

Gatherings

News from the College of Education

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National Spotlight on Department of Counseling and Educational Psychology

The Department of Counseling and Educational Psychology is one of six university departments in the United States to receive funding from the DeWitt Wallace-Reader's Digest Fund to transform school counseling at the graduate level and subsequently in the schools. The department will receive \$450,000 over a three-year period to implement the initiative. Prior to this honor, the department was selected as one of ten universities along with a partnership school district (Clayton County) to receive a \$65,000 planning grant. Of those ten universities, six were selected for the actual implementation grants. Originally, over 70 universities throughout the country

had submitted proposals for this very competitive funding from this prestigious private foundation. In his cover letter for the implementation grant, Brent Snow wrote, "By now, my sense is you know why I have such high regard for faculty in my department and our colleagues in Clayton County. This project would be much easier if we were a small counseling department with few students. Because we are not, however, the challenges have been great but the results have been meaningful."



Preparing for a curriculum team meeting: Paul Phillips, Brent Snow, Susan Boes, Marie Jackson (all from West Georgia) and Marty Huntsinger (Clayton County Schools).

College of Education Convocation



Allen Schmieder

Rapidly Widening Gap between Education and Society" was delivered by Dr. Allen Schmieder, Vice President for K-12 Programs for JDL Technologies and former Deputy Director for Education of the high tech GLOBE Program. Dr. Schmieder recounted the bad news of government, business, and educational

On April 15-16 the College of Education held its second annual Convocation. The Thursday evening Evelyn R. Fulbright Lecture entitled "The Status of Technology in the Nation's Schools: A

leaders' failure to recognize the critical important of the new technologies in American education leading to a gap between educational and societal usage of technology since the average student uses a computer less than five percent of school time. The good news, he stated, was that teachers and students will accept the challenge and become the main players in the expansive of the mind using new technologies.

On Friday, Dr. Schmieder opened a day-long technology workshop open to student teacher interns, their cooperating teachers from local schools, university faculty, and the general public with his presentation on "The Millennium School: Maximizing the Educational Potential of the New Technologies in the Nation's

Schools." Based on his extensive work with educational technologies, Dr. Schmieder claimed that the new technologies will reform education more substantially in the next decade than other innovations have changed it in the last 2,000 years. He advocated for new kinds of learning centers and new kinds of teachers. Participants spent the remainder of the day participating in sessions focusing on InTech, the Georgia framework for integrating technology in the student-centered classroom presented by the West Georgia Technology Training Center, technology workshops featuring a variety of software applications, and faculty presentations on the integration of technology into instruction.



Collaborations Help Prepare Better Educators

It takes a group of educators to prepare a teacher, counselor, and administrator given the diversity, challenges, and high expectations of today's schools. Colleges of education can no longer assume full responsibility for or be held solely accountable for the preparation of teachers, counselors, media specialists, and administrators. We need the assistance of school personnel and colleagues in arts and sciences to work with us. Everyone who teaches a general education core course as well as a content or pedagogical knowledge course at West Georgia must realize that he or she is in the business of preparing teachers. School cooperating teachers who supervise interns and counselors, administrators, and teachers who mentor practicum students serve an extremely important role in helping these individuals translate theory into practice.

Over the years, West Georgia has forged positive relationships with school personnel in the northwest region of the state, often working with individuals who completed one or more of their degrees at West Georgia. We thank everyone who has assisted in the professional growth and development of a pre-service or in-service educator. Now, however, the time has come to expand our partnerships with schools to ensure the relevancy, standards, evaluation, and accountability of college curricula. We want to work more

collaboratively to prepare educators who know, understand, and can teach the Georgia Quality Core Curriculum while ensuring that students attain the knowledge and skills identified in national content standards. We seek to develop a variety of models and programs, adaptable to specific school contexts, so that every graduate is prepared for and committed to helping every child achieve his or her potential.

The newly-established Collaborative Schools Committee brings together school administrators and teachers who are willing to help University faculty revise our programs and curricula. We want to know:

- What are we doing well?
- What can we do better?
- In what ways can we work more collaboratively with school personnel?
- How can we partner with schools in reaching the goals of higher levels of student achievement?

By forging more formal partnerships with schools, we hope to improve the competence of our graduates so that they enter or return to schools eager to help raise and meet higher standards. We are dedicated to enhancing collaborations so that the goal of student learning for every child is achieved.

Reaccreditation and Program Approval Visits

On March 14-17, Boards of Examiners from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC) reviewed West Georgia's teacher education programs. In a thorough examination of documentation of progress achieved during the five years since the previous visits and extensive interviews with administrators, faculty, students, alumni, and school

partners, the members of the visiting teams were favorably impressed with the College's programs and its outstanding technology. Many comments were received complimenting the College and its faculty about meeting standards that indicated high quality programs. The final reports and decisions about reaccreditation and program approval are expected from NCATE and the PSC in the fall.

DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY AND READING EDUCATION

Reading Course Goes On-Line



Elaine Roberts, Assistant Professor, designed and implemented a reading course READ 5285, *Authentic Assessments and Strategies*, that is delivered through the Internet. Her graduate class from the department of Early Childhood, Elementary and Reading Education, achieve their knowledge and skills in this reading course through an on-line program called Web Court.

The students are developing literacy portfolios that would be valued as useful tools to compare students' progress to ITBS scores. Also, the students are enjoying on-line chats with guest speakers. Pictured in the accompanying photograph is Dr. Angela Lumpkin, Dean of the College of Education, with Dr. Roberts who conversed with the class members about professional portfolios. A future guest speaker will be Sheila Valencia, the author of the course text, *Literacy Portfolios in Action*. The positive feedback regarding this course encourages the further exploration of on-line courses for the Department.

ECER Programs and Y2K

Many people are becoming more excited about the upcoming changes for the new millennium, the Year Two Thousand (Y2K) on January 1, 2000. The ECER faculty and staff are just as excited about the curriculum innovations that will be implemented in Y2K by Fall Semester, 2000. The Board of Regents of the University System of Georgia has mandated that teacher preparation programs in early childhood education will provide graduates with two concentrations in mathematics and reading. The mathematics concentration will include three courses in mathematics content that will be taught by mathematics faculty in the College of Arts and Sciences. Collaboration among faculties from College of Arts and Sciences, College of Education, and Public School Systems is a significant component in the preparation and quality assurance of prospective teachers. In addition, our undergraduates will complete a full year of field experiences throughout their four semesters of professional courses.

ECER Summer Reading Institute

The Department will offer a Reading Institute in the summer of 1999. The institute offers a unique professional development opportunity. Teachers will receive nine hours of college credit for the summer institute and the follow-up experience. During the summer institute (June to July summer session), teachers will focus on understanding readers and the reading process, on linking assessment and instruction, and on instructional strategies which enhance students' literacy abilities. Emphasis will be placed on planning ways to meet the needs of students in the teachers' classrooms the following year.

As part of the summer experience, teachers attending institutes from across the state will join for a special day-long conference (Monday, June 21, 1999) at Georgia State University as part of The Georgia Reading Conference. Breakout sessions will highlight topics such as the teaching of phonics, reading in the content areas, teaching reading in middle and secondary school, and literature-based instruction.

During the following year, teachers will integrate literacy related instructional strategies and assessment techniques in their curricula with the support of institute faculty and distance technology. Teachers return the following summer as teacher-leaders for West Georgia Summer Reading Institute and Georgia Reading Conference.

To enroll you must be a West Georgia graduate student or enroll as a non-degree student for the summer session. Register for READ 7271 and READ 7263 for the June-July summer session and register for READ 7281 I & II for Fall and Spring semesters for the follow-up support course. For more information on the West Georgia Summer Reading Institute, contact: Dr. Elaine Roberts Department of Early Childhood, Elementary and Reading, College of Education, State University of West Georgia, Carrollton, GA 30118-5110 (770) 836-6559 or by fax at (770) 836-4612 or via email: eroberts@westga.edu

ECER Specialist in Education Degree for the Dalton Area

The Department of Early Childhood, Elementary, and Reading Education will begin to offer Specialist in Education (Ed.S.) courses in the Dalton area commencing with the fall semester of 1999. Students will take half of the program in the Dalton area during the fall and spring semesters. The other courses in the program must be completed on the Carrollton campus during the summer. The Ed.S. program can be completed in a two-year sequence of courses (First Year: Fall, Spring, Summer; Second Year: Fall, Spring, Summer).

If you are interested, contact Dr. John F. vonEschenbach, Professor and Chair, Department of Early Childhood, Elementary and Reading Education at (770) 836-6559.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND FOUNDATIONS

Comprehensive Study and Redesign of Educational Leadership Program

During the past eight years the educational leadership courses have been reviewed and modified to reflect changes in educational administration and the changing roles of educational leaders. A comprehensive year-long review of the administration and supervision courses was conducted concurrently with the West Georgia's change from quarters to semesters.

The faculty is now implementing a comprehensive study and redesign of the entire Educational Leadership program. Phase I of the study and reform of the Educational Leadership (EDL) Masters and Specialist programs began with the appointment of an Interdisciplinary Leadership Reform Committee. This committee is comprised of: the chair of the Department of Educational Leadership and Foundations; two EDL faculty; two faculty members from the College of Arts and Sciences; one faculty member from the Richards College of Business; and two public school administrators.

Five national experts have spent two days reviewing our current programs, meeting with faculty, and meeting with area administrators in focus groups. The national consultants were: Jeanne Ballantine (Wright State University); Bob Johnson (University of Utah); Bruce Kramer (University of St Thomas); Tom Lauth (University of Georgia); and Eddy VanMeter (University of Kentucky).

The recommendations and comments from the consultants reflected on three major areas: Admissions, Program Content, and Assessment Criteria. Phase II will include the entire EDL faculty and faculty who provide support courses in our programs. In addition, the EDL faculty plans to make two site visits to universities that have recognized programs similar to those we are developing.



