



Bagwell College of Education



IMPACTING LIVES

ANNUAL REPORT
2012—2013

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Message from the Dean

the enormous pride we have in the quality of our work when you read the accolades bestowed upon the PTEU by the National Council for Accreditation of Teacher Education (NCATE) in this annual report.

Many of the recommendations about ways to transform educator preparation programs, disseminated through such documents as *Our Responsibility, Our Promise*, a report by the Council of Chief State School Officers Task Force on Educator Preparation and Entry into the Profession, and *Transforming Teacher Education through Clinical Practice*, the report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning commissioned by NCATE, have already been implemented at KSU.

Multiple examples of our efforts to meet the needs of K-12 students will be found throughout this publication – from the Urban Education option offered at professional development schools in Area 2 of Cobb County School District; the Reading Endorsement program, math workshops and ESOL coaching offered to teachers in Fulton County School District; a STEM-focused cohort of teacher candidates at Marietta Center for Advanced Academics; and our 2+2 program in Paulding County to our yearlong, co-

teaching/coaching model of student teaching in three school districts – Cherokee, Cobb and Marietta. We are committed to expanding and strengthening these school-university partnerships as indicated in our Five-year Strategic Plan.

Growth continues at Kennesaw State and is manifested in a variety of ways. Since the May groundbreaking ceremony for the Education Building Addition, tremendous progress has been made on expanding our current space by another 78,756 square feet. The new facility will support additional programming and research, which will facilitate Bagwell's contributions to transitioning Kennesaw State University from its current Carnegie classification (Large Master's University) to Doctoral Research University status.

As we continue *Impacting Lives* by fulfilling our commitment to continuous improvement, we are grateful for your interest in and support of the Bagwell College of Education – a place where we work hard at work worth doing.

Professionally yours,

Arlinda J. Eaton, Dean

“Far and away the best prize that life has to offer is the chance to work hard at work worth doing.” Theodore Roosevelt’s quote resonates with what we do in the Bagwell College of Education and the Professional Teacher Education Unit (PTEU). That is, we take seriously our responsibilities to prepare professional educators – knowing through many research studies that teacher effectiveness is the single most important factor in student achievement, with school leadership ranking second as a critical factor in student achievement and growth.

Unequivocally, the work we do is worth doing. The passion, dedication and hard work of our amazing faculty, staff, students and alumni were recognized during our recent accreditation visit conducted by both state and national teams. I hope you will share



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through Partnerships

Expanding and Deepening Community Partnerships

It was a scene of organized chaos as teacher candidate Hannah Brock led a third grade science class in the making of water bottle thermometers.

Her fingers covered in green dye, Brock moved swiftly from one end of the KSU Lab at the Marietta Center for Advanced Academics (MCAA) to the other, helping her students figure out ways to make the temperature in the bottles rise.

"I've always wanted to be a teacher," the Ringgold, Ga., resident said. "I love the kids, and I want to be able to be an influence in their lives, and I believe to educate them is a great way to prepare them for the future."

In January, the Bagwell College of Education signed an agreement with MCAA, one of only six

STEM-certified schools in the state of Georgia, to establish a collaboration to prepare more teachers focused on science, technology, engineering and mathematics (STEM).

"Our partnership with MCAA exemplifies Bagwell's goal to remain responsive to the needs of P-12 schools," said Bagwell College of Education Dean Arlinda Eaton. "Together, KSU and MCAA are working to advance the achievement of elementary students in the high-need fields of science and mathematics."

The partnership with MCAA allows Department of Elementary and Early Childhood Education (EECE) undergraduate students to complete their senior year field and clinical experiences in a STEM-certified

school. The collaboration also allows graduate students to observe and conduct research in a model STEM school. MCAA teachers are working alongside EECE faculty to develop a STEM concentration in both the undergraduate and graduate degree programs in early childhood education.

MCAA teacher Stormi Johnson was impressed by Brock's choice of a science project for her first lesson as lead teacher:

"She's doing a great job," Johnson said. "I'm very lucky to have her."

For Brock, who was in the second week of her senior year, it was "go big or go home."

"Being a teacher is a hard balance because you want to love the children, but you have to manage

them, and finding that happy balance is something I'm working on every day," Brock said.

With a freshly painted Scrappy the Owl on the lab wall overseeing the day's activities, the students tried everything from rubbing the homemade thermometers between their hands to wrapping them in a sweatshirt to taking the bottles outside to get the internal temperatures to rise, with varying degrees of success.

"Ms. Brock taught me that when the molecules are hot, they spread out, and when they're cold, they come together," said 8-year-old Lindsey Rubury. "She just taught me that."

Collaborations like the one with MCAA are an important part of the Bagwell College of Education's strategic plan, which calls for the expansion and deepening of partnerships in the community, the dean said.

"School-university partnerships that focus on the achievement of P-12 students keep Kennesaw State University at the forefront of teacher education," Eaton said. "Credibility and trust are established through collaborations in which classroom teachers and university faculty share the responsibility of preparing aspiring teachers."



Improving Student Achievement Through Partnerships

Improved teacher preparation leads to improved student achievement. That's the idea behind a partnership between the Bagwell College of Education and the Fulton County School System.

