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It is my pleasure to convey greetings to you from the Bagwell College of Education (BCOE) at Kennesaw State University (KSU). Our faculty, staff, and students are determined to make a difference every day through new and innovative educational programs that improve people’s lives. This commitment is precisely what keeps us buoyed through difficult times, such as those we experienced in 2009-10 with a troubled state economy.

With extraordinary pride, I can say that our very talented and industrious faculty and staff accomplished a tremendous amount of outstanding work in spite of furloughs and budget reductions. As you read this annual report, you will discover overwhelming evidence of why we are a school of choice for aspiring P-12 educators. Our successes, new initiatives, and opportunities are numerous and noteworthy.

A major focus at KSU is global learning, and the BCOE is at the forefront of this initiative. We have globally engaged faculty who provide rich opportunities, not only for our students, but also for themselves, classroom teachers around the world, and fellow teacher educators in higher education in other countries.

Our growth has created two other areas of essential focus that are part of KSU’s comprehensive capital campaign – the Early Learning Center to establish a regional model for early learning – and a five-story building addition to Kennesaw Hall (three-stories funded by the state of Georgia) to accommodate the exponential growth in our programs and service units. To become realities, these facilities will require the financial support of generous individuals and organizations that place our youth and quality education among their philanthropic priorities. We are eager to discuss these important projects with charitable friends who wish to partner with us in our efforts to make a difference.

We are delighted to showcase changes currently underway, some as a result of external funding. Grants and contracts in the BCOE and Professional Teacher Education Unit (PTEU) in 2009-10 increased substantially over the previous year. The U.S. Department of Education awarded a five-year Teacher Quality Partnership (TQP) grant in the amount of $8.9 million to the BCOE in collaboration with Cobb County School District. In KSU’s 47 year history, this is the largest grant received. With a significant grant from the National Science Foundation (NSF), we are increasing the number of highly effective teachers of mathematics prepared to work with English language learners. Throughout this past year, BCOE faculty developed a proposal that was approved by Daniel S. Papp, President of Kennesaw State University, to establish a Center for Literacy and Learning that will become an integral part of reading programs offered by Bagwell College.

Within this report you will also read about multiple innovations in instructional technology, from a new master’s degree program and our award-winning Educational Technology Center (ETC) to an externally funded project using multi-user virtual environment technology in the classroom. I hope you enjoy learning about these cutting edge endeavors. Perhaps some of you will elect to participate in the M.Ed. program and/or the myriad workshops sponsored by the ETC.

As we look toward next year, we will seek more opportunities to sustain our leadership position in preparing professional educators for success in the 21st century. We greatly appreciate the generosity of our alumni and friends. Thank you for your loyalty to KSU, commitment to the BCOE, and continued support.

Sincerely,

Arlinda J. Eaton, Dean
As her students observe, Dr. Raynice Jean-Sigur demonstrates effective teaching strategies for children between 18 months and 2 years old.
Investing in Georgia’s youngest students…

The Bagwell College of Education has long recognized the importance of early childhood education. Research findings confirm that the earliest years of life are the most critical for developing a child’s intelligence and emotional strength. During those first years of life the foundations are laid for thinking, language, vision, attitudes and temperament.

“The brain grows at a rapid pace from as early as six months in the womb through 3 years of age and is primed for learning,” says Dr. Raynice Jean-Sigur, BCOE associate professor of early childhood education and coordinator of the new Birth-to-Five program. “In light of this, we need to understand how young children learn and how to teach them to learn.”

In April 2010, the Board of Regents of the University System of Georgia approved a new Birth-to-Five degree program at KSU that prepares teachers to work with the state’s youngest learners. Fewer than 2 percent of Georgia teachers are professionally certified to teach children in this age bracket. The new B.S. degree will prepare students thoroughly in approaches to early childhood education based on current research. The first class will enroll in spring 2011 and pursue the degree and certification through either the traditional track or the Montessori track.

In keeping with the university’s emphasis on global education and recognizing the demographic shifts occurring in Georgia, the Birth-to-Five degree program will emphasize second language acquisition for children who do not speak English as their native language.

In concert with the new Birth-to-Five degree program and the KSU comprehensive capital campaign, land has been purchased to build the Early Learning Center. The center is envisioned as a change agent for the youngest members of Georgia’s population and will serve approximately 220 children from birth to age 5. But more funding is needed before ground can be broken.

The case for building the Early Learning Center is easy to make. Currently Georgia ranks 49 out of 50 in its high school graduation rate (56 percent). By contrast, New Jersey has the nation’s highest graduation rate, at 87 percent. A factor that helps explain the gap is that New Jersey has a high-quality, pre-kindergarten program for 3- and 4-year-olds in its highest poverty districts, where it has recorded significant gains in learning.
“KSU is well poised to establish an Early Learning Center as a regional model where children will engage in developmentally appropriate learning activities that will prepare them for school,” says Dr. Arlinda Eaton, dean of the Bagwell College of Education. “Candidates in our Birth-to-Five program will undergo their field experience at the center. They will learn how to apply theory and practice under the tutelage of highly effective classroom teachers. Graduate students will collaborate with faculty to conduct research that will advance our understanding about how very young children learn.”

KSU faculty experts have worked for several years to develop an optimal center for the state's youngest pupils based on best practice and research. They developed an operations plan that calls for small class sizes with model programs where children will receive state-of-the-art instruction.

According to Dr. Feland Meadows, Goizueta Endowed Chair, we will be able to “provide children with the opportunity to achieve their highest potential both in school and in life.”

The Early Learning Center will draw students and professors from interdisciplinary fields across the KSU campus. BCOE faculty will collaborate with the WellStar School of Nursing to provide courses in gestation, pregnancy and perinatal education for students in the infant/toddler program and with faculty in Human Services and Adult Education, who will assist parents of children enrolled at the center. Other faculty support will come from the BCOE’s Department of Inclusive Education and from experts in linguistics, second language acquisition and bilingual education.

“When you think about early learning and how far it reaches, you know it’s worth the investment,” says Dr. Raynice Jean-Sigur, coordinator of the new Birth-to-Five program.

For more information on investing in the Early Learning Center, contact Debra Day, Director of Development for the Bagwell College of Education, at 678-797-2525 or dday13@kennesaw.edu.