Collaborating with schools and other educational agencies is important in this redesign effort.

The new programs in educational leadership will evolve from the assessment of data received from the multiple populations served and the changing needs of educational leaders. The redesign of the educational leadership program is based on the National Board for Professional Teaching Standards (NBPTS) propositions that form the conceptual framework for advanced preparation programs in the College of Education and the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC) that form the conceptual framework for advanced preparation programs in the Department of Educational Leadership and Foundations.

Leadership Faculty Integrate Newer Technologies

Distance instruction by EDL/F faculty is opening new opportunities for students in the northwest Georgia. Starting with the spring semester of 1999, 55 students in School Business Management; 32 students in School and Community Relations; and a total of 55 educational leadership students enrolled in Politics and Policy in Education and Instructional Supervision are taking advantage of advanced study using distance education technologies.



DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Faculty Activities



Judy Butler has been selected as a Governor's Teaching Fellow by the Institute of Higher Education. This program provides Georgia's higher education faculty with opportunities to enhance their

teaching skills in using emerging technologies. In the summer of 1999, Butler will spend two weeks at the University of Georgia participating in faculty development activities and independent study with faculty from other Georgia universities and colleges.

Mae Wlazlinski won the Conference of College Composition and Communication's "Scholar for the Dream" Award for her paper "From the Margin, Students Emailing Themselves Front and Center." Wlazlinski had an article titled "The Language Behavior of Selected Filipino Americans" accepted by the *Philippine Journal of Linguistics* and will be presenting "The Promise of Contextualized Course Materials: Best Practices in their Own Backyards" at the International Conference on Language Teacher Education in May of 1999 in Minneapolis. In addition, Wlazlinski has invited two of her former students, teachers Nina Johnson and Bobby Allen, to present with her at the Georgia TESOL conference at the University of Georgia in April of 1999.

Janie Cates, Frank Orr, and a graduate research assistant, Jonathan Ingram, conducted a workshop titled "HIV, Locust of Control and Geowhiz" to the National Council of Teachers of Mathematics Southern Regional Conference in February of 1999.

John Myers presented at the Georgia Middle School Association Annual Conference on the topic "What Middle

School Teachers Don't Know — But Should!" The presentation was based on a survey of the knowledge base of more than 200 middle school teachers in the West Georgia area. Myers has been appointed as the District VII, Area O coordinator for Phi Delta Kappa International. In this role, he will coordinate area activities and provide oversight for eight PDK chapters in the region.

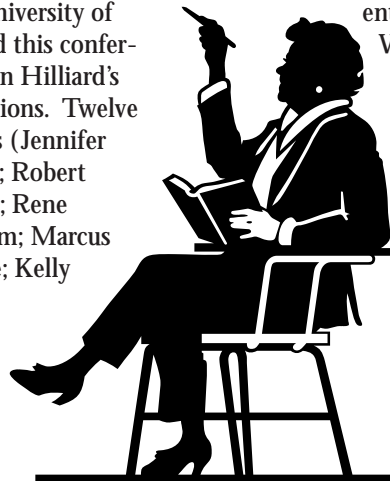
Diane Boothe delivered presentations on teaching portfolios and exploratory courses at the Georgia Middle School Association Conference. She also travelled to Puerto Rico in November, giving these two presentations for the Teachers of English to Speakers of Other Languages Conference: "English as a Second Language Learning Activities for Elementary School Students" and "Motivating Secondary English as a Second Language Students through Hands-On Activities."

Bob Hilliard presented "So You Want to Be a Middle School Teacher- Join Our Circus" at the Georgia Middle School Conference. In this presentation, he organized an action lab designed for college students and others interested in pursuing a career in the middle grades. The circus-type organization of this lab enabled participants to move through various arenas to learn new teaching strategies. Thirty middle grades students from State University of West Georgia attended this conference and participated in Hilliard's and Boothe's presentations. Twelve West Georgia students (Jennifer Camp; Caroline Conn; Robert Doyal; Synthia French; Rene Hendrix; Darby Jochum; Marcus Kimber; Anne Malone; Kelly Murphy; Jean Reeves; Marnie Stephens; and Rebecca Woody) demonstrated teaching strategies to an audience of more

than 65 educators. Hilliard at the Association of Teacher Educators (ATE) conference presented "Equity, Excellence, and Diversity: Oxymoron or Opportunity?" and "Learning New Ways to Reach, Teach, and Supervise through Technology" with **Michael Waugh**. As a member of a featured panel with authors of *Educators Healing Racism*, Hilliard discussed "Dealing with Issues of Racism in the Classroom." He was also recognized at the awards ceremony for his work as an ATE Association Development Specialist.

The KidReach Online Reading Center, created by **Gwen McAlpine** and co-sponsored by Elaine Roberts (ECER), received the Editor's Choice Award presented by the online Awesome Library to five percent of the web sites that relate to K-12 education. Gwen McAlpine serves as editor of *Connections* and *Mindscapes*, journals of the Georgia Council of Teachers of English. *Connections* is the council's professional journal, with the upcoming issue including a column by a former West Georgia student and research by McAlpine and **Dawn Putney** (ECER). *Mindscapes*, a publication for student writing, received a record 700 entries this year, sent by Georgia English teachers. Co-chairs Jo-Anne Schick and McAlpine have formed five committees comprised of faculty, students, and teachers to evaluate the 700 entries. Faculty members Mae Wlazlinski and Elaine Roberts chair two of these committees.