"Fulton County reached out to us to provide professional development to their teachers in elementary, middle and high schools," said BCOE Associate Dean for Graduate Studies Susan Stockdale. "And that professional development is in the form of three graduate courses in language and literacy."

The original plan called for the courses to be taught at eight schools within the Fulton County system, but that number has jumped to 16.

"We go there once a week to the individual schools," Stockdale said. "We're working with about 40 teachers right now, but that number could go up to 100."

According to program administrator Larry Wallace, in 2012, the Fulton County School System received the "Striving Reader Comprehensive Literacy Grant" from the Georgia Department of Education. The \$4.2 million grant is intended to improve the reading performance of students through 12th grade and requires schools to develop literacy plans to better implement the Common Core Georgia Performance Standards, Georgia Early Learning Standards, Georgia Pre-K Standards and Head Start Standards.

"These funds assist schools in leveraging print and technology resources for students' instruction and engagement, provide teachers with professional learning based on their identified needs, foster implementation of research-based models of tiered instruction and provide useful student assessment protocols," Wallace said. "Many of the principals felt that the reading endorsement program that was previously offered to our teachers had a one-size-fits-all approach and was not tailored to the needs of the individual teachers or schools. When the schools were designing their literacy plans, the request was made for a graduate-style program that could adjust to the needs of the school and meet

the needs of the teachers. I had an opportunity to meet with Dean Eaton and Dr. Stockdale, and they were just as enthusiastic about the opportunity for collaboration with Fulton County."

Upon completion of the Reading Endorsement program, teachers interested in pursuing a master's of education may apply nine hours toward the advanced degree, Stockdale said.

"The Reading Endorsement program is based on the needs of that particular school and those teachers based on benchmark scores," Stockdale

said. "We teach teachers, and this partnership allows us to extend the reach of the Bagwell College of Education out into the community where we can positively impact even more lives."

In addition to the Reading Endorsement program, the BCOE is providing Fulton County School System teachers professional development in the instruction of math. The two-day workshops focus on how to use technology to increase math understanding. And this partnership continues to grow.

Faculty in the BCOE Inclusive Education Department are also providing TESOL coaching for Fulton County teachers. "During the spring semester, Dr. Felice Russell, assistant professor, worked with teachers from four Fulton high schools providing coaching support to ESOL teachers," department chair Patricia Alvarez McHatton said. "As a result of this project, we are in the preliminary stages of designing a similar project with two Fulton County elementary schools."



Bagwell Offers Program in Paulding County

When the Bagwell College of Education first began offering classes in Paulding County, there were two to three students in each class, but that was then. Now, the classes are full with 25 elementary and early childhood education majors, who are seeking a Kennesaw State University degree closer to home.

The 2+2 program at Paulding in elementary and early childhood education is a partnership in which students finish their first two years of undergraduate coursework with faculty from Georgia Highlands College, then transfer to the Bagwell College for their bachelor's degree program without ever leaving the Paulding Instructional Site.

"In about three years, our programs there have grown pretty rapidly," said Dr. Jim Cope, chair of the BCOE Department of Elementary and Early Childhood Education. "It's a smaller campus, so it's a good spot for students who are not as comfortable on a big campus, such as KSU. It's a more intimate experience for the students."

Administrators are hoping the University System of Georgia Board of Regents will approve establishing a similar partnership with Atlanta Metropolitan State College in Atlanta this fall.

"A partnership with Atlanta Metro College would give us access to a more diverse student population," Cope said.

But the Paulding site has become much more than a satellite campus. BCOE students do their student teaching in schools around the county, and in the summer of 2014, the first cohort of students earning master's degrees in elementary and early childhood education at that site will graduate, and each one is an elementary school teacher in Paulding.

"I think through our engagement we're able to support the Paulding elementary schools," said Terri Collins, educational outreach coordinator and faculty in residence. "We're here to collaborate with them and be a part of this community."

Whether hosting a math, science or reading night after hours, BCOE faculty is actively involved in the Paulding community.

"It's important when you are a teacher to be a part of the community you're in," Collins said. "These student teachers are willing to spend their own personal time to come in and make things better. Also, in these settings, parents get to see the students interact with the children, which traditionally happens behind closed doors."

In January 2010, Kennesaw State opened its Paulding County Instructional Site in two buildings donated to the University and Georgia Highlands. A survey by the Board of Regents concluded that cooperative efforts between two- and four-year USG institutions would best address the state's need for new academic programs in growing, underserved areas like Paulding County. The BCOE was the first academic unit to sign an agreement offering classes in the former Paulding County courthouse and an adjacent building.

"By offering classes at the Paulding Instructional Site, we get more students, and we get a presence in Paulding County," Cope said. "KSU's biggest challenge is our growth has surpassed our facilities. In Paulding, we have space to grow our programs."





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through Initiatives

Dean's Speaker Series Promotes Faculty Research

The Bagwell College of Education is positioning itself to play a major role in helping Kennesaw State University become a doctoral research university. In September 2012, BCOE Dean Arlinda Eaton launched the "Dean's Speaker Series" to support that endeavor:

"In keeping with a goal of KSU's new strategic plan to gain national prominence, the Dean's Speaker Series will initially focus on faculty accomplishments at the national level," Eaton said. "We will highlight faculty who have published in nationally recognized journals, presented at national conferences and secured external funding from nationally recognized organizations."