Three goals:

- Childcare provider preparation and certification: shifting from “custodial care” to the use of best practices to enhance child development and prepare children for school
- Child development: focusing on the whole child – his/her social, emotional and cognitive development – to improve achievement
- Research: monitoring, assessing and documenting the effectiveness of the program to ensure sustainability
Kennesaw State University graduates more elementary school teachers than any other University System of Georgia (USG) campus and produces the second highest number of teachers at all grade levels in Georgia. A doubling in enrollment over the last five years in the Bagwell College of Education and the Professional Teacher Education Unit has filled programs beyond capacity. A solution, though, is on the horizon: a building addition that will allow KSU’s education programs to continue to grow to help meet the state’s teacher shortage.

Currently, the USG satisfies only 30 percent of the state’s teacher requirements, with another 20 percent of teachers coming from private universities. However, a “20,000 by 2020” USG initiative seeks to meet 80 percent of the state’s need for teachers by the year 2020 while strengthening teacher quality, recruitment and retention.

The projected enrollment growth at KSU and new educator preparation degree programs require more dedicated space. In addition, new initiatives in the BCOE – such as the Center for Literacy and Learning – require room to grow.

The education building addition will be funded in part with money from the state, but additional funding yet to be raised through the KSU comprehensive capital campaign is required to accommodate all teaching and educational leadership programs. The $20.7 million, 61,800-square-foot addition will feature 24 fully equipped classrooms and three state-of-the-art model classrooms, as well as offices for faculty and staff. (A rendering of the building by Flynn-Finderup Architects is below.) The state funding, part of the USG’s Board of Regents capital priority list, will be rolled out over two years with $1.3 million for design and $17.1 million for construction in fiscal year 2012 and $2.3 million for equipment in fiscal year 2013.

The new addition will allow the BCOE to increase undergraduate enrollment by 55 percent and graduate enrollment by 155 percent within five years of occupancy. It will provide space to ensure KSU continues its upward trajectory to meet Georgia’s demand for high-quality teaching professionals and educational leaders.

Prospective donors seeking additional information on the new building addition may contact Debra Day, Director of Development for Bagwell College of Education, at dday13@kennesaw.edu or 678-797-2525.
We invite you to help us advance our goals by making a gift to Bagwell College of Education initiatives (e.g., Early Learning Center and new building addition), scholarships, specific programs, and/or endowed chairs/professorships. “Never underestimate the power of simple giving” (Anonymous). All gifts, irrespective of size, are true investments in our future. Several types of gifts to consider are explained below.

**Annual Giving**

Your annual gift to the Bagwell College of Education provides supplemental operating income for needs such as research, professional development, technology, program accreditation fees, classroom updates and many other items essential for providing excellent service to BCOE students. You may make your annual gifts to the Bagwell College of Education through online giving (www.kennesaw.edu/giving) or by downloading a pledge card and mailing it to the university (www.kennesaw.edu/giving/cards.shtml).

**Planned Giving**

Planned gifts benefit both the college and donor and include many options such as:

- **Charitable Trusts**
  Set up a trust to support the college and help provide you with a lifetime income.

- **Charitable Gift Annuities**
  Make a charitable gift to the college today and you can receive future income benefits.

- **Bequests**
  Name the Bagwell College of Education in your will.

For more information please visit the “Office of Planned Giving” section of the KSU Office of Development website. You may figure your potential gains from making a planned gift to the college by using the Planned Gift Calculator, also located at www.kennesaw.edu/plannedgiving/about.shtml.

**Endowed Giving**

Endowed gifts are a way for alumni and friends to support BCOE students, faculty, and programs in perpetuity. They help secure the future success and quality of our programs and resources for our faculty and students. Because we use the interest from endowed gifts and preserve the principal, the gift legacy is kept alive and grows. We also offer naming opportunities with endowed gifts that provide an everlasting tribute to their namesake.

Several types of endowments exist, such as:

- **Faculty Chairs or Professorships**
  This type of endowment attracts prestigious faculty to the Bagwell College of Education and retains them.

- **Scholarships**
  Endowed scholarships help many BCOE students for several generations. Donors have the opportunity to name the scholarship in honor or memory of a loved one, or a mentor.

To explore the possibilities of making an endowed gift to support the Bagwell College of Education, visit the “Your Guide to Giving” section of the Office of Development website (www.kennesaw.edu/giving/waystogive.shtml).
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As always, you are an important part of our future. For more information about supporting the Bagwell College of Education, please contact Debra T. Day (www.kennesaw.edu/giving/contactus.shtml) at 678-797-2525. Thank you for taking great pride in what we are accomplishing together as a college.
Changing Lives, at Home and Abroad

It changed my life.” Dr. Sandra Bryan, an international education program specialist in the Bagwell College of Education, hears that again and again from the student teachers who participate in global field experiences. Many of them are leaving the country for the first time to teach in classrooms all over the globe.

This past year was no exception. One student, who taught in Belize, wrote: “My second-grade class taught me things about myself as a person and as an educator. The experiences I had were life-changing and have made me a stronger, more confident teacher.”

The engagement-abroad program at KSU began in 2002 with students teaching in China. It has since expanded to include Ecuador, Costa Rica, Mexico, Belize and South Korea. In fiscal year 2010, student scholarship assistance for global learning totaled almost $68,000.

In addition to teaching, education majors complete service projects while they are abroad. In fall 2009, for example, one student helped plant Jatropha trees in Costa Rica. The trees, a known source of biodiesel fuel, preserve resources and have helped the country create a cleaner environment. “We were demonstrating to younger generations what it means to volunteer and help the land around us,” she said.

The field experiences are one requirement of the Global Engagement Certification Program, a formal acknowledgement of global course work on campus and abroad. Of the 41 KSU students who earned global certification in the 2009-2010 academic year, 23 were pre-service teachers.

And for six students, the time abroad is not over. Their student teaching experiences led to jobs, with five teachers hired in Ecuador and another in Costa Rica.

A Rhapsody for Hungarian Education

Dr. Mary Chandler grew up under communism in Hungary, attending grade school in Gyor, where her father was a university president. She and her family were among the 200,000 refugees who escaped to the West after the Hungarian Revolution of 1956 was crushed by the Soviets.

Dr. Chandler, a former school principal and now a faculty member in the Department of Educational Leadership in the Bagwell College of Education, recently returned to Hungary to study the country’s educational system. An expert in school policy and practices worldwide, she visited 10 schools, interviewing headmasters and collecting data. “There is a huge interest in the Hungarian education community about ways to run schools, and they are so appreciative of interest from the United States,” says Dr. Chandler.
What she found in post-Soviet Hungary was an educational system where the schools and the community work closely together. Principals are appointed with input from the community for 10 years at a time and voted on by the school’s faculty and board of directors.

