to implement and evaluate character education programs at these sites to identify best practice.

Those sites that have effective character education programs would serve as role models for the rest of the schools in the state. The grant for \$1,000,000.00 was received from the

federal government. The State DOE of GA received a similar grant to implement character education programs at 25 pilot sites (10 schools in Habersham County, 12 schools in Cobb County, and three in Atlanta Public Schools). The sites consist of six high schools, seven middle schools, and 12 elementary schools. Dr. Bulach is also the evaluator of that grant. Currently, the pilot sites are in year three of that initiative. Research related to this initiative can be viewed on Dr. Bulach's home page at (<http://www.westga.edu/~cbulach/>). Click on links and full text articles!

### Family honors Upchurch with Scholarship

Tom Upchurch, one of the most prominent figures in the state's education reform efforts, is being honored by his family with the establishment of the Thomas S. Upchurch Scholarship for Educational leadership. The scholarship will be awarded annually to a graduate student in the Department of Educational Leadership and Foundation at the State University of West Georgia. Upchurch's wife, Patsy, said that his family wanted to honor his dedication to educational leadership and his 40 years as an educator. Upchurch, Patsy, and their two children, John and Lisa, all hold degrees from West Georgia.

**Dr. Linton Deck**, chair of UWG's Department of Educational Leadership, said his department is pleased to participate in this recognition of Upchurch's accomplishments. "The new scholarship honoring the leadership of Tom Upchurch is a very appropriate way of extending the influence and outcomes of his work," Deck said. Upchurch has been the president of the Georgia Partnership for Excellence for the past eight years, and was recently sworn in as a member of the Board of Education for the State of Georgia. He has served as an education advisor to Governors Roy Barnes and Zell Miller. Upchurch's leadership in education reform was recognized in 1999 when Governor Barnes appointed him to chair the Accountability Sub-committee of the Governor's Education Reform Study Commission. Recently, Gov. Barnes asked Upchurch to lead the A+ Education Reform Implementation Task Force as an extension of the Commission, and also appointed him chairman of the Georgia closing the Gap Commission. A native of Carroll County, and a resident of Bowdon, Upchurch served as a teacher, coach, principal and superintendent after graduating from what was then known as West Georgia College in 1961. As Superintendent of the Carrollton City Schools from 1981-1994, Upchurch earned national acclaim for his pioneering application of technology to public education.

Upchurch's involvement in educational reform includes membership on the Steering Committee for Georgia 2000: Next Generation School Project (served as co-chair); Georgia P-16 Council; Advisory Board for Georgia Institute of Technology; and numerous committees and task forces during Governor Miller's tenure. He serves on the board of Humanities Council, Georgia Business Forum, Georgia Chamber of Commerce, Family Connection Partnership, Kids Voting Georgia, Georgia Industrial Fellowships for Teachers at Georgia Institute

of Technology, and Georgia Association for Year-Round Education.

Among his many honors, Upchurch treasures his Fulbright Distinguished Service Award presented to him in 2001 by the Georgia Association of Educational Leaders. This award was named for the late Dr. H.M. Fulbright, former Carrollton City Schools superintendent and mentor for Upchurch.

## Media and Instructional Technology

### Alumnus Joins Department of Media and Instructional Technology

The Department of Media and Instructional Technology welcomes **Darlene Jones-Owens** as a full time instructor for our department. She is instructor for the Media and Instructional Technology 2401 course, "Introduction to Instructional Technology". Ms. Jones-Owens received a B.S. in Education from West Georgia College in 1977, as well as her M.Ed in Instructional Technology in 1997. Ms. Jones-Owens resides in Newnan, Georgia and prior to instructing at UWG, taught elementary and middle school in Coweta County.