"We should take advantage of the opportunity to hear about the innovative and thought-provoking

work in which our faculty are engaged," she continued. "Also, this is an opportunity to learn how fellow colleagues establish their research agenda, design and conduct their studies, manage their time and resources, and network with other scholars to fulfill their faculty responsibilities."

So far, four faculty have presented as part of the series: Patricia Alvarez McHatton, chair of the Department of Inclusive Education; Mary L. Garner, professor, Department of Mathematics and Statistics; Reta Ugena Whitlock, associate professor, Department of Secondary and Middle Grades Education; and Marvin Smith, associate professor, Department of Elementary and Early Childhood Education.

Patricia Alvarez McHatton

"Emoting through Ethnodrama: An Introduction to Working with Diverse Families through Performance"

It is likely general education teachers will serve diverse students with disabilities in their classrooms. To do so effectively, they need to be prepared to partner with the families of these students, as family involvement is mandated and best practice in the education of students with disabilities. This study investigated the use of ethnodrama as an instructional tool for preparing 316 preservice teachers to work with diverse families. Findings revealed participants indicated feeling more positive and committed to working with diverse families after the ethnodramatic performance and valued



Dr. Patricia Alvarez McHatton, the inaugural speaker for the series, receives an award from Dean Arlinda Eaton.

ethnodrama as a tool that supplemented traditional textbooks and readings.

Mary L. Garner

“Analysis of Test Survey Data Using Item Response Theory”

Item response theory is a relatively new way of analyzing tests and survey data. In item response theory, the probability of a person getting a specific item correct is related mathematically to the difficulty of the item and the skill level of the person. This new theory is behind the development of the Lexile reading scores now used in Georgia and is commonly used in state, national and international

testing systems. “In my research, I’ve used IRT (Item Response Theory) for both design and analysis of tests and surveys, and I’ve investigated methods to obtain values for the parameters of the mathematical models involved,” Garner said.

Reta Ugena Whitlock

“Knowing Our Place: Narrative Writing, Teacher Education, and the Possibilities of Curriculum Studies”

This research is part of a 10-year study of southern place that seeks to learn more about LGBT families who are living in the southeastern U.S. who have children/adolescents in P-16 schools and the implications for how teacher educators approach diversity. Because census data indicate many LGBT families are in the South, the study focuses on the interpersonal relationships within families by relating their personal narratives. Research questions include: 1) Does the southern region of the U.S. influence lesbian and gay families who live here? 2) What do the stories of these families contribute to a more comprehensive understanding of southern place? 3) What are the experiences of LGBT families living in the South with school-age children? This interdisciplinary project is a unique integration of curriculum studies, narrative inquiry and LGBT studies, with implications for how we as teacher educators approach diversity.

“What I really hope to show is that it is not unusual or surprising to find LGBT families with kids in schools in the South. The news is that it is not news,” Whitlock said.

Marvin Smith

“Longitudinal Mixed Methods Evaluation in Elementary Mathematics Teacher Education”

Smith examined with colleagues at a nearby university the effects of their courses in elementary mathematics content and courses in methods for teaching elementary mathematics. The series of studies focuses on undergraduate teacher candidates’ beliefs about how to teach elementary mathematics effectively, their beliefs about their own effectiveness in teaching this subject, and their expectations for all students to be successful in learning mathematics and the specialized content knowledge needed for teaching this subject. Findings show: 1) A second semester of elementary mathematics methods corresponds with increases in teaching efficacy beliefs and learning outcome expectancies; 2) Greater teacher content knowledge corresponds with stronger beliefs that teaching should focus more on children’s understanding, thinking and problem solving rather than memorization; and 3) Teacher candidates are very interested in curricular relevance and caring instructors for courses in the content knowledge required for teaching elementary mathematics.

Transforming Teacher Preparation Programs

Answering a national call to prepare prospective and practicing teachers with the knowledge, skills and dispositions to collaborate with colleagues and provide an equitable, high quality education for all students, particularly those from diverse backgrounds, the Bagwell College of Education is transforming its teacher preparation programs.

“There’s been a demand for our students to have longer, more intentional field experiences,” said Anete Vásquez, assistant professor of English education and director of the Center for Education Placements and Partnerships. “We initially piloted pre-service co-teaching (PSCT) exclusively with students in the Teacher Quality Partnership grant in Area 2 of Cobb County.”

Funded by a five-year grant from the U.S. Department of Education, a yearlong co-teaching model was established in five elementary, one middle and one high school in Cobb County in the fall of 2011. As early as the spring of 2012, the model was expanded to schools in Cobb outside the grant and to four elementary schools in Cherokee. In the fall, five elementary schools and one middle school in Marietta City Schools implemented the model. As the project develops, the BCOE faculty are forming research teams to study the effectiveness of the program. In 2013, Drs. Toni Strieker, Jennifer Heckert and Maria Shaheen published a study that found benefits of PSCT

to BCOE teacher candidates, their collaborating teachers and the P-12 students.