Through talent management programs, Hungarian schools make commitments to the students, ensuring that each child has the chance to develop to the fullest extent. The efforts extend beyond the school day to after-school programs, Saturday schools, and, for those in high-risk environments, boarding schools.

“They emphasize proper etiquette rather than discipline, and the approach is working,” says Dr. Chandler. Wherever she traveled in Hungary, from Budapest to other cities and villages, she observed students who were on task and showed respect to their elders and teachers.

One of the headmasters interviewed by Dr. Chandler described Hungary as a laboratory that is ripe for innovation. It can serve as a model for how schools reinvent themselves, he says.

**Expanding a master’s program in Ecuador**

“Professionally and personally eye opening” is how Dr. Harriet Bessette describes her first visit to the Universidad San Francisco de Quito in Ecuador. Dr. Bessette, coordinator of the inclusive education graduate program in the Bagwell College of Education, and department chair Dr. Greg Meyjes visited the university in spring 2010 to open the doors for collaboration with college professors in Ecuador.

“The university there is very progressive, with the most Ph.D.s in Ecuador,” says Dr. Bessette. “We were introduced to the inner workings of the university, got a feel for the indigenous population, saw how we could fit into the academic community and paved the way for our graduate students to go there.”

On Dr. Bessette’s second trip, she introduced special education and inclusive curriculum to her new collaborators. But when the local faculty wanted more, she plunged into deeper discussions about core courses and ways to incorporate inclusive education. Based on those conversations, she and Dr. Bernadette Musetti, associate professor in inclusive education, developed a volume of course outlines that will be implemented at the Universidad San Francisco de Quito this summer.

**Building inclusive classrooms in Syria**

Supported by a Fulbright Specialist Program grant, Jill Williams, lecturer in inclusive education, went to Syria at the invitation of Tarif Bakdash, secretary-general of the country’s national council for people with disabilities, to present workshops on teaching students with disabilities. She first met Bakdash at a KSU conference that opened an Arab-American dialogue focused on how to make the workplace accessible to people with disabilities.
In March 2010 she gave her first workshop in Syria to 35 instructors from the Ministry of Education, the national council and other groups, including a non-governmental organization for people with disabilities that is supported by Syria’s first lady, Asma al-Assad. Williams returned in May to deliver advanced professional development to the same group, covering best practices, performance-based instruction and strategies designed to include all students in the learning process.

The teachers that Williams taught this past spring are spreading what they have learned to an additional 600 teachers in Syria this summer. When she returns in December, they will provide her with data to analyze the effectiveness of this effort.
An early childhood education major implements effective teaching strategies during the student teaching phase of her program of work.
The scenario is all too common: new teachers come into urban classrooms eager to begin their first assignment and quickly find themselves challenged by the realities of high need schools. All too frequently, novice teachers leave the classroom after just one year of teaching.

Kennesaw State University wants to change the way that scenario plays out by better preparing teachers for urban classrooms and teaching them effective strategies. KSU is working with the community to translate these goals into an improvement in academic achievement for all students in a cluster of seven high-need urban schools in Cobb County, Ga.

Funded by a five-year, $8.9 million grant from the U.S. Department of Education, the largest grant ever awarded to KSU, the Teacher Quality Partnership (TQP) initiative is in its planning year and will launch in fall 2010. “We want to improve teacher preparation to, in turn, improve K-12 student achievement,” says Dr. Bernadette Musetti, one of three grant co-directors. “Our goal is to offer the best baccalaureate teacher education program available.”

Specifically, the initiative offers teacher candidates an urban education option in which they will prepare to teach English language learners, students with special needs and those who are from economically disadvantaged backgrounds. The teacher candidates will work with KSU faculty and mentor teachers in five elementary schools, one middle school and one high school in Area 2 of the Cobb County School District. The K-12 student populations in the partner schools are culturally diverse: 31 percent do not speak English as their first language and 79 percent live in poverty.

$8.9 million grant to Improve Teacher Quality
$8.9 million grant to Improve Teacher Quality

“We have a long history of working with Cobb Country,” says Dr. Arlinda Eaton, dean of the Bagwell College of Education and principal investigator for the grant, “but this initiative takes our partnership to another level. The Cobb teachers will assume a more active role in the teacher education program, and the faculty at Kennesaw State will collaborate in a more comprehensive way with both the classroom teachers and the KSU teacher candidates — all focusing on K-12 student learning.”

Teacher candidates will be placed in K-12 classrooms in both their junior and senior years. The yearlong clinical experience in a professional development school during their senior year will better prepare them for a teaching career in schools that are diverse.

Planning for the initiative began last fall with a highly collaborative approach that brought all partners to the table. The various planning committees include faculty from the BCOE and the Professional Teacher Education Unit (faculty from other KSU colleges who work with BCOE faculty to prepare teacher candidates), along with supervisors, principals and teachers from the school district.

The program’s development is evolving based on input from all partners, and the grant’s co-principal investigators and co-directors are drawn from both the university and the school system.

“The grant came out of the identified needs of our partners in Cobb County,” says Musetti. “We began this partnership with Kennesaw State asking, not telling, them what we need to do. We listened to our Cobb County partners about what new teachers can’t do and don’t know.”

Laura Kelley, a retired teacher and principal in Cobb County, is co-director of the initiative. She believes this initiative is blurring the lines between “us and them,” building a strong learning community that will result in urban education teachers and public school students “who are resourceful and able to demonstrate their ability to learn challenging material.”

Kelley wants to interest more teacher candidates in high need schools. “Understanding the needs of students and families from different cultural and socio-economic groups is key to teaching successfully in the 21st century classroom,” she says. “We would like to see candidates with a strong background in mathematics, reading, writing, science and social studies, as well as strong skills in how to assess for and teach content standards so that all students learn.”

Dr. Mary Garner — a mathematics expert in measurement at KSU and the grant’s third co-director — is co-chair of the TQP Research Academy.
The academy has studied the large gaps in K-12 student achievement between middle class students and students who are economically disadvantaged. “The largest gaps are in math,” Garner says. She and members of the academy are developing measurement tools to assess the impact of the TQP initiative on student achievement. Garner believes this approach could serve as a model for other universities and school districts nationwide.