Ms. Jones-Owens has been involved in educational instructional technology for most of her career. In 1992, she became one of the first K-12 Internet sysops of an international educational network (FrEdMail) in Georgia. Ms. Jones-Owens states, "We were among the first educators and students in the world to have electronic pen-pals from virtually all over the world. We participated with other schools and sponsored our own collaborative projects, which served to help us understand the power of communication via the Internet. Being involved at the early stages of the Internet was very exciting!"

Ms. Jones-Owens has also worked with approximately 100 corporations, businesses, and organizations in the Newnan-Coweta and Metro Atlanta areas in development of their web sites. Web page design is included in the instruction of the MEDT 2401 course. She is also instructing a series of web design workshops through the College of Education Professional Development Committee. For more information about the workshops: <http://www.westga.edu/~dowens>

### MIT Enrollments Increasing Due to Distance Technology

Spring semester has shown an increase in its enrollment in the MIT department due to its distance offerings. Student needs both on and off campus are being met through the use of four distance formats. The vast majority of distance classes taught using GSAMS (Georgia Statewide Academic and Medical Systems) and/or WebCT. This includes Integrating Technology into the Curriculum and Diffusion of Innovations

with **Dr. Wiencke**, The Media Program with **Dr. Snipes**, Reference Sources with **Dr. Ekhaml**, and Selection of Materials with **Ms. Haynes**. In addition two other on-line platforms are being used this semester, Horizon Live and Epic Learning. **Dr. Bennett** is using Horizon Live to supplement face-to-face instruction in MEDT 7470, Videotape Production and Utilization and to augment GSAMS and WebCT in MEDT 6467, Technology for Media Services. **Dr. McKenzie** is using Epic Learning with MEDT 6462, Administration of Instructional Technology Programs, to deliver an on-line course. **Dr. Ekhaml** is using WebCT and EpicLearning to deliver another on-line course, MEDT 8462, Internet Tools, Resources, and Issues in Education.

The variety of distance technology used by the department has been effective in meeting the diverse needs of our students as well as responding to students' requests for more on-line courses.

### **In-Tech Equivalency Approved for MEDT 6401 – Instructional Technology**

The A+ Education Reform Act of 2000 now requires that all certified educators in Georgia be competent in the use and application of instructional technology. The Special Georgia Technology requirement mandates that holders of a renewable certificate must pass a computer skills competency test before they can receive certification renewal. All teachers must take an In-Tech course, a Professional Standards Commission (PSC) approved training/course equivalent, or show their technology proficiency through a portfolio assessment that is PSC approved. Educational institutions and local education organizations are all working together to train educators to satisfy this requirement.

The Media and Instructional Technology Department, assisted by Mr. Curt Cearley (Director of the Educational Technology Training Center at West Georgia), submitted a proposal to the PSC that allows teachers to meet the legislatively mandated Georgia special technology requirement by successfully completing MEDT 6401, Instructional Technology. The plan provides two methods of completing the requirements for the course. On the first day of class, all students will take the AssessOnline evaluation instrument to measure their understanding of the five fundamental technologies. This instrument is available for all Georgia educators, at no expense to them, through the collaborative partnership between the West Georgia ETTC and the College of Education. Once this evaluation is complete, eligible students decide to either complete the independent portfolio option, or remain in the classroom environment.

MEDT 6401, Instructional Technology, is a graduate level course for students pursuing advanced degrees in Media and Instructional Technology, Counseling and School Psychology, Special Education and other interested disciplines. The course focuses on technology as it relates to the teaching and learning process and deals with the use and operation of digital cameras, camcorders, overhead projectors, slide projectors, VCR and videodisc players, Smart Boards, LCD projectors, and

microcomputers using the five fundamental technologies, in an educational environment. It is an overview of communication and technology as it relates to teaching and learning, including the design, production and use of materials and operation of audiovisual equipment and microcomputers. Because of the diverse populations of students enrolled in the course, examples are provided for using the technologies over a broad range of educational issues and applications, leadership applications, and use in an educational support role.