“What we are learning from our teacher candidates and collaborating teachers is that when they employ pre-service co-teaching, they both learn a great deal, as do their students,” Strieker said. “The teacher candidates consistently reported that they had fewer difficulties with classroom management because the shift of control in the classroom was smooth as silk. Collaborating teachers said that with PSCT they felt free to try new strategies and take more risks because they knew that someone else was there to assist them. Everyone felt that by its very nature, PSCT creates the circumstances for

more students to get their individual needs met,” Strieker said. “Don’t forget that every co-teaching team gets an instructional coach to assist them.”

Strieker is currently researching the benefits of instructional coaching with Drs. Maria Shaheen, Lee Digiovanni and Daphne Hubbard.

“Our preliminary results show that the coaches have helped teacher candidates and their collaborating teachers increase student engagement by using more advanced types of classroom management techniques and strategies to differentiate instruction,” Strieker said. “We are constantly working to improve our approaches to PSCT and coaching. Next year,

we expect it to be even better!”

Vásquez said she thinks the program will have approximately 200 student teachers participating next year who will be placed in three to four school districts.

“Anecdotally, we’re finding the K-12 students are getting more individual attention when there are two teachers in the classroom,” Vásquez said. “This model gives the teachers an increased ability to meet the needs of all students.”

Pre-service co-teaching comprises four components that are essential to the learning of teacher candidates and K-12 students including

co-planning, co-assessment, co-instruction, and co-reflection and problem solving. Mentor teachers participate in 10 hours of professional development to learn or hone their co-teaching skills.

“I believe the grant has definitely helped move us in the direction of refining our teacher preparation programs,” Vásquez said. “We’ve found that a yearlong field experience gives teacher candidates more confidence, and when we add pre-service co-teaching to the equation, the results are reliably better. No other teacher preparation program in Georgia is doing this to this extent.”



Expanding Global Outreach and Impact

Student teaching expands to Uganda

Early childhood education major Staci Cordery always dreamed of going to Africa, but she didn't know how she would get there. The former teacher's assistant once saw a movie about teaching at an international school, which planted the idea in her head, but when a Bagwell College of Education recruiter came around with the opportunity to student teach in Uganda, Cordery balked.

"I was scared," she admitted. "Originally I talked myself out of going because it was completely out of my comfort zone."

Fast forward to spring 2013, and Cordery was one of three student teachers returning from Uganda – the college's first student teachers in that country.

"When the recruiters came back around, I decided to go," Cordery said. "It was so worth it!"

Teaching in the International School of Uganda, Cordery was joined by fellow teacher candidates Natalie Coley and Pat Jackson. Coley and Jackson were both offered teaching jobs in Uganda following their study abroad program, and Coley returned to

Uganda in August to teach at another international school.

"It was an overwhelming experience," Coley said. "As far as diversity goes, I have never seen anything like that before."

Attended by the children of government employees, diplomats, business leaders and missionaries, the international school gave the student teachers an opportunity to work with children from 50 countries, including students with limited English language skills.

"One thing I will take from this experience into my classroom is the desire to create a dominant culture-free classroom," Cordery said. "This school

had such a sense of community among all the students. In that kind of environment, students can focus more on learning skills than cultural skills because you take away the need to assimilate into the dominant culture, which can limit students' academic success."

As part of a re-entry seminar in April, Cordery, Jackson and Coley met with soon-to-be student teachers T. Brittney Hampton and Amanda Low.

The first piece of advice Hampton and Low received about traveling to Uganda: bring a mirror.

"I spent four months without a mirror to see what my outfit looked like," Coley joked. "On a more serious note, be open-minded. Try everything."

Cordery and Coley are two of about 200 student teachers who have studied abroad in China, Costa Rica, Ecuador, Mexico, Uganda and Belize. The Bagwell College also has a summer program for teaching English in Seoul, South Korea, where the college has sent 40 teacher candidates since 2008.

"It is important to give teacher candidates choices about host countries around the world where they will spend a semester student teaching," said Dr. Sandra Bryan, the Bagwell College's director of global engagement. "Uganda



is the first country in Africa where we are student teaching. Student interest in Africa led to the partnership between KSU and the International School of Uganda, with support from long-time KSU partner, Makerere University in Kampala, Uganda."

In addition to the experience and knowledge gained by their time overseas, teacher candidates are also eligible for global engagement certification, a recognition program that began in 2009. To date, 135 student teachers have received global certification.

Expanding global outreach in Ecuador

The global footprint of the Bagwell College of Education is expanding, as is the impact of its outreach.

This spring, two BCOE faculty members became the first exchange professors from Kennesaw State University to the Universidad de Cuenca in Ecuador. They have been tasked with introducing social research methods at the Universidad de Cuenca and working with faculty and students in developing their research expertise and projects.

“The national educational system in Ecuador is currently experiencing a dramatic change in expectations and direction, particularly at the postsecondary level,” said Dr. Robert DeVillar, professor of elementary and early childhood education. “Knowledge and implementation of research is now a performance criterion that university professors and students must meet. Binbin (Jiang) and I feel extremely fortunate to be at the forefront of this national initiative.”

At the behest of BCOE Director of Global Engagement Sandra Bryan, in the fall of 2011, DeVillar and Jiang met with various directors and deans at the Universidad de Cuenca to explore the



possibility of establishing a relationship between the two universities.