Jo-Anne Schick presented "Dramatic Monologues" written English as a Second Language to students at the National Council of Teachers of English with McAlpine and Wlazlinski in November of 1998.



DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION

New Programs

During the past few months, several curricular changes have been initiated within the Department. These changes include the preliminary development of a sport management program option and the initiation of a coaching minor. The rapidly growing athletic and sports industries have created a need for professionals trained to take leadership and management roles within these sports related agencies. Planning is currently underway to develop course content, secure trained faculty, and identify potential fieldwork and internship sites for students desiring to pursue this plan of study. Initial coursework in this program will begin during the fall semester of 1999, and students interested in this option should contact the department office.

The coaching minor has been planned to provide selected experiences and coursework that will serve as a basic foundation for students desiring to coach. The minor consists of 15 semester hours that include courses in administration of athletics, principles and foundations of coaching, prevention and care of athletic injuries, psychology of the athlete, coaching methods in specific sports, and a coaching practicum. Students who are planning a teaching career and may want to coach or anyone who has aspirations of being a volunteer coach will find this program of study very beneficial. Courses planned for this minor will be offered beginning in summer of 1999.

Recent Faculty Activities

Department faculty has been active, presenting at various conferences and providing workshops for interested agencies. **Ronnie Akers** presented two programs at the recent Southern District of the American Alliance for Health, Physical Education, Recreation and Dance (SDAAHPERD) Convention and also had two programs at this year's Share the Wealth-Elementary Physical Education Convention. **Lynne Gaskin** and **Sheila Abraham** were co-presenters at SDAAHPERD and their program,

"Activities for Children with Visual/Hearing Impairments," was ranked as the number one program. Gaskin also organized and presented a session that highlighted court cases physical educators and coaches in the Southern District area should be know and understand. Additionally, both Abraham and Gaskin were co-presenters with Akers in a highly attended program entitled "We Can't Be Getting Fit, I'm Having Too Much Fun." Akers, **Russ Roper**, and **Terry O'Toole** presented a session, "Creatine Dietary Supplement: Friend or Foe?" at the National High School Association Convention. **Linda Tremble** co-presented "Giving Voices to the Silenced: Creating a Tapestry of Diversity in the New University" at the National Association for Physical Education in Higher Education Conference. In summary, our faculty has been very visible and active conference attendees. New faculty member **Deborah LeGrande** has been active in the community providing dance workshops with a multi-cultural Latin American flavor for 6th and 7th grade social studies classes. Recent faculty publications include **Keith Tennant's** co-authored manuscript on the use of imagery for acquiring physical skills that was published in the *Journal of Human Movement Studies*. An article by Abraham that examined the satisfaction and primary motivational factors for participants attending elderhostels was recently published in *Educational Gerontology: An International Journal*.

Physical Education and Recreation Majors are Active

New officers were recently elected by the active membership of the Physical Education Majors' Club. The new

President is Chris Smith and Sandra Akins was elected to serve in the Vice-President's role. Karley Wingo will be the new Secretary/Treasurer. The physical education majors' organization functions to promote professional growth among its membership and to provide students with a common professional interest an opportunity to come together as a group and voice their opinions. Activities currently include sponsoring a one-pitch softball tournament as a fundraiser to support the group's attendance at the state professional conference held at Jekyll Island in May. Our majors will host and provide a Frisbee Golf Tournament, a leisure opportunity for other students attending the conference.

The Recreation Majors Club was recently approved as a student organization on campus. The primary purpose of this organization is to conduct social, informational, and educational activities for all students, foster interactions with practicing professionals, and establish liaisons with other professional organizations. The club has been actively engaged in working with the local Special

Olympics, providing much needed help with their events and activities. Also, club members volunteer to help with a variety of agencies that sponsor seniors groups. Students assist in helping to provide for the recreational and special needs of these seniors.

Putting Research into Practice

This section was initiated with the fall edition of *Gatherings* for the purpose of sharing research information that might be helpful for the practitioner. This issue's topic reveals positive results for changes being made in the sexuality education curriculum.

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DEPARTMENT OF RESEARCH, MEDIA & TECHNOLOGY

Kirby Nominated for Regents' Teaching Excellence Award



Elizabeth Kirby was nominated by the College of Education for the 1999 Regents' Teaching Excellence Award. Faculty and students who supported the nomination cited the dedication and individual attention Kirby shows her students, her innovative use of emerging technologies including distance and online delivery systems, and the leadership and service she has provided the College and University in the area of distance education.