The MEDT 6401 Instructional Technology course has been taught by **Mr. Cearley**, **Ms. Crill Head** (Assistant Director of the Educational Technology Center) and **Dr. McKenzie** (Interim Department Chair of the Department of Media and Instructional) this past year. Students enrolled in these classes have received In-Tech course credit and met the Georgia technology requirement.

This summer two sections of MEDT 6401 will be available to students. One class will be taught Monday and Wednesday evenings from 6:30 – 9:40 p.m. and the other on Fridays from 8 a.m. – 5 p.m. For more information, contact Dr. McKenzie, Interim Chair, at [bmckenzi@westga.edu](mailto:bmckenzi@westga.edu) or call 770 836-6558.

### **Virtual Reality Project**

**Dr. William Wiencke**, Assistant Professor, in the Media & Instructional Technology Department, is currently working on a project to determine if students with mild mental retardation can learn from interacting within a virtual reality (VR), environment. The project, which is supported by the University's *Preparing Tomorrows Teachers to Use Technology* grant, will utilize Apple Computer's QuickTime VR (QTVR) technology to create virtual environments that represent the Elementary, Junior High, and Senior High facilities in the Carrollton City School district.

The purpose of the project is to determine if the students can transfer knowledge gained from VR to real world situations. Currently, the classes travel off campus to various locations such as grocery and department stores around Carrollton to practice life skills training. Although nothing can duplicate real interactions, if the study shows successful results, the students will be able to practice within their secure classroom to gain both knowledge and confidence before venturing out.

QTVR was chosen for the project after investigating a number of other VR development platforms. The two main factors affecting the decision were the short development time required to create the environments and the realistic representation of the school settings.

The virtual environment is created by taking a series of photographs to create a 360° panorama of a single location within the building. Locations are primarily hallway intersections and doorways to specific rooms or exits. The panoramas are linked together by assigning "hot spots" or portals that allow the user to move between them by selecting the assigned area on the screen. The number of panoramas required for a given school not only depends upon the overall size of the facility, but also the number of intersecting hallways. Carrollton Junior High has a total of 32 panoramas, while the much larger Elementary school has just over 50.

Students will begin the project by working with the VR environment that represents their own school, an environment with which they are familiar. After they can locate areas in their school (especially those that they visit on a regular basis), they will begin to use the QTVR of an unfamiliar school. The Elementary students will work with the Junior High's environment, and the Junior High students will work with the High School.

After the students can locate specific areas within the VR system, they will visit the actual school building to see if they can find the same spaces. If they are successful, it will show that they are able to transfer knowledge gained by interacting with the VR environment to real life situations. Once this has been established, it will open the possibility for creating other QTVR environments that represent locations to which they travel on a regular basis for life skills training.

Dr. Wiencke will be presenting a workshop on the project, including a demonstration on how to create QTVR environments, at the Annual Technology Expo, April 13, 2002, to be held at the University of West Georgia, College of Education. For more information see the Expo Web site at: <http://coe.westga.edu/techexpo/edfault.asp>



## Physical Education and Recreation

The Physical Education and Recreation (PER) Department's faculty have continued to remain active and engaged in professional activities, publications, and leadership roles in their respective professional societies. Dr. Terry O'Toole has four presentations scheduled for the national AAHPERD conference and will be presenting on the topics of cancer self-examination, smoking behaviors related to psychological makeup, and health practices for the elementary school. Also, his research manuscript on personality types and tobacco use was recently published in the American Journal of Health Studies. Two articles were published by Dr. Brent Hardin, Inclusion Teaching Strategies in The Clearing House and Coaching and Teaching Expertise in the Applied Research in Coaching and Athletics Annual. Dr. Hardin's presentation activities include the topics of teaching children in wheelchairs to dance and images of diversity in Olympic newspaper coverage at Share the Wealth and AAHPERD, respectively. Dr. John McLester will be presenting a paper on the effects of anaerobic power in a seated versus a standing position at the national ACSM convention and just recently presented on exercise recovery and aging at the southeast ACSM. Dr. Mark Nagel has three papers accepted, major league baseball financing and NFL financing to be presented at NASSM, and ethical sport