“Over the past few years, we have been to Ecuador several times conducting research on international student teaching and really enjoyed the culture and people here,” Dr. Jiang said. “Prior to our arrival, there was very little to no research being conducted. The only research being conducted was action research. Thus, we started by focusing on the fundamentals of social research.”

Those fundamentals include teaching instrument design, data collection procedures, reliability and

validity measures, data analysis and reporting of findings, discussion and conclusions.

“After the initial shock of having their research notions and practices challenged, the faculty and graduate students readily understood the distinction between the two constructs and diligently, and with increased motivation, continued their studies with a renewed sense of appreciation for the elegance of the social research paradigm and the rigor of the research endeavor,” DeVillar said.

While the Universidad de Cuenca faculty continue to learn how to develop a literature review in order to identify a specific problem and generate relevant research questions, the graduate students are pursuing theses focused on topics such as student learning outcomes, student attitudes and student motivation.

“Faculty and graduate students have been very grateful for what they have learned about social research so far,” Jiang said. “And, they are highly motivated to learn more.”

One student, who happens to be a faculty member and a master’s candidate said, “I have learned a lot. It has been motivating. Now I would like to get involved in a real investigation. Everything has been very clear. I had a different perception about research, and now I think it is fascinating.”



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*through Continuous
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Growing Toward the Future

It was with much pomp and circumstance that Bagwell College of Education Dean Arlinda Eaton welcomed administrators, faculty, staff and community supporters to a groundbreaking ceremony for the new building addition in May. The multi-million-dollar, state-funded expansion is slated for completion next fall.

“Today’s event represents a long-awaited milestone for Bagwell – a time when all academic departments and student service units can be physically located at one site to facilitate our collaborative approach to the preparation of teachers and educational leaders who will impact the lives of thousands of students over the course of their careers – and a time when

Bagwell will no longer need to look for coveted space in other buildings on campus to offer its classes,” she said.

The 78,756-square-foot addition initially will feature three floors housing nine general classrooms, eight model classrooms, one computer lab, two seminar rooms, student study areas, the Center for Literacy and Learning, three conference rooms, a department suite and the dean’s suite. Additional funding is needed to build out the fourth floor.

According to Eaton, the new facilities also will allow the Bagwell College of Education to expand its academic footprint and offer additional graduate degree programs, such as School

Counseling and School Psychology, and a variety of certificate programs.

Following her opening remarks, Eaton introduced the Red Storm Drumline from Osborne High School, one of the BCOE’s long-standing partnership schools.

“We take our responsibility to prepare educators to work in K-12 schools and early learning centers very seriously and do so in collaboration with colleagues in other colleges on the campus and in our partnering K-12 schools and early learning centers,” Eaton said. “As a result, our teacher preparation and educational leadership programs are of the highest quality, reflecting the needs of the schools in our community and

earning national recognition through Specialized Professional Associations and the National Council for Accreditation of Teacher Education.”

On hand for the groundbreaking was Kennesaw State President Daniel S. Papp. “This is another significant step forward in Kennesaw State’s rise to national prominence,” he said. “In Georgia, the Bagwell College of Education is No. 1 in the production of elementary education teachers and fluctuates between the No. 1 and No. 2 producer of teachers at all grade levels. In Georgia and the

U.S., the need for quality teachers has never been greater.”

State Rep. Earl Ehrhart also offered the college congratulations on reaching this milestone and voiced his continued support of the university. The Georgia General Assembly allocated \$20.3 million for the project.

“Not an individual here would be here without a teacher touching their lives,” Ehrhart said. “You are training Georgia’s future teachers, and I’m proud to represent this school!”

As construction continues, efforts are being made to raise an additional \$4 million to build out the interior of the new building’s fourth floor. Plans for that floor include a general classroom, two early childhood classrooms, two computer labs, student study areas, a doctoral program suite, a grants/research suite, a global engagement suite, one conference room and a department suite.

Prospective donors seeking additional information may contact Debra Day at dday13@kennesaw.edu or 678-797-2525.



Paying It Forward

Everyone needs a teacher. Whether students grow up to be doctors, lawyers or shade-tree mechanics, someone filled the role of teacher in their lives. It's in that spirit former Bagwell College of Education administrator and professor Ann Smith has endowed a scholarship.

"A teacher is the foundation of every other career," Smith said. "Our profession is the most important profession of all!"

Smith, who spent more than 26 years on the Kennesaw State University faculty, several as associate dean or interim dean, said her motivation for establishing the scholarship was easy: a simple wish to give back.



"Kennesaw State has been so good to me," she said. "I've had so many opportunities here as a professional, as a teacher and as a leader. It enriched my life."

Smith also recalls it was the generosity of strangers that enabled her to receive two college scholarships when she graduated from high school.

"I always wanted to give back," she said. "To whom much is given, much is expected."

The Ann Smith Endowed Scholarship supports Bagwell College of Education graduate students from Smith's home department of educational leadership, or any BCOE undergraduate student.

Though she retired from Kennesaw State in 2008, Smith took a part-time faculty position at Reinhardt University in Waleska, Ga., to support the scholarship. After contributing the first \$5,000, a turn of events at home had Smith wondering if her dream of an endowed scholarship could ever be a reality.