Degrees for a Husband and Wife Team

Jim and Catherine Page-Quail shared a December graduation in 1998, a somewhat unique and interesting situation. Catherine, already with a career in broadcast television, decided to return to the State University of West Georgia in 1997 to pursue a M.Ed. in Media. Jim, a Special Education teacher of the emotionally disturbed, also decided to return for an Ed.S. in Media. Both were interested in emphasizing the field of Instructional Technology. Due to their location and full-time employment status, the Page-Quails found that taking GSAMS and online classes through the University allowed

them to obtain their respective degrees more conveniently. Additionally, the Page-Quails discovered that attending graduate classes together was to be a valuable, efficient, and enriching experience. With a complete change in his career, Jim is now a Technology Coordinator for a school in Gwinnett County where he supervises all the technology and the integration of technology and curriculum. Catherine, pulling from her prior experience in broadcast television, is now a Mass Media Technology teacher for a broadcast facility in a Rockdale County high school.

Roblyer Publishes Lesson Plan CD

In January, Prentice Hall/Merrill College Publishing Company released a CD entitled "*Integrating Technology across the Curriculum: A Database of Strategies and Lesson Plans.*" This CD contains 250 technology lesson plans which were summarized from published sources and are searchable by keywords or descriptors such as Technology Used, Grade Level, and Content Area.



The CD is the work of M. D. (Peggy) Roblyer and will accompany the second edition of her book *Integrating Educational Technology into Teaching* (Prentice Hall/Merrill) to be published this summer.

Bennett Receives the William E. Patterson Award

The William E. Patterson Award was presented to Priscilla Bennett by the Georgia Library Media Association (GLMA) at the 10th annual Council of Media Organizations Conference in October. The award honored Bennett for her outstanding and dedicated service to the library media profession and support of GLMA. Bennett was lauded for her encouragement and support to new professionals in the field, as well as her service to GLMA through regular presentations at conferences.



DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY

Two Faculty Retirements

For this issue of Gatherings, we contacted **Suzanne Cobb** and **Malcolm Flanagan**, both of whom recently retired from the Department of Special Education and Speech-Language Pathology. We were interested in knowing how they were spending their time now that they are retired and no longer at the University.

Cobb, a full-time Atlanta resident, is heading a needs assessment project for the catchment area of the Psychoeducation Program thus making use of her professional and experiential knowledge. She will be a speaker and discussion leader for the Music Educators Conference in a few weeks. Her major energies are being funneled into the development of a "community of like-minded people in the heart of Midtown Atlanta—referred to as The Vedado" (a prototype subdivision developed by Mr. Ansley, who also developed Ansley Park).

She is the property manager for upscale midtown apartment complexes housed within old Victorian homes moments from Piedmont Park, The Arts Center, and High Museum. To date Cobb has placed 68 residents into over 40 units—all with that "old time charm" not to be found in the newer rental complexes. Small parks dot the complexes and Cobb sees to seasonal planting, buying many of the plants on her trips to visit family in Florida. She has a staff of 3 to 19, depending on the tasks to be completed. She recently oversaw a total rehab of one Victorian triplex with an over-all cost of \$120,000. "It is beautiful and most of the neighbors said the house was beyond repair," she said.

Keeping units rented and tenants (community members) happy does not take all of her time. She is on the Host Committee of the 20th year celebration of the founding of her church and the retirement of her pastor. She is cooking more than ever and sees to it that her dear cats get all the attention they need—after all Bubba is almost 20 years old now and Spanky is 2.

In the future she will be taking more time for travel and, if her community continues to run smoothly, she may be exploring the worlds of Daphne du Maurier in Cornwall and Dame Agatha Christies in Devon and the Cotswolds. If you need to get in touch with her, look at either Lenox Mall or Phipps Plaza—she always makes time to shop.

Malcolm Flanagan has also been very busy since his retirement. Taking care of family affairs consumed a lot of his time in the early part of fall because of the death of two parents (one his and the other his wife's).

Lately, he and Eloise have been able to do the traveling that they had planned doing. So far they have been to the islands of Aruba and Curacao, enjoying the former more than the latter. In addition, they have completed the "55 Alive" driver's education course and completed training to be Hospice Volunteers at Tanner Medical Center.

When we asked him, "Is there anything else new that you want to tell us?" With great pride he answered, "I have a new granddaughter, Katie Jane," who lives near Grandpa.

We wish both of these outstanding faculty a wonderful retirement with years filled doing only the things that they want to do.

Ann Gray, Former Student, Honored

Ann Gray, a three-time graduate of the State University of West Georgia in the field of Special Education, has been named the Haralson County Teacher of the Year for the year 2000.



Work experience at a day program for individuals with mental retardation in Cobb County inspired Gray to return to school to complete a bachelor's degree in Special Education in 1980. She subsequently earned the M.Ed. (1989) and the Ed.S (1993) degrees from West Georgia. All her degrees are in the field of Special Education - Mental Retardation.

Ms. Gray has taught youngsters identified as having moderate, severe, or profound mental retardation for Haralson County since the fall of 1980, first at West Haralson School and now at the new middle school. Asked what the most significant challenge is for working with pupils who have significant disabilities, she noted that the challenge continues to be identifying the unique needs of each individual student, and planning the specific skills and experiences which will allow him or her to become successful community members.