sponsorships at AAHPERD. Additionally, Dr. Nagel and Dr. Richard Southall have a paper on risk management and planning accepted for the annual SSLASPA conference in March. Dr. Southall, Dr. Nagel, Ms. Debbie LeGrande, and Mr. Peter Han will present at NASSM on the topic of developing and implementing a sport business within an undergraduate program as a learning activity. Dr. Southall recently published an article on athletic departments' responses to criminal behavior by college athletes in the Journal of Legal Aspects of Sports. The Sport Business Journal published an article on contraction of major league baseball by Dr. Nagel. Dr. Lynne Gaskin presented on the topic of recent developments in Title IX and facility adequacy at SAWPASH and, along with Dr. Ronnie Akers, presented a session at Share the Wealth on maximizing activity and participation in schools. Mr. Russ Roper's publication on the anaerobic effects of free-throw shooting in well-trained basketball players has been translated into Italian and published in the Italian on-line sport science journal, Teknosport.

### Student Research in Sport Management

In keeping with the PER Sport Management program's mission of combining theory and practice, several students, working under the direction of Dr. Southall, have been involved in various student research projects this academic year. Chrissy Baines and Elizabeth Skogman were actively involved in a market research project, gathering data on women's professional soccer fans for the Atlanta Beat. Josh Carmichael completed a research project during the Fall 2001 semester that examined organizational culture values among high school coaches at selected West Georgia schools. Currently, Dayna Winslette and Daryl Riser are pursuing a study designed to assess sexual orientation attitudes among UWG athletes. In addition, Matt Vaughn is presently involved in a study to determine the organizational culture values of UWG faculty and staff. As part of each of these projects, students get hands-on practice in the various stages of a research project. All of these student-research projects are entrants in the College of Education's Big Night competition that features student research and is scheduled for the Spring 2002 term.

### Sport Management Program Goes National

The UWG sport management program (SPMG) continues to develop internship sites throughout the United States in order to provide students with a variety of internship options in locales proximal to their desired employment. In addition to having interns at Georgia locations such as the Macon Knights, Augusta Lynx, and Savannah Sand Gnats, students are also interning with the Colorado Rapids, Austin (TX) Association of Specialists, Chattanooga Parks and Recreation Department, Florence (SC) RedWolves, and the Family Circle Tennis Cup (Charleston, SC). The program continues to expand its horizons and hopes to place an intern with the World Cup in South Korea during Summer 2002.

### What's Up!

Students from the UWG sport management program will be attending the Georgia Southern Sport Management Conference during the spring term. Students will have the opportunity to interact with professionals in the field and with other students from sport management programs throughout the United States. Also on the agenda, the sport management program is preparing to sponsor its first 3-3 basketball tournament to be held April 5-6. The tournament will be organized and operated by sport management faculty and students. Anyone interested in participating in this event should visit the sport management offices in the PER Annex.

### Check Us Out

The SPMG website has been updated and has a new face. No changes have been made on the homepage (the entrance page), however there are new additions on the other content pages in order to reduce downloading time. The website has been regularly updated to provide the most recent information regarding the SPMG program. For example, information on new internship and practicum opportunities is updated as needed. As another example, the website functions as a place where students and others can find information on all of the events held and supported by the SPMG program and West Georgia Sport Marketing. The SPMG faculty have been trying to establish this website as a useful and valuable place where current and prospective students may obtain various types of information and as a marketing tool to promote the SPMG program at UWG.