"I started soliciting help from friends," she said. "And, with the help of a lot of friends and support from the dean, it has been fully funded at more than \$20,000."

The first scholarship is expected to be awarded this fall.

"The support this scholarship fund has received from other individuals has been heartwarming," Smith said. "That support validates the importance of teacher education and what society at large perceives is the importance of teacher education. We're investing in the preparation of the future."

2012-2013 Bagwell Donor List

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Dr. Leigh Funk
Dr. Betty Gray
Dr. Henry Earl "Doc" Holliday
Dr. Daphne W. Hubbard
Dr. Willoughby G. Jarrell
Dr. Binbin Jiang
Dr. Ethel King-McKenzie
Dr. Woong Lim
Dr. Kimberly S. Loomis
Ms. Samantha J. Mann
Dr. C. Gwen McAlpine
Dr. Feland L. Meadows
Dr. Julie Moore
Ms. Arlean Paige
Dr. Nita A. Paris

Ms. Chau M. Pham
Ms. D. Michelle Smith
Sandra Thompson, Ed.S.
Dr. Anissa Vega
Dr. Mark L. Warner
Ms. Jill Williams

\$1 – \$99

Ms. Eileen M. Alberstadt
Dr. Sohyun An
Ms. Trecia R. Angelle
Ms. Mary C. Basch
Ms. JoAnn Birrell
Ms. Rachel Blase
Ms. Cutia M. Blunt
Dr. Charles Bowen
Ms. Mychelle W. Brumbelow
Dr. Patricia Bullock
Ms. Jordan P. Cameron
Mrs. Robbie Certain
Mr. Philip D. Chernutan
Ms. Angela L. Churillo
Mr. David S. Collier
Ms. Michelle S. Davidson
Educators First, Inc.
Kelli (Hunt) Fisher
Dr. Jillian C. Ford
Mr. Kyle P. Gillis

Ms. Nancy L. Gillis
Ms. Jamie Gonzalez
Ms. Sandra D. Goren
Ms. Kathleen G. Griffin
Ms. Alison E. Hahn
Ms. Ashley M. Healey
Mr. Joel C. Irvin
Ms. Melissa L. Jennings
Ellen and Mitch Jones
Dr. Charlease P. Kelly-Jackson
Arlene and Glenn LaVine
Mr. John F. Lamarca
Mr. and Mrs. Hank Lane
Dr. Joanne D. Lee
Dr. Emily Lebeck
Ms. Helen M. Maddox
Ms. Patricia McConnon
Ms. Rayvin G. Meikle
Dr. Gwendolyn H.
Middlebrooks
Dr. Judith A. Mitchell
Ms. Robin L. Morrow
Ms. Kristie Neese
Ms. Mary L. Orr
Mrs. Jennifer L. Painter
Ms. Krista L. Patterson
Ms. Charlotte D. Pietrowski
Ms. Diana G. Poore

Ms. Colleen D. Radbill
Ms. Lauren M. Richey
Ms. Melinda D. Ross
Ms. Ayesha Saleem
Dr. Joanne D. Simpson
Dr. Jacqueline Stanford
Ms. Karen A. Stott
Ms. Sherry R. Thomas
Ms. Janice B. Traylor
Mr. Richard J. Tuttle
Dr. Anita S. VanBrackle
Dr. Anete Vásquez
Ms. Barbara E. Vella
Mr. Paul L. Volkman
Ms. Sherrie M. Waddell
Mr. John E. Weigand
Dr. Diane L. Willey
Ms. Jane Willey
Dr. Jo Williamson
Dr. Nataline Woods
Dr. Paula P. Yow
Dr. Binyao Zheng
Dr. Guichun Zong

Accreditation Success

It's been eight years in the making, but the Professional Teacher Education Unit (PTEU) is celebrating its approval for continuing state and national accreditation.

"Our evidence-based accreditation process requires continuous improvement and assures the quality of KSU's educator preparation programs that are focused on advancing P-12 student learning," BCOE Dean Arlinda Eaton said.

In its report, the National Council for Accreditation of Teacher Education (NCATE) praised the PTEU for meeting all standards and for having all initial teacher education programs and select advanced programs nationally recognized by Specialized Professional Associations (SPAs) specified by NCATE.



“The SPA recognitions are elective for the state of Georgia and actively pursued by KSU for national peer review and affirmation,” the report stated. “KSU applied rigorous assessment standards by seeking and obtaining approval from every specialized professional association in which they had an eligible and appropriate program.”

Relying on hundreds of exhibits – ranging from candidate performance assessment data to results of data-driven programmatic changes to interviews with faculty, administrators, students, alumni and P-12 partners – the review solicits input from all of the college’s constituencies.

“Advanced candidates and program completers volunteered in interviews that they had learned to advocate for diverse students and had learned to provide leadership among their peers in schools,” the report stated. “These interviews included candidates from advanced programs in teacher leadership, ESOL, early childhood and middle grades, among others. Advisory committee

members also praised Kennesaw candidates’ abilities in this area.”