Gray was first nominated for Teacher of the Year for Haralson County Middle School. After winning the schoolwide competition, she competed on a system-wide basis. She is now representing Haralson County as a candidate in the statewide competition for Georgia Teacher of the Year 2000.

Faculty Activities

Sandra DeHotman, with a colleague from Glenville State College (West Virginia), presented "Gangstas' in the Classroom" at The International Adolescents Conference IX.

Martha Larkin presented "Strategies for Success: Learning from Traditional and Emerging Paradigms" at the Council for Learning Disabilities conference and presented "Using Cartoons to Improve Preservice Teachers' Understanding of 'Big Ideas' about Teaching Students with Disabilities" at the Teacher Education Division of the Council for Exceptional Children conference.

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EXTERNAL DEGREE PROGRAM IN DALTON

Training Future Teachers—a Unique Pilot Program

Providing future teachers with opportunities to learn from public school teachers was the catalyst behind a unique pilot program developed through a partnership formed with public schools in Whitfield County and Dalton City in the Dalton External Degree Program. Students enrolled in a Math Methods class during fall semester of 1998 in this program experienced a new format in their Monday evening class. Edwards and Whitfield County Math Coordinator Dorothy Gray met to explore the possibility of developing a unique approach to teaching an undergraduate course in Math Methods. Gray recommended master teachers whom she felt would be interested in participating in an unique program.

At the initial meeting, the teachers and Edwards formed a team to design a unique delivery system that would provide future teachers with relevant knowledge and skills to teach math to elementary children. Project Team members from Whitfield County Schools were: Karen Roark, Kindergarten; Teresa Thomas, First Grade; Julie Clayton, Second Grade; Susan Wade, Third Grade; Kim Schoen, Fourth Grade from Whitfield County; and, Paul Fontana, Fifth Grade from Dalton Schools.

Using Interstate New Teachers Assessment and Support Consortium Standards and the Georgia Quality Core Curriculum (QCC) as a framework, the team identified objectives, experiences, and activities to be incorporated into the course. A syllabus was collaboratively developed that met both university standards and expectations of public school teachers. Teachers stressed the need to address assessment issues, utilization of the QCC, and the development of lesson plans to incorporate technology. Because of the diversity of the student population in North Georgia, teachers were acutely aware of the need to formulate lessons to meet the needs of all students.

The team developed an outline for the semester and identified specific topics to be covered at each grade level class meeting. It was agreed that a lesson plan for each



Darla Munn, a senior in the Dalton External Degree Program, monitors students using math technology.

grade level, due every two weeks, and a two-week unit to be submitted at the end of the semester, would be requirements of the course. The lesson plan format was designed by classroom teachers and contained elements to address technology, diversified instructional strategies, and methods to meet the needs of all students. Guidelines were developed for the two-week unit which included ten daily lesson plans and utilization of a variety of instructional approaches.

The team identified assessment issues to be addressed by Edwards at the first two class meetings. Subsequent class meetings allowed teachers to focus on delivery of content and instructional strategies that reflected best practices. Each teacher was responsible for two successive class meetings. The team met once a month to reflect on the delivery of the course content, address any issues that surfaced and to discuss the quality of the lessons plans.

At their first class meeting, the teachers addressed the QCC objectives, appropriate methods, strategies and activities specific to the grade level. In the second class meeting teachers addressed application of strategies and development of a specific grade level lesson plan. Lesson plans were submitted to Edwards for evaluation. Concurrently with their enrollment in the math methods class, West Georgia's future teachers were enrolled in a technology course that

stressed incorporation of technology into the curriculum. This provided students with opportunities to incorporate technology into the lesson plans and their two-week interdisciplinary unit. Each unit was presented to the entire class.

Because of the partnership efforts that exists between the faculty of the Dalton External Degree Program and local schools, a unique and exemplary learning experience was provided to West Georgia students. Student comments validated the benefits of the unique math methods class. One student commented, "I enjoyed having different grade level teachers teach the class." Other comments included, "These teachers were very positive about teaching." "The variety of the instructors was great. All had different teaching styles. They all brought good insights into the classroom." "I feel much more comfortable teaching mathematics after taking this course."

Dalton External Degree Program's New Coordinator

In the summer of 1998, a Texas tornado blew into Dalton in the form of the new coordinator, Mary Edwards, whose boundless energy has revitalized the Dalton program. Born in Indiana, Edwards spent over 15 years in Texas, where she taught in grades 5, 6 and 7 special education.

She was also an elementary school principal and a central office administrator. She received her doctorate from Texas A&M University and became a professor at Prairie A&M University.

A seasoned traveler, Edwards has visited schools in Russia, Japan, Scotland, Thailand, Poland, China, and England. She is an avid reader who loves to stay current in educational literature and research. She describes herself as an out-of-the-box thinker who is program-oriented and very much interested in quality education. She is proving to be a great asset to the Dalton program.