Hopefully, the end game will be public school students who show a marked improvement in achievement and teacher candidates who are comfortable and skilled in urban classrooms, thereby encouraging teacher retention. “They’ll be part of something big, new and exciting,” says Dr. Musetti, “something that matters a lot.”

Kelley agrees: “The best is yet to come.”
Wanted: math teachers for high-need schools

Kennesaw State University is focused on a critical question: How do we teach math in culturally and linguistically appropriate ways to minority, low-income and English language learners? The Bagwell College of Education, in partnership with the Georgia Institute of Technology, is answering that question, thanks to a grant of almost $900,000 from the Robert Noyce Teacher Scholarship Program.

Responding to a national need for math and science teachers in high-need schools, the National Science Foundation (NSF) established the Noyce scholarship program to increase the number of science, technology, engineering and mathematics teachers. Its goal is to help U.S. students remain competitive in the global marketplace.

Last fall, the first class of Noyce scholars at KSU entered the program, and this spring the BCOE recognized its first graduate, a second-career math teacher who had been away from the profession for years. This first class is as diverse as the students they will encounter in the high school and middle school classes they are preparing to teach, according to Dr. Desha Williams, principal investigator of the scholarship program at the BCOE and chair of the National Council of Teachers of Mathematics’ Affiliate Services Committee.

Noyce scholars at KSU and Georgia Tech can receive as much as $10,000 a year, and no more than $20,000 over two years, to fund their education. They are recruited either during their senior year or upon entering the BCOE as graduate students. They commit to enrolling in the 14-month Master of Arts in Teaching (MAT) program and, after graduation, to teaching in a high-need school in Georgia.

High-need schools, as defined by No Child Left Behind legislation, are those in the top quartile of schools statewide ranked by the number of unfilled, available teacher positions; are located in an area where at least 30 percent of students come from families with incomes below the poverty line; or represent an area with a high percentage of out-of-field-teachers, a high teacher turnover rate or a high percentage of teachers who are not certified or licensed.

To better prepare teachers to engage English language learners in math, the BCOE is enhancing the Noyce scholars’ experience with monthly workshops, daily Web support and annual conferences in Washington, D.C. The Noyce scholarship program also has a research component. In addition to the lead question, it is asking others, says Williams. For example, what is the impact of the program on English language learners? Who chooses to enter a career in a high-need school? Are math programs in high-need schools able to retain new teachers?

Williams hopes to build on the success of the first year by awarding up to $240,000 in Noyce scholarships next year.
Reports from the National Assessment of Education Progress, often considered America’s report card on education, point to a stall in reading achievement in many states. In Georgia, for example, students failed to demonstrate significant progress in reading from 1998 to 2007, and 44 percent of scores were at the basic level, with another 30 percent falling even lower.

Poor performance in reading and writing affects not only school performance and graduation rates but also the ability to complete college and succeed in the workplace. In fact, a recent report from the Southern Regional Education Board concluded that developing reading comprehension skills should be the first priority for middle and high school students.

A new Center for Literacy and Learning in the Bagwell College of Education, an initiative introduced by Dean Arlinda Eaton, will address the critical issue of improving reading for all Georgia K-12 students. Tutors in the center will work one-on-one with children to discover their interests and tailor their instruction to those interests. The goal is to make students lifelong readers who take pleasure in reading.

In addition to serving as a resource to Georgia’s elementary, middle and secondary school students, the literacy center will enhance teacher preparation programs at KSU. Graduate students in the M.A.T. and M.Ed. programs who are pursuing a reading endorsement will work with the children who come to the center. They also will serve as coaches for KSU undergraduates to demonstrate how literacy theories and strategies play out in real-life settings.

Faculty will conduct research on improving student performance and teacher development. They will document the ways in which students learn and apply that research. The data they gather will inform the center’s approaches.

A literacy task force made up of educators from all four departments in the college developed the original proposal for the center. These literacy experts are now writing the operations manual and recruiting the first class of students. Master’s candidates have taken a theories course in preparation for the work they will do with K-12 learners. The center is expected to open in spring 2011.

The developers also dream of one day involving the students’ parents in literacy programs to complete the literacy circle, bringing the power of reading home.
Students learn about robotics at the Elementary Science Olympiad held at KSU each year. Sponsored by the BCOE, it is the largest event of its kind in the United States with more than 1,300 participants from schools across the state.
The Cobb County School District is installing electronic whiteboards in every elementary school classroom. Schools in DeKalb County and the city of Atlanta are bringing handheld electronic devices into 11 schools this year. Those efforts require that teachers know not only how to use the technologies but also how to effectively integrate them into the classroom. That’s where the Educational Technology Center at the Bagwell College of Education comes in.

The center, supported by a grant from the Georgia Department of Education, is a full-service technology resource for school systems in metro Atlanta. In addition to teaching customized classes like those for the whiteboards in Cobb and the handheld devices in DeKalb and Atlanta, it offers a wide variety of courses on the Kennesaw State University campus, onsite in public school classrooms and online.

Through the center’s workshops and tutorials, teachers can learn to create podcasts and blogs, navigate software such as Adobe Dreamweaver and Audacity, and design their own online courses with Moodle. During the summer semester alone, the center offers 80 workshops.

“We teach the teachers how to fully integrate technology into their lessons,” says Dr. Brent Williams, director of the Educational Technology Center. Traditionally, school systems have lagged behind other fields in the technology they are able to offer students. “Sadly, many kids have better technology at home than they do at school,” says Dr. Williams. But that may be changing with some school systems starting to explore the advantages of technology.

Instructors at the Educational Technology Center (five full-time and one part-time) work hard to stay on top of new, up-and-coming technology. They offered classes on the new Windows 7 program one year before it was officially released. Now they are fielding more and more inquiries on how to incorporate Netbooks and iPads into lesson planning.

For Dr. Williams, beyond discovering the next new technological gadget, the real pleasure in his work is to move past the traditional model of a teacher who lectures at the front of the class to a format that engages students in a novel way. “The key thing is to get kids excited about learning,” he says. “Technology can do that.”
“Every aspect of our lives has been influenced by technology,” says Dr. Traci Redish, graduate program coordinator for instructional technology and educational leadership. “Education has adapted slowly to new technology. But with global competitiveness we can’t afford to ignore technology, or we’ll get left behind.”