### Physical Education Curriculum Revisions

In response to the Regents' Principles and Actions for the preparation of educators for the public schools, the P-12 Health and Physical Education curriculum was modified to reflect the knowledge, skills, performance targets, and levels of accomplishments expected of University System graduates who become certified to teach in Georgia's public schools. Particular attention was directed toward collaborating with area system schools, increasing the quantity and quality of field experiences, including a specific course in adapting physical education activities for individuals with special needs, and encouraging practitioner research and evaluation of student progress by including a course in the assessment of teaching.

### Wheelchair Sports

On January 17, 2002, the PER Department, in coordination with disability services and the achievers organization, sponsored the first annual wheelchair basketball classic. Dr. Hardin organized the game in hopes of raising the awareness of disability sports and as a first step to bringing collegiate wheelchair basketball to the University of West Georgia. The game brought in two of the top wheelchair teams in the country, The Dallas Mavericks and The Lakeshore Storm. Over 900 enthusiastic fans attended the game, which featured exciting play, half-time contests and the U.S. Paralympic mascot "Blaze".

Sport management students in the Sport Event Planning class took responsibility for planning the event which included public relations, sponsorships, facilities, hospitality room, transportation, and security.

## Special Education and Speech Language Pathology

### "Child Change Data" Requirements for Teacher Education Candidates

The principles of the University System of Georgia Board of Regents in effect for teacher education graduates of Spring, 2002, and beyond include the requirement that teacher education candidates demonstrate and document their ability to bring students from diverse groups to high levels of learning/achievement. Although refinements and modifications are expected in the near future, the Department of Special Education and Speech-Language Pathology has incorporated activities into current programs that focus on the documentation of "child change data".

In determining how to address the requirement in the programs preparing candidates to be certified in Special Education in the area of Mental Retardation, faculty members decided to reflect student diversity by concentrating on the type of skill targeted for change, the age of the students, and/or the level of mental retardation. Since teacher education candidates in our program are certified to teach students 3 through 22 years of age who are identified as having mild to profound mental retardation across a tremendous variety of academic/behavioral/functional/developmental domains, diversity in skill, age, and level of disability is a critical component of the candidate's preparation program and field experiences. Because pupils with the disabilities included in the certification area of mental retardation generally are not expected to reach "high levels" of learning/achievement, we also decided that target skill outcomes would be referenced to skills for individual pupils that typically are derived from the goals and objectives of the pupil's Individualized Education Program (IEP). For example, while feeding oneself generally might not be considered to represent a "high level" of achievement, acquisition of this skill by a teenager with significant disability could represent a tremendous step forward.

To document candidates' abilities to bring students to higher levels of learning, our plans are to require two detailed and well-documented "demonstrations" from our teacher education candidates. These include an:

- Instructional Project that generally requires use of a "teaching design" (baseline followed by intervention, with ongoing data collection) to demonstrate change in a child's behavior or skill level in a particular area; and

- Unit that generally consists of a pretest, series of lessons, and a posttest, designed to demonstrate change by a small group of children in a specific academic or functional skill.

Teacher education candidates with preparation in mental retardation who will graduate in Spring, 2002, have been required to complete two Instructional Projects in different schools with pupils of different ages and/or levels and in different skill areas. Formalization of the Unit requirement will occur next year.

These new requirements have fit very well into existing projects required of our teacher education candidates; we did not have to create new assignments although we did have to develop more explicit procedures and initial supports for students. To assist UWG teacher education candidates in meeting the new requirements, the assignments associated with the sequence of professional coursework have been designed to help students acquire and practice critical skills. For example, at the junior year level requirements in Junior Block include an opportunity to be guided step-by-step through the planning, implementation, and evaluation of an Instructional Project. The Dynamic Assessment assignment required during the Junior Block introduces students to the use of important features of pre-testing and post testing.