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Fund Supports Reforms of School Counselor Education With \$3.5 Million In Grants To Six Universities

The DeWitt Wallace-Reader's Digest Fund has selected six universities to lead a national effort to reform the preparation of public school counselors. The universities, working with public school districts, along with The Education Trust, will share \$3.5 million in grants from the Fund to make changes in graduate level training programs so future counselors can better serve elementary, middle and high school students, especially those in low-income communities.

The Fund's program is a response to studies by leading experts that argue for training that will better equip future counselors to support the academic and career development needs of all students. At present, most counselors are taught instead how to deal primarily with the social and personal needs of young people.

"We have heard the calls over the years for this kind of reform based on evidence that effective academic career counseling can help improve student attendance, boost academic performance and lead to more informed choices about college," said M. Christine DeVita, president, DeWitt Wallace-Reader's Digest Fund. "For those reasons, we feel compelled to support those in the counseling field who feel change is long overdue."

Patricia Martin, Senior Program Manager for The Education Trust, said the new training models will give counselors the knowledge and skills necessary to influence education reform efforts designed to help all students achieve high standards. "This work is essential if students are going to participate fully as involved citizens in the 21st century," Martin said.

Including these latest grants, the Fund has invested nearly \$17 million in programs to improve the skills of school counselors.

The six universities taking part in the Fund's initiative each received a three-year, \$450,000 grant to revise their curricula, recruit more diverse candidates to their programs and partner with local school districts to enhance the role of counselors in schools. The Education Trust of Washington, D.C. also received an \$875,000 grant from the Fund to work with the six universities over the next three years as they implement changes to their counselor education programs. The Trust promotes high academic achievement for all students at all levels, kindergarten through college, and focuses on

schools and colleges serving Latino, African American and Native American students.

The Universities receiving grants are:

California State University,
Northridge, California

Indiana State University, Terre Haute, Indiana

The Ohio State University, Columbus, Ohio

State University of West Georgia, Carrollton, Georgia

The University of Georgia, Athens, Georgia

University of North Florida, Jacksonville, Florida

Along with the work underway at the participating universities, the Fund will commission a national evaluation of the counseling initiative. The focus will be on learning how the six universities and their partner school districts implement new approaches to better prepare and deploy school counselors. Out of this work, the Fund hopes to learn and subsequently share major lessons that can be used by other universities also interested in transforming and improving their counselor training programs.

Department of Special Education and Speech-Language Pathology

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Richard Logan, while visiting in Bukhara, Uzbekistan, did a lecture on American English at the University of Bukhara to students majoring in English. Later he spoke at the University of Kebangsaan Malaysia in Kuala Lumpur to students in a newly formed Speech Pathology program. His focus was learning disabilities as it relates to the field of speech-language pathology.

Karen Lee was a guest lecturer at the University of Melbourne, Australia, this past summer. Her topic was "Teaching and Learning Creative Problem Solving across

Performance Levels." She also presented "Teaching Creative Problem Solving across Performance Levels" at the 45th Annual Convention of National Association of Gifted Children.

Michaela D'Aquanni attended a conference concerning autism sponsored by Future Horizons. Based on her past experiences and knowledge she has been collaborating with a variety of school districts to provide more effective and progressive educational programs for students with autism.

College of Education Student Honorees

At the April 14th University Honors Day, the following students received College of Education Awards for Academic Excellence in their respective majors:

- Business Education: Kelly Mitchell
- Early Childhood and Elementary Education: Wendy Leigh Arnold
- Middle Grades Education: Rebecca Woody
- Physical Education: Kathy White
- Recreation: Vickie Spruell
- Secondary Social Science: Kelly Gilstrap
- Secondary Science Education: Jonathan Ingram
- Special Education: Dea Guillebeau
- Speech-Language Pathology: Pauline Elizabeth Williamson

At its April 15th Convocation, the College of Education recognized several of its outstanding students with the following awards:

Department of Early Childhood, Elementary and Reading Education

- Outstanding Undergraduate: Daryl Llwellyn Cowins
- Outstanding Masters of Education Student: Cynthia Diane Mullins
- Outstanding Specialist in Education Student: Christy Browning Barfield

Dalton External Degree Program

- Leadership in a Cohort Group: Owen Goard

Department of Educational Leadership and Foundations

- Outstanding Masters of Education Student: Kimberly Wiley

Department of Middle Grades and Secondary Education

- Undergraduate Academic Performance and Leadership Award in Middle Grades: Rebecca Woody
- Masters of Education Academic Performance and Leadership Award in Middle Grades: Julie Lunceford
- Specialist in Education Academic Performance and Leadership Award in Middle Grades: Jessika Crawford
- Undergraduate Academic Performance and Leadership Award in Secondary: Jeremy Hartzog
- Initial Certification Academic Performance and Leadership Award in Secondary: Jonathan Ingram
- Masters of Education Academic Performance and Leadership Award in Secondary: Marshall Angle
- Specialist in Education Academic Performance and Leadership Award in Secondary: Dawn Satterfield