A former director of the BCOE’s Educational Technology Center, Redish always knew there was a need for a degree that could prepare teachers to be technology leaders in their schools. KSU already offered doctoral degrees for those who wanted to be technology leaders at the district and state levels. And the college offered courses at the Educational Technology Center for teachers who wanted to take a workshop here or a session there. But there was no degree at the master’s level for teachers who wanted a comprehensive program to prepare them to be leaders at the school and classroom levels. Now the BCOE is able to fill that gap with a new Master of Education in Instructional Technology, which was approved by the University System of Georgia’s Board of Regents in February 2010.

“This degree has the potential to change the way teachers teach,” says Dr. Redish. “It can move them from handing out worksheets to embracing technology as a tool to engage students.”

All participants in the program, which will launch this fall, are working teachers with at least one year of experience. They will incorporate what they learn right away in their day-to-day work in the classroom. Many of the assignments are built around projects that can be implemented in the classroom or shared with colleagues at their schools. At the end of the program, teachers will prepare a portfolio of multimedia and Web projects they have designed and produced.

Dr. Redish brings her expertise not only to program development but also to working on state and national committees that are developing professional standards and certification requirements for educational technology. She and Dr. Jo Williamson, assistant professor of instructional technology in the BCOE, are appointed members of the International Society for Technology in Education’s (ISTE) Accreditation and Standards Committee, which is revising national technology facilitation and leadership standards. Dr. Redish also chairs a task force for the Georgia Professional Standards Commission (PSC) charged with developing an instructional technology teaching certificate.
At high tide, the base of the old lighthouse on Cockspur Island at the mouth of the Savannah River is approximately 3 to 5 feet under water. When the beacon was built in 1849 it was at sea level. So, what happened?

Some third graders will soon be able to explore the island as it was in the 1800s, trying to determine what forces, both natural and man-made, led to the lighthouse being abandoned. Entering this virtual world as avatars—a digital representation of themselves—students will be able to take soil samples and interview the light keeper, his family and soldiers from the island’s Fort Pulaski.

“The simulation will be like a time machine for the students,” says Dr. Doug Hearrington, assistant professor of instructional technology. “By applying earth science lessons and some engineering principles they will investigate the problem and recommend a solution.”

Using a $72,817 grant from the U.S. Department of Education, Hearrington began implementing Project OWL (Online World of Learning) in three Georgia classrooms, one in Marietta and two in Polk County, this summer. A fourth elementary school in China is also participating. Project OWL is based on Hearrington’s research using multiuser virtual environment technology in the classroom.

“Today’s students have grown up with ubiquitous access to technology,” he says. “Bringing this technology into the classroom provides a familiar format that increases critical thinking skills while making learning fun.”

In fall 2010, 13 Georgia teachers will begin immersion training with Lighthouse Island, the lesson simulation plan based on the Cockspur Island Lighthouse designed by Hearrington.

Project OWL will also provide virtual space to enable students to develop their own simulations. Hearrington and the Project OWL teachers are discussing a variety of potential classroom simulations, including economic models, a virtual aquarium, and a simulated version of each of Georgia’s habitats and the organisms living in each.
A college preview for middle schoolers

The scavenger hunt at Kennesaw State University this spring was like no other the Atlanta middle schoolers had experienced. They were on the hunt for dates, names and events connected with the slavery abolition movement in early American and slave newspapers. "Ordinarily you wouldn't find students excited to be looking through old newspapers, but these students said it was the best social studies lesson they had ever had," says Dr. Loretta Howell-Lillard, Quality Enhancement Plan (QEP) coordinator at KSU’s Bagwell College of Education and organizer of the eighth graders’ visit to KSU.

On campus, the students attended math and reading workshops. They toured an exhibit in the Center for African and African Diaspora Studies and enjoyed eating in the campus dining hall.

Dr. Howell-Lillard started the first visits of metro Atlanta middle schoolers to KSU as a chance to shadow college students over the course of a day. The Atlanta chapter of Links provided bus transportation and coordination, and Kennesaw State planned and provided the activities.

The experience has proven to be a win-win for both. For many of the middle school students, it marks the first trip out of their inner-city neighborhoods to a suburban college campus to interact with people who are different from them. For the college students, it gives them the opportunity to mentor and coach, valuable skills for education majors who plan to teach in public schools.

Since that first shadow day, the event has evolved into an annual program called “Chit, Chat and Chew” that involves departments across the university. Students begin their visits in the sixth grade and continue through the eighth, along the way making friends with college students and getting inspired to pursue a degree after high school. “When our teacher candidates e-mail the middle school students after their visit to check on how they are doing or to see how they did on a math test, that means a lot,” says Dr. Howell-Lillard. This spring she attended the graduation of some of the students who had participated in Kennesaw State’s program years before. She heard time and again that it was one of the highlights of their middle school years.
Alumni and Student Honors

Hilaire Anelone, Advanced Placement statistics and calculus teacher at Maynard H. Jackson High School, is the Atlanta Public Schools Teacher of the Year. Anelone is a native of the Ivory Coast in Africa. He received his B.S. in Mathematics Education at Kennesaw State University in the fall of 1997 and is currently working on his doctorate at Georgia State University. According to his principal, Dr. Shirline Carter, “He does not stop teaching when the bell rings. He even volunteered a large portion of his summer tutoring and working with our students.” (Photo: Scott C. King)

Nihal Khote, ESOL teacher at Southeast Whitfield County High School, is the Whitfield County School System Teacher of the Year. Khote lived in India and Venezuela before immigrating to the United States. He feels his life experiences in different countries shaped his beliefs about teaching. He was the 2009 KSU University Scholar in the Master of Arts in Teaching (MAT) in TESOL program. Khote offers students one-on-one assistance preparing them for the Georgia High School Graduation Test (GHSGT). The success rate of ESOL students on the GHSGT is a point of pride for his school.

Kathy Platt is the Associate Superintendent for Instructional Technology for the Georgia Department of Education. She received her undergraduate degree from Kennesaw State University and taught graduate technology leadership courses in the BCOE Educational Leadership Department. Currently, Platt supervises the state’s federally-funded technology programs that bring well over 100 million dollars to Georgia each year. She also manages large-scale state-funded programs, Georgia Standards.org and 13 regional Educational Technology Centers, one of which is located at KSU.