Specific requirements for presentation of candidates' completed demonstrations have been developed and will continue to be refined. Currently, a one-page summary of each project is required for documentation of the candidates' fulfillment of the requirement and placed in departmental files. In addition, Instructional Project and Unit materials will be included in teacher candidates' portfolios that are prepared during the semester of Internship (senior year) and its accompanying Seminar. Departmental faculty and our students are looking forward to the specific "child change" examples that will be generated to support our program's effectiveness and to document the ability of our teacher candidates to bring their students to higher levels of learning/achievement.

### Speech and Hearing Clinic News

The Speech & Hearing Clinic just received a new piece of testing equipment. The new GSI 38 Auto Tympanometer is a state-of-the-art middle ear assessment tool that identifies the presence of middle ear disorders such as a hole in the eardrum or fluid buildup. This equipment will allow the clinic to expand its practicum offering to students, as well as increase the level of service to the general public.

### State Improvement Grant for Collaborative Education

Faculty members from the Special Education and Speech Language Pathology Department and the Developmental & Diagnostic Reading Clinic have applied for and received a Georgia School Improvement Grant. **Drs. Dan Sisterhen,**

**Martha Larkin, Donna Harkins, and Cathleen Doheny,** in conjunction with personnel from the Haralson County School System, submitted the \$20,000 collaborative grant designed to pilot and establish an inclusive reading program in classrooms in Haralson County Schools. The pilot program will focus on the treatment of auditory processing disorders and reading disorders as a combined, multifaceted disability. It will include the development of a new course that will be taught collaboratively by Special Education, Speech Language Pathology, and Reading faculty members. The students in the course will consist of general education teachers, special education teachers, and speech pathologists. Included in the project is a practicum offered on-site in the general education classrooms in Haralson County.


### Georgia Responds to Need For Special Education Teachers

In the last issue of the Gatherings, the Special Education Nondegree Initial Certification Programs were discussed. Since that time, the Deans of the Colleges of Education of the University System of Georgia have announced a new program, Georgia Responds, that is designed to help alleviate the teaching shortage in Georgia. Since the announcement of the program, approximately two hundred persons have contacted UWG seeking information about the special education component of Georgia Responds. These individuals come from an array of fascinating backgrounds and represent various age groups, but all share one common factor, a strong desire to teach students with disabilities.


Based on feedback from candidates who have completed the program or currently are enrolled in the program, course sequence revisions have been made that will be initiated during the summer semester of 2002. In addition, the entrance date for candidates has been changed. While candidates formerly entered the program in the fall semester, candidates now can begin the two years of study in the summer semester. The courses for the summer are designed to provide students with knowledge of various disabilities, federal and state laws, behavior management strategies, basic lesson planning, and many other facets of the education process. Likewise, during the summer semester students will be expected to demonstrate skills in the development of lesson plans, individualized education plans, behavior management plans, and collaborative teaching. While knowledge and skills are serious components of a teacher education programs, candidates' dispositions will be monitored carefully throughout the teacher preparation program.


We enthusiastically look forward to the new teacher education candidates. Anyone seeking additional information about this program should contact Dr. Nancy Ellen Pollard at 770-836-6567 or [npollard@westga.edu](mailto:npollard@westga.edu)


## KUDOS

 **Dr. Lynne P. Gaskin** (physical education and recreation) received the Honor Award bestowed by the Society for the Study of Legal Aspects of Sport and Physical Activity (SSLASPA) at its annual meeting in March, 2002, in Waco, Texas.



 **Dr. Diane Boothe** (curriculum/instruction) and **Dr. Beheruz Sethna** (marketing) recently published a co-written paper (with Julian Stanley and Clif Wickstom) on the Advance Academy of Georgia in the Journal of Secondary Gifted Education. It included qualitative and quantitative data on the Academy's progress.

 **Dr. Linton Deck** (educational leadership/professional studies) was the keynote speaker at the winter meeting of the Georgia Association of Educational Leaders in Atlanta, Feb. 3. He spoke on the theme of "Leadership for Accountability."