Department of Research, Media and Technology

- Outstanding Masters of Education Student: Katherine Jenkins
- Outstanding Specialist in Education Student: Janice Sly
- Most Outstanding Specialist in Education Paper in Media: Janice Sly

Department of Physical Education and Recreation

- Most Promising Physical Education Major: Glen Harding
- Highest Undergraduate GPA in Physical Education: Michele Morgan
- NASPE Outstanding Physical Education Major of the Year: Kathy White

Most Outstanding Masters of Education Students: April Barton and Ronnie Tatum

Most Outstanding Specialist in Education Student: J.D. Hughes

Spirit Award in Recreation: Vicky Spruell

Highest GPA in Recreation: Vicky Spruell

Department of Special Education and Speech-Language Pathology

Outstanding GPA Award in Special Education: Brittany Bearden

Outstanding Field Experience in Special Education: Jason Brown

Outstanding Organizational Leadership (SCEC) in Special Education: Dea Guillebeau

Outstanding Organizational Leadership (SCEC) in Special Education: Meredith Holloway

Cobb Award: Shu Zhang

Flanagan Award: Freda Parmenter

Outstanding GPA in Speech-Language Pathology: Anita Evans

Outstanding Field Experience in Speech-Language Pathology: Shannon Gagliano

Outstanding Organizational Leadership (NSDSLHA) in Speech-Language Pathology: Jocelyn Archer

College of Education Announces Scholarship Recipients

At its Convocation on April 15, the College of Education announced the recipients of its 1999-2000 scholarships. The students included:

- Pearl Nix Scholarship: Summer Wood
- Leona Ingram Scholarship: Laurie Strickland
- Hugh McTeer Scholarship: Laura Hodgkins
- Sadie Hughes Scholarship: Matthew Jackson
- Dag Folger Scholarship: Justin Barlow
- Thomas Sills Scholarship: Michelle Giles and Neena Knight
- Annie Belle Weaver Scholarship: Gwen Church and Jason Robinson
- Priscilla Bennett Family Scholarship: Valli Robinson
- Dot McNabb Scholarship: Karley Wingo
- Robert Reeves Scholarship: Chris Smith
- Peggy Steelmon Scholarship: Laura Lowery
- Joe McGiboney Scholarship: Cristin Phillips
- Mary White Davidson Scholarship: Kathyleen Johnson
- Bernice Freeman Scholarship: Portia Nunally
- Edwin Blue Scholarship: Kimberly Wiley
- John Pershing Scholarship: Stanley Leopard
- Connie Wright Gunter Scholarship: Apryl Kathe
- Pathfinder Scholarship: Rebecca Ireland
- George Colyer Scholarship: Claudia Jones
- David Dugan Scholarship: Richard Shaw and Leigh Ann Brown

College of Education Recognizes Exemplary Mentors/Supervising Teachers

The College of Education recognized nine “Exemplary Mentors/Supervising Teachers” with awards on April 15. During the presentation, which occurred as a part of the College of Education Convocation, Assistant Dean Dawn

Putney praised the work that each of these teachers did with interns in their schools. The honorees, their teaching specialties, and their schools are listed below:

Art Education
 Early Childhood Education
 Foreign Language Education
 Middle Grades
 Music Education
 Physical Education
 Secondary Education
 Special Education
 Speech-Language Pathology

Vesta Ayers
 Nancy Butler
 Evelyn Johns
 Patricia Jackson
 Neil Ruby
 Joyce Lambert
 Gail Marshall
 Mary Fuller
 Julia Harwell

Central Elementary School (Carrollton)
 Thomas Crossroads Elementary School (Sharpsburg)
 Hapeville Elementary School
 Herschel Jones Middle School (Dallas)
 Central High School (Carrollton)
 Whitesburg Elementary School
 Alexander High School (Douglasville)
 Burnett Elementary School (Douglasville)
 Bill Arp Elementary School (Douglasville)

Department of Physical Education and Recreation

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Early curriculum programs in sexuality education emphasized knowledge and facts about reproduction, risks of pregnancy, and sexually transmitted diseases. Later on, teaching skills in communication, decision making, and abstinence-only programs were added. The new generation of sexuality education programs differs from previous programs as they are based on theories proven effective in other health areas. These programs have incorporated the successful elements and eliminated the unproven elements of previous programs that have undergone rigorous evaluation.

The new sexuality education curricula contains the following characteristics: a) a narrow focus on a small number of specific behavioral goals; b) a foundation in social learning theory and social influence theories; c) activities that personalize

information on the risks of unprotected sex and how to avoid those risks; d) training about social influences; e) support for personal values and group norms against unprotected intercourse; f) exercises to develop skills; and g) training for persons delivering the program. Polls consistently find that most adults favor inclusion of sexuality education programs in schools. The controversy emerges around the nature of the selected program. As research consistently confirms that theory-based programs are an effective way to influence the actions of adolescents, more school districts can feel secure in implementing programs that have demonstrated the ability to reduce the behaviors that result in teen pregnancy and sexually transmitted diseases. (Source: Journal of School Health, 68, 243-247, Aug. 1998)