Regents’ Scholar

David C. Ayers, May 2010 graduate in secondary and middle grades education, is Kennesaw State University’s Outstanding Student for 2010. He received the Regents’ Scholar award at the annual University Scholars ceremony. While student teaching at Cooper Middle School, Ayers volunteered as an after-school tutor. When local flooding affected the school and surrounding residents, he spearheaded an effort to collect clothing, food and school supplies to assist needy families.
Welcome
New Faculty and Administrators

Faculty

Angela Blaver, Ph.D.
Assistant Professor
Secondary and Middle Grades

Patricia Bullock, Ph.D.
Associate Professor, Elementary and Early Childhood Education

Stacy Delacruz, Ed.D.
Lecturer, Elementary and Early Childhood Education

Joya Carter Hicks, Ph.D.
Associate Professor
Inclusive Education

Changman Lee, Ph.D.
Associate Professor
Inclusive Education

Bisa Batten Lewis, Ph.D.
Lecturer, Elementary and Early Childhood Education

Julie Moore, Ph.D.
Associate Professor
Educational Leadership

Maria Shaheen, M.Ed.
Instructor, Elementary and Early Childhood Education

Jill Williams, M.Ed.
Lecturer
Inclusive Education

Administrators

Pam Cole, Ph.D.
Associate Dean of Undergraduate Studies

James Cope, Ed.D.
Department Chair, Elementary and Early Childhood Education

Gregory Meyjes, Ph.D.
Department Chair
Inclusive Education

Anete Vásquez , Ph.D.
Director, Center for Education Placements and Partnerships

Bagwell College of Education
**Faculty Recognition**

Dr. Sandra Bryan (BCOE International Education Program Specialist) received a Faculty Scholarship from the Bahrom International Program, Seoul Women's University, Seoul, Korea.

Dr. T. C. Chan (professor, EDL) was elected President of the International Society for Educational Planning in October of 2009.

Dr. T. C. Chan (professor, EDL) received recognition from the Southern Regional Council for Educational Administration for his outstanding contributions as program chair for the 2009 Annual Conference.

Dr. Jim Cope (professor, EECE) served as president of the Georgia Council of Teachers of English (GCTE) when the National Council of Teachers of English (NCTE) selected GCTE as one of only eight national winners of the 2009 NCTE Affiliate Excellence Award.

Dr. Corrie Davis (assistant professor, EECE) and Dr. Leigh Funk (associate professor, INED) were elected members-at-large to the Board of Directors of the Georgia Educational Research Association (GERA). They join Dr. Rick Breault (associate professor, EEE) who is in his third year on the board.

Dr. Arlinda Eaton (dean, Bagwell College of Education) was appointed by Governor Sonny Purdue to serve on the State Advisory Council on Early Childhood Education and Care.

Dr. Arlinda Eaton (dean, Bagwell College of Education) was selected to serve on the Committee on Professional Preparation and Accountability of the American Association of Colleges for Teacher Education (AACTE).

Dr. Adrian Epps (associate dean, College of Science and Mathematics) received the Academy of Educational Leadership Distinguished Research Award.

Dr. Adrian Epps (associate dean, College of Science and Mathematics) was elected Chair of the Board of Regents Educator Preparation Academic Advisory Committee (EPAAC).

Dr. Adrian Epps (associate dean, College of Science and Mathematics) was elected Chair of the Board of Regents EPAAC Arts and Science Deans Sub-committee.

Dr. Loretta Howell-Lillard (professor, EEE) was inducted into The Zeta Omega Chapter of Phi Beta Delta International Honor Society at Kennesaw State University.

Dr. Loretta Howell-Lillard (professor, EEE) was invited to serve as an Early Childhood Education consultant for the Charlotte Manye Balm in Gilead Centre Board of Directors in Cape Town, South Africa. The center assists women in the community who are HIV positive and serves as a testing site.

Dr. Loretta Howell-Lillard (professor, EEE) was elected secretary of the International James Baldwin Society.

Dr. Binbin Jiang (associate professor, EDL) and Dr. Robert DeVillar (professor, EEE) received the Distinguished Research in Teacher Education Award from the Georgia Association of Teacher Educators (GATE).

Dr. Traci Redish (associate professor, EDL) was invited by the Georgia Professional Standards Commission to chair a task force that will develop an instructional technology teaching certificate for Georgia.

Dr. Traci Redish (associate professor, EDL) was honored by Georgia State University as a GSU Basketball ‘Legend’ for Accomplishments On and Off the Court.

Dr. Traci Redish (associate professor, EDL) and Dr. Jo Williamson (assistant professor, EDL) were appointed to serve on the Accreditation and Standards Committee of the International Society for Technology in Education (ISTE).

Ms. Maria Sheehan (instructor, EEE) is serving as president of Phi Delta Kappa, Kent State University Chapter.

Ms. Maria Sheehan (instructor, EEE) is serving as co-president of the John Dewey Group at Kent State University.

Ms. Maria Sheehan (instructor, EEE) is founder and co-president of the Education, Health and Human Services (EHHS) Doctoral Forum Group at Kent State University.

Dr. Desha Williams (assistant professor, SMGE) is the Affiliate Services Chair of the National Council of Teachers of Mathematics (NCTM). As chair of this committee, Dr. Williams is the liaison between the committee and the NCTM Board of Directors.

Ms. Jill Williams (lecturer, INED) received a Fulbright Specialist Scholarship to conduct a train-the-trainers program in Syria for 45 teachers in inclusive practices for students with disabilities.

Dr. Binyao Zheng (associate professor, SMGE) was invited to join the leadership team of SINO-American Education Consortium located at Georgia Southern University.

Dr. Binyao Zheng (associate professor, SMGE) co-chaired the Middle Level Educators Special Interest Group of the Association of Teacher Educators (ATE).
UNIVERSITY SYSTEM OF GEORGIA FACULTY AWARDS
Dr. Harriet Bessette (associate professor, INED) was the KSU nominee for the 2009 Regents’ Scholarship of Teaching and Learning Award.

KSU FOUNDATION AWARDS
The Kennesaw State University Foundation awarded more than $193,000 in August 2009 to outstanding faculty and staff. Professional Teacher Education Unit faculty receiving awards included:

- Dr. Tom Brown (associate professor, EECE) - Finalist for the KSU Distinguished Professor Award
- Dr. Kimberly Ligon (associate professor, SMGE) - Tommy & Beth Holder Faculty Award
- Dr. Mary Garner (associate professor, Mathematics) - Distinguished Professor Award
- Dr. Alice W. Terry (associate professor, SMGE) - Foundation Prize for the publication: Service-learning…by degrees: How adolescents can make a difference in the real world (2007). Portsmouth, NH: Heinemann.