 **Dr. Richard Southall** (physical education/recreation) was a participant in a panel on college sports at the annual conference of the North American Society of Sports Sociologist in San Antonio, Texas Oct. 31- Nov. 3. He presented his paper titled "Intercollegiate Athletic Department Subcultures: An Organizational Culture and Stakeholder Theory Analysis." In addition, his research paper titled "Good Start, The Bad, and Much Better: Three NCAA Intercollegiate Athletic Department Policy Response to Criminal Behavior by College Athletes" was published in the fall Journal of Legal Aspects of Sports.

## Update on West Georgia Leadership Academy

The West Georgia Leadership Academy continues its work with first year principals in the West Georgia RESA and Northwest Georgia RESA districts. As of this date, the Academy has two cohorts it is working with comprised of ten first year principals in the West Georgia RESA and five first year principals in the Northwest Georgia RESA.

The Executive Director of the Academy, **Dr. Ronnie Williams**, has visited each first year principal's school and asked each principal what topics they wanted to deal with in their monthly meetings. The latest meeting of the West Ga. RESA cohort focused on personnel issues and the Fair Dismissal Act. The program was delivered and facilitated by **Dr. Gus Douvanis** of the Educational Leadership Department. Future meetings will utilize other faculty along with experienced principals.

During February, the first meeting of the Leadership Academy Advisory Committee was held on our campus. Six members of the ten-person committee attended.

The Advisory Committee is made up of three first year principals, two veteran principals, one elementary director, three superintendents and a Georgia Power Company representative. The Advisory Committee heard an overview of the Academy program given by Dr. Williams and then engaged in a discussion on how best to market the program. Ideas to expand the program were also generated by the group.

The Academy is also proud to announce the activation of its web site at <http://coe.westga.edu/elps/LeadershipAcademy>. The web site is designed to promote the Leadership Academy program and serve as a resource for school leaders in our service area. **Jim Rubino**, technology support specialist in the

College of Education, was responsible for the technical assistance and implementation of our web site. Please bookmark this site for future reference.

On March 7, the Leadership Academy presented a short presentation to the P-16 Advisory Council comprised of local school system representatives. This dinner meeting provided an opportunity for local school system leaders to hear about the progress being made by the Academy and also provided an opportunity for us to market our program.

Plans are underway for the Leadership Academy to sponsor a Leadership Institute Series during the summer. The Academy will host the Institute Series on campus and will invite principals, assistant principals and leadership interns to participate in the program.

Tentative dates for the Institute Series are Friday, June 21 and Friday, June 28. The series will be drive-in conferences featuring topics such as school councils, utilizing the quality process to improve test scores, legal issues for school leaders, dealing effectively with the media and other relevant topics for today's practitioners. The Academy intends to offer fall and spring Leadership Institutes also.

During the next couple of months the Leadership Academy will begin identifying newly named first year principals for the 2002-2003 school year and will schedule next year's program offerings. Each of the RESA organizations continues to be very supportive of our efforts and we are very pleased with the support of local superintendents. The Academy is also grateful of the support of **Dr. Kent Layton**, Dean, and **Dr. Linton Deck**, Chair of the Educational Leadership Department.

## The Rauscher Family Entertains Exchange Students From Abroad

Having one exchange student living with your household is enough to keep anyone extremely busy, especially when the husband and wife both work. Marsha Rauscher, our 5<sup>th</sup> year school library media student and elementary media clerk in Paulding County Schools in her 15<sup>th</sup> year, can tell you all about the positive and educational experience she, her husband, and two sons have had when they served as hosts to two high school students from Brazil and France. Presently, an 18-year old female high school exchange student from Japan, is staying with them until July.



*When Japan meets America: Mami Miura, Derek Rauscher, and Christopher Derek (top right).*

Participating in an exchange program started when their older son, Christopher, who is now 26 years old, was approached by his

Spanish teacher about this opportunity during his high school junior year. After exchanging photos and e-mail and laying some groundwork, their first exchange student was Patrick L. DeFaria e Silva from Brazil, who was sponsored by Youth for Understanding (YFU). The Rauscher family tried to get Patrick to meet other students before he started school in August. The Brazilian teenager did not understand much of what people said to him the first two months but Marsha's family kept on talking to him. Not only did Patrick become more expressive but he also became a great conversationalist.