The accreditation process is so comprehensive, the BCOE has a four-person office dedicated to this effort. According to Associate Dean for Assessment and Accreditation Dr. Beverly Mitchell, Bagwell leads in this arena as well. “Historically, it’s unusual to have an office dedicated to assessment and accreditation, but it’s becoming more common as the amount of work increases in terms of accountability,” she said.

“The purpose of this office is to make sure all educator preparation programs meet state and national standards. It’s a constant process.”

The writing of the institutional report began two years ago, Mitchell explained, noting a report for each program was submitted to its SPA in 2009. The process culminated with a site visit in October 2012.

As part of the review process, a visiting accreditation team analyzes the extent to which KSU’s educator preparation programs meet NCATE

standards. One strength the BCOE is continually noted for is its collaboration with partners on and off campus.

“It’s always the strengths around our collaborations with other colleges in the university, the community and P-12 schools that are touted,” Mitchell said. “We have wonderful relationships with principals, system administrators and teachers in the schools. Collaboration has always been a hallmark of the Bagwell College.”

NCATE also complimented the college on its continuous improvement since the previous visit in 2004.

“The process of ensuring candidates are prepared is owned by the faculty, the leadership team and the Professional Teacher Education Unit (PTEU),” the report stated. “KSU is serious in its commitment to responsive and responsible educator preparation. Its systems for ensuring candidate competence are dynamic, standards-based and inclusive.”





IMPACTING
LIVES

through Alumni

Urban Education Graduates Changing Lives

As a first-year, seventh grade life science teacher, Kristen Sembrat was better prepared than most new recruits for the challenges of teaching in a Title I school. That's because Sembrat, who fulfilled her student teaching requirement at Smitha Middle School and subsequently was hired there, was part of the first cohort of graduates from the Professional Teacher Education Unit's urban education option.

"As part of the urban education cohort, I had the benefit of a yearlong student teaching experience in this environment, plus a semester before that," Sembrat said. "I work with several other new teachers who didn't come through the urban education program, and I can

definitely tell it's been much easier for me than for them."

Sembrat is an alum of the Teacher Quality Partnership (TQP) program, which offers teacher candidates an urban education option in which they are prepared to teach English language learners, students with special needs and those who live in poverty. The program is funded by a five-year, \$8.9 million grant from the U.S. Department of Education – the largest grant ever awarded to Kennesaw State.

Working with students who face challenges in and out of the classroom brings a sense of professional satisfaction that ninth grade English teacher Amber Schoer doesn't think she would get anywhere else.



Urban education graduates Kristen Sembrat (left) and Stephanie Ryan (right) are teaching at Smitha Middle School. Rebecca Volkerding, Ph.D., (center) is an administrator at Smitha.



KSU faculty liaisons Dr. Nichole Guillory and Dr. Amanda Richey with urban education graduates Dan Madison, Amber Shoer and Daniel Keiger. The three UE alumni are teaching at Osborne High School.

"I don't know if I would do as well in a more affluent school because I really connect with these kids," the Osborne High School teacher said. "Teaching is more than just giving kids knowledge. I feel that I'm best able to serve these students."

Schoer said the urban education program's focus on culturally relevant pedagogy, and its emphasis on meeting students where they are, proved to be valuable lessons she employs in her classroom every day.

"Theory is one thing, but to practice it and see success with it, that's another," she said.

Because she did her student teaching at Osborne last year, Schoer was already familiar with some of the students, including one young man who wasn't very engaged.

That same student ended up in her class this year, and when she asked him to write a paragraph as a classroom assignment, he claimed he couldn't do it.

"He said, 'I can't,' and I said, 'you can,'" she explained. "I walked him through it, and it was really cool because when he was finished, he was amazed with himself! He didn't see that part of himself before."

Impacting student lives is also what motivates Sembrat. The daughter of a Bagwell College of Education alumna, Sembrat transferred to Kennesaw State her junior year and changed her major from pharmacy to teaching.

"We've all had those special teachers we remember," she said. "The ones who pushed you and encouraged you, and helped you to be the best you could be. I just hope I can be that for someone someday."

Alumni Meet with European Leaders

KSU alumni who are now doctoral candidates in educational leadership added what they described as “a life-changing experience” to their graduate studies. Misty Cooksey, Deborah Davis, Greg Doss and Mimi Gammel were joined by fellow Ed.D. candidates Alvin Thomas and Tiffany Boyle on a trip abroad to discuss education challenges and policies with European leaders, including Zoltan Loboda, chair of the European Union’s (EU) Education Committee and member of the EU’s Presidency Council during Hungary’s term (2010-11); Dr. Laszlo Munkacsy, headmaster of one of Hungary’s most elite educator preparation practice schools



and Hungarian representative to the EU parliament; and a number of other dignitaries.

The trip was the vision of Mary Chandler, Ph.D., M.B.A., and associate professor of educational leadership, and it was facilitated through the Graduate Student Association with funding from the Graduate

College. Chandler’s research focuses on education policy and practices worldwide. She believes that education is the common thread in developing citizens of the world. “We are all connected globally as leaders and welcome the views of others so we can improve our practice and consequently improve the educational opportunities for our students,” she said. “Being able to offer our students this sort of opportunity is a key factor in what makes our institution so remarkable,” said Mike Dishman, chair of the Educational Leadership Department. “It is one thing to study comparative education policy; it is quite another to discuss it with the EU’s equivalent of the secretary of education.”