BCOE FACULTY AWARDS
Dr. T. C. Chan (professor, EDL) - Distinguished Graduate Service Award
Dr. Debra Coffey (assistant professor, EECE) - Distinguished Undergraduate Scholarship Award
Dr. Raynice Jean-Sigur (associate professor, EECE) - Distinguished Undergraduate Service Award
Dr. Binbin Jiang (associate professor, EDL) - Distinguished Graduate Scholarship Award
Dr. Kimberly S. Loomis (professor, SMGE) - Distinguished Undergraduate Teaching Award
Dr. Gwen McAlpine (associate professor, EECE) – Distinguished Graduate Teaching Award
Dr. Alice Snyder (associate professor, EECE) - Distinguished Advising Award

STAFF RECOGNITION
Ms. Alisha Bello (assistant director, Graduate Programs in the Teacher Education Advisement Center) was selected the September Employee of the Month for KSU.

Ms. Karen Holland (administrative coordinator, Educational Technology Center) was selected the October Employee of the Month for KSU.

Ms. Tisha McCalla (administrative associate, EECE) was elected president of the Kennesaw State University Staff Senate.

Department Abbreviation Key:
EDL = Educational Leadership
EECE = Elementary and Early Childhood Education
INED = Inclusive Education
SMGE = Secondary and Middle Grades Education
## Grants and Awards

### EXTERNAL FUNDING

<table>
<thead>
<tr>
<th>Principal Investigators</th>
<th>Project Title</th>
<th>Funding Agency</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tom Brown, associate professor, EECE&lt;br&gt;Dr. Greg Rushton, associate professor, Chemistry Education</td>
<td>Northwest Georgia Science Education Partnership</td>
<td>Georgia Department of Education</td>
<td>$830,000</td>
</tr>
<tr>
<td>Dr. Arlinda Eaton, dean, Bagwell College of Education&lt;br&gt;Dr. Steve Constantino, associate superintendent, Cobb County School District</td>
<td>Teacher Quality Partnership Grant</td>
<td>U.S. Department of Education</td>
<td>$8.9 million</td>
</tr>
<tr>
<td>Dr. Bernadette Musetti, associate professor, INED&lt;br&gt;Dr. Mary Garner, associate professor, Mathematics&lt;br&gt;Ms. Laura Kelley, Cobb County School District</td>
<td>Teacher Quality Partnership Grant</td>
<td>U.S. Department of Education</td>
<td>$238,909</td>
</tr>
<tr>
<td>Dr. Douglas Hearrington, assistant professor, EDL&lt;br&gt;Dr. Tom Brown, associate professor, EECE</td>
<td>Project OWL (Online World of Learning)</td>
<td>Federal flow-through from University of Georgia</td>
<td>$72,817</td>
</tr>
</tbody>
</table>

### Project Title: IMTAS Project (Increasing Mathematics Teachers for all Students)  
Funding Agency: National Science Foundation  
Awarded: $896,705
KSU FUNDING

Dr. Mary Chandler (assistant professor, EDL), Dr. T. C. Chan (professor, EDL) and Dr. Binbin Jiang (associate professor, EDL) - $1,500 to compare traditional and embedded educational leadership practicum experiences in Georgia, Center for Excellence in Teaching and Learning (CETL).

Dr. Ethel King-McKenzie (assistant professor, EECE) - $1,000 research grant from the Center for Excellence in Teaching and Learning (CETL).

Dr. Toni Strieker (professor, SMGE) - recipient of the Fiscal Year 2011 Tenured Faculty Enhancement Leave Full Paid Leave Funding Award.

Dr. Ikechukwu Ukeje (professor, EECE) - recipient of the Fiscal Year 2011 Tenured Faculty Enhancement Leave Full Paid Leave Funding Award.

GLOBAL LEARNING AWARDS

Dr. Mary Chandler (assistant professor, EDL) - $5,000 to examine the changing role of school leaders in response to actions by government in China, Turkey, Hungary and the United States.


Dr. Loretta Howell-Lillard (professor, EECE) - $2,500 to conduct interviews with women at The Balm in Gilead Women’s Center in Cape Town, R.S. A.

Dr. Ethel King-McKenzie – (assistant professor, EECE) - $2,750 to deliver workshops in three Nigerian universities.

Dr. Ikechukwu Ukeje – (professor, EECE) - $2,350 to attend the International Society of Teacher Educator’s Seminar in Brazil where educators from more than fifty countries convened for small group study.

RESEARCH/SCHOLARSHIP AWARDS

Dr. T. C. Chan (professor, EDL), Dr. Binbin Jiang (associate professor, EDL), Dr. Mary Chandler (assistant professor, EDL) & Dr. Judy Patterson (assistant professor, EDL) - $2,400 to examine the effectiveness of the embedded practicum experiences in BCOE’s M.Ed. educational leadership program.

Dr. Desha Williams (assistant professor, SMGE) - $2,400 to research “Middle School Partnerships in Mathematics.”

Dr. Jo Williamson (professor, SMGE) - $2,400 to complete “The Work of Technology Facilitators and Leaders: A Case Study for Understanding Evolving Work Structures in K-12 Education.”

Dr. Guichun Zong (associate professor, SMGE) - $2,400 to complete “Becoming a Social Studies Teacher: A Case Study of African American Preservice Teachers’ Perspectives.”

INTERNATIONAL ENGAGEMENT AWARDS

Dr. T. C. Chan (professor, EDL) - $1,000 to collaborate with faculty at three universities in China on professional development.

Binyao Zheng (associate professor, SMGE) - $2,500 to teach and conduct research in China.

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SMGE = Secondary and Middle Grades Education
Faculty Publications

BOOKS


BOOK CHAPTERS


JOURNALS


ONLINE JOURNALS

CONFERENCE PROCEEDINGS


BOOK REVIEWS
Faculty Presentations


Bell, D. D. (2009, October). Language development with infants and toddlers. Georgia Association on Young Children, Duluth, GA.

Bell, D. D. (2009, October). Observation and assessments with infants and toddlers. Georgia Association on Young Children Annual Conference, Duluth, GA.


Bowen, C. (2009, October). Butt-painting is a no-no! Southern Regional Council on Educational Administration, Atlanta, GA.


Chandler, M., Chan T. C., Patterson, J., & Jiang, B. (2009, October). How do principals, teachers and parents perceive the impact of facility on student achievement? Georgia Educational Research Association, Savannah, GA.