"Having these students in your home gives you an opportunity to

look at yourself and see the United States through someone else's eyes," Marsha said. For example, Patrick thought that all Americans cut their own hair when he saw Marsha trimming his young sons' hair one day. The Brazilian student was also surprised that the Rauschers did not have a swimming pool at their house as he thought (probably from watching TV), that everyone in the United States had a swimming pool.

When the Rauschers' younger son, Derek, was a high school senior, they entertained their second exchange student, Antoine Lever, who was from a high school in Verdun France. Antoine, the top student during his high school attendance in Paulding County Schools, spoke English, German, and Spanish, aside from his native tongue. As part of the exchange agreement, Derek had a chance

*Exchange Students cont'd on page 12*

## West GYSTC News

You may have noticed large numbers of very short students traversing the halls of the Education Center lately. No, we have not been recruiting munchkins—these little visitors have been brought to our campus by their teachers to take part in the field trips offered by the West Georgia Youth Science and Technology Center.

If it is Tuesday, the groups are third grade students who have traveled here to learn about geology. Many of these groups also take a second class to study fossils and then try their luck digging in the new fossil pit to discover shark teeth, crinoid stems, and ancient seashells. On Thursdays, second grade students arrive to discuss habitats and the predator-prey relationship in nature. They put together a birdfeeder to take home and use in their own backyard habitat. Physical Science is the topic on Fridays for fifth grade students. They construct their own hand-made spring balance to use in motion



experiments to demonstrate the relationship between force and friction.

All of the field trip programs address the grade-level requirements of Georgia's Quality Core Curriculum and are taught using fun, hands-on activities that stir the children's natural interest in science. The Center hopes to expand the field trip

*West GYSTC cont'd on page 12*

### State University of West Georgia SPAGE Works to Boost Literacy

Just before the 2001 holiday break the SPAGE chapter at the State University of West Georgia (UWG) sponsored a Scholastic "Toys for Tots" book sale. Under the direction of chapter president **Susan Woods** and faculty advisors **Dr. Ron Reigner** and **Dr. Jill Mizell**, student and faculty volunteers raised over \$550 to help advance literary for needy children in the Carroll County area. Hats off to UWG SPAGE members for their great work!

## West GYSTC

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program next year to include an electricity unit for area fourth graders, if space permits. All this fun learning won't stop over Spring or Summer Break either. A science camp called "Animal or Mineral?" is planned for the week of April 1-5 and several more camps are in the works for the coming summer. For more information, contact Kathy White at 770-830-2347.



## Exchange Students

*continued from page 11*

to stay in Verdun in France with another host family. Moreover, Marsha and her husband, who at that time was principal of Paulding County High School and presently executive director of Secondary School Operations in Paulding County Schools, had a chance to visit the family of teacher organizers in France and traveled the route Marsha's grandfather took as a young soldier with the Pennsylvania 18 during the World War I.

This year, the Rauschers have Mami Miura, an 18-year old Japanese female student, who plays trumpet in her high school band in Paulding County. The foreign students had found that it costs a lot of money to be an American teenager and that American high school students can work and drive their own cars to schools.

"Our sons, who are now in their college years in two different Georgia universities, gained a lot of knowledge and

appreciation for other cultures and they learned to share a part of themselves," Marsha proudly said.

For more information, contact **Dr. Leticia Ekhaml** at [lekhaml@westga.edu](mailto:lekhaml@westga.edu)



*After a river rafting trip on the Oconee River: Patrick L DeFaria e Silva from Brazil, Derek Rauscher (center), and Marsh Rauscher.*