Coffee, D., Kuhel, K., & Hearington, D. (2010, September). Exploring the design of an e-mentoring project with pre-service and in-service teachers. Southeast Regional TESOL Conference, Atlanta, GA.


Dishman, M., & Redish, T. (2009, October). Improving the practicum experience for aspiring educational leaders: Its initiation, design and implementation. Southern Regional Council on Educational Administration, Atlanta, GA.

Edwards, B., & Ledford, S. (2010, February). How can I use technology in the classroom to enhance the study of mathematics? Lilly Conference on College and University Teaching, Greensboro, NC.


Jiang, B., Coffey, D., DeVillar, R., Arrue, M., Ballog, H., Chiang, R., Green, R., Crawl, S., et al. (2009, October). Teaching an educational leadership course in China. Southern Regional Council on Educational Administration, Atlanta, GA.


Lewis, B. B. (2009, October). Essentials for CDA field advisor. Georgia Association on Young Children, Duluth, GA.


Lewis, B. B. (2010, May). Add some meat to what you teach: Strategies to 'beef-up' your curriculum. CSRA Early Childhood Educators Association, Augusta, GA.

Mann, A., & Mann, J. (2010, January). How to speak administrator "ease": Putting your arts program in the forefront. Georgia Music Educators State Conference, Savannah, GA.


Meadows, F. L. (2009, October). The amazing life and work of Dr. Maria Montessori. Georgia Association on Young Children, Duluth, GA.


Meadows, F. L. (2010, April). Young children are different, have you noticed? What is essential is invisible to the eye. Cross-Strait Chinese Montessori Early Children Education International Conference, Chengdu City, Szechuan Province, Republic of China.


Musetti, B. (2010, February). Developing academic language and promoting multiple literacies. ESOL Conference, Kennesaw State University, Kennesaw, GA.


Musetti, B., & Salas, D. (2010, February). When a little knowledge is a good thing: Literacy myths and K-12 English learners. American Association of Colleges for Teacher Education, Atlanta, GA.


Musetti, B. (2009, October). A technology enhanced approach to active learning in an introductory physics course. Southeastern Association for Science Teacher Education, Kennesaw, GA.

Musetti, B. (2010, March). Using a hybrid teaching model to promote increased student engagement. Southern Atlantic Coast Section of the American Association of Physics Teachers, University of South Carolina at Aiken.

Musetti, B. (2010, April). Harnessing technology to help students learn outside and inside the classroom. Networks to Improve Teaching and Student Learning in College. Undergraduate SCIENCE Courses. University of Georgia, Athens.


Patterson, J. (2009, October). Coaching educational leaders: Implementation and implications. Southern Regional Council on Educational Administration, Atlanta, GA.


Shaheen, M. (2010, February). The ecopoetry project: Environmental social action through multimodal poetry performances. Georgia Council of Teachers of English, Pine Mountain, GA.


Williams, D. (2009, October). Let’s go to the movies (and bring math along)! Georgia Council of Teachers of Mathematics, Eatonton, GA.


Williamson, J. (2009, October). The impact of technology access, technology integration and teacher technology proficiency on student achievement in Georgia schools. International Society for Educational Planning, Savannah, GA.


Wynn, C. T. (2009, October). What do teacher candidates want to know? Georgia Association of Teacher Educators, Jekyll Island, GA.

Educator Preparation Programs

BACCALAUREATE
Birth-to-Five *
  Montessori Concentration
  Traditional Concentration
P-8
  Early Childhood Education (P-5)
  Middle Grades Education (4-8)
    Concentration in English/Language Arts
    Concentration in Language & Literacy *
    Concentration in Mathematics
    Concentration in Science
    Concentration in Social Studies
  Elementary Montessori Education
  Early Childhood Education Elementary & Early Childhood Education
Educational Leadership
  Concentration in Ethics & Multiculturalism
  Concentration in Technology Leadership
Inclusive Education
  Concentration in Individualized General Curriculum
  Reading Endorsement embedded
  Concentration in TESOL-ESOL Endorsement embedded
  Instructional Technology

Secondary 6-12
  Biology
  Chemistry
  English
  History
  Mathematics
P-12
  Art
  Health & Physical Education
  Modern Language & Culture
    Concentration in French
    Concentration in Spanish
    Concentration in German
  Music

MASTER OF ARTS IN TEACHING (M.A.T.)
  Art (P-12)
  Biology (6-12)
  Chemistry (6-12)
  English (6-12)
  Mathematics (6-12)
  Modern Language & Culture
    Concentration in Chinese (P-12)
    Concentration in Spanish (P-12)
  Physics (6-12)
  TESOL (P-12)

MASTER OF EDUCATION (M.Ed.)
  Adolescent Education
    Concentration in English/Language Arts
    Concentration in Language & Literacy
    Concentration in Mathematics
    Concentration in Science
    Concentration in Social Studies
  Early Childhood Montessori Education
  Elementary & Early Childhood Education
  Educational Leadership
    Concentration in Ethics & Multiculturalism
    Concentration in Technology Leadership
  Inclusive Education
    Concentration in Individualized General Curriculum
    Reading Endorsement embedded
    Concentration in TESOL-ESOL Endorsement embedded
    Instructional Technology

EDUCATION SPECIALIST (Ed.S.)
  Educational Leadership for Learning
    Traditional Program
    Performance-Based Program
  Teacher Leadership for Learning
    Concentration in Adolescent Education – English/
    Language Arts
    Concentration in Adolescent Education –
    Mathematics
    Concentration in Elementary and Early Childhood
    Education
    Concentration in Inclusive Education
    Concentration in Instructional Technology

DOCTORATE (Ed.D.)
  Educational Leadership for Learning
    Concentration in Adolescent Education – English/Language Arts
    Concentration in Adolescent Education – Mathematics
    Concentration in Elementary & Early Childhood Education
    Concentration in Inclusive Education
    Concentration in Instructional Technology

ENDORSEMENT AND CERTIFICATION ONLY
  Coaching Endorsement *
  Computer Science Endorsement
  Educational Leadership – NL-5 Certification Only
  Educational Leadership – PL-6 Certification Only *
  ESOL Endorsement
  Foreign Language French & Spanish, and other languages – Certification Only
  General Curriculum (Special Education) – Certification Only
  Pre-school/Special Education Endorsement
  Reading Endorsement
  Teacher Leader Endorsement *

KSU CERTIFICATE
  Assessment – KSU Certificate Only

* Programs pending approval by the PSC (Professional Standards Commission)
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