Alumni Receive Honors

2012-2013 Teachers of the Year

Cherokee County School District

Lorin Cook, Woodstock Middle School
Lori Hale, Knox Elementary School
Tracie Johnson, Teasley Middle School
Angela Martin, Canton Elementary School
Kimberly Moody, R. M. Moore Elementary School
Jane Morris, Arnold Mill Elementary School
Carmen Power, Free Home Elementary School
Susan Vance, Bascomb Elementary School
Mary Werner, Sixes Elementary School
Nathan Whitehurst, Carmel Elementary School
Lisa Wright, Clayton Elementary School

Cobb County School District

Roxanne Atrchin-Lopez, Argyle Elementary School
Laurie Bradford, Blackwell Elementary School
Terri Carlin, Austell Intermediate School
Terri Davis, Clarkdale Elementary School
Amy DeBusschere, Big Shanty Elementary School
Christine Einertson, Rocky Mount Elementary School
Alvina Evans, Baker Elementary School
Jennifer Flacke, Due West Elementary School

Paula Garner, Kincaid Elementary School
Mary Hall, Teasley Elementary School
James Hawk, Daniell Middle School
Wendy Holland, Sky View Elementary School
Rachel Hyatt, Awtry Middle School
Eve Israel, Mabry Middle School
Isaac Jones, Hawthorne Center
Karen Kline, Barber Middle School
Joy Lee, Eastside Elementary School
Tammy MacLean, Performance Learning Center
Beth Morgan, Lassiter High School
Jennifer Pritchett, Kemp Elementary School

Jennifer Reardon, Mountain View Elementary School

Cindy Reynolds, Hollydale Elementary School

Sarah Scheibe, Kennesaw Elementary School

Julia Schoeb, Mount Bethel Elementary School

Shawnte Scott-Tompkins, Campbell Middle School

Kim Waits, Brown Elementary School

Michelle Wilson, Allatoona High School

Jennifer Wiltshire, Ford Elementary School

Fulton County School District

Barbara Bell, Ridgeview Charter Middle School

Pamela Haight, Alpharetta Elementary School

Michelle Wexler, Mimosa Elementary School

Marietta City Schools

Lori Haakerson, Dunleith Elementary School

Susan Pleak, Sawyer Road Elementary School

Noura Soued, Lockheed Elementary School

Justin Waller, Marietta Middle School

Walton County Schools

David Ayers, Youth Middle School

Featured Alumni

After serving in the U.S. Air Force and working as an information technology engineer for more than a decade, **Daniel Gagnon** decided to pursue his true passion – teaching. “There was a part of



me that always knew I wanted to be a teacher,” Gagnon said, “however, sometimes life takes you on another path before bringing you to your true destination.” After he received a B.S. in secondary education

from Kennesaw State University in 2005, Gagnon returned to KSU to attain a master’s degree in adolescent education.

In 2012, Gagnon was awarded the Clendenin Fellowship to pursue a doctoral degree at KSU in teacher leadership for learning with a concentration in instructional technology. Established by John L. Clendenin in 2008, the Clendenin Graduate Fellows Program attracts outstanding scholars interested in earning a graduate degree with awards of up to \$20,000

annually. Successful candidates may study at any approved institution and must show outstanding leadership potential, academic distinction and a capacity for accomplishment. To date, 30 scholars have benefited from this highly competitive program.

“Receiving the Clendenin Fellowship was one of those validation moments in my life,” Gagnon said. “It was the point at which I realized that this kid from rural New Hampshire really does belong in the halls of academia.” Gagnon’s research focuses on how blended instruction can increase instructional time and student performance in the K-12 environment.

“Teaching, for me, is all about the moments,” he said. “Those moments when you see the light of understanding in a student’s eyes, the moment a student realizes that there is more to this world, when they appreciate that teachers are there to guide them along their path. Those are the things I enjoy most about teaching.”

Active in the education community, he was recently named to the Executive Board of the Georgia Educational Research Association (GERA) as the Graduate Student Member at

Large. Gagnon is the lead Moodle instructor for Cherokee County School District and teaches AP World History and AP Economics at Cherokee High School.

Pamela Haight was named 2012-2013 Fulton County Teacher of the Year. A fifth-grade teacher at Alpharetta Elementary School, she completed an M.Ed. in elementary education at Kennesaw State University in 2010.



Haight has been teaching for five years and is known for investing an abundance of time and energy into ensuring that her students develop a genuine love of learning. Singing, laughter and performance are

the hallmarks of her teaching style. Her students describe her as creative, energetic, funny, caring and crazy. "She is fun to be with in the classroom," one student said. "She leaves us eager to come back to school!"

Haight describes her classroom as a bit dramatic. "I came across a fifth-grade friendly version of Romeo and Juliet, and we acted that out in our classroom," she said. "It made Shakespeare come alive so the students could really appreciate his work."

She mixes popular music with curriculum, writing original lyrics set to current hit tunes. Student favorites, "Don't Forget the Writing Strategies" (reminiscent of a Cee Lo Green melody) and "Conjugate" (a la Cher Lloyd's "Want U Back"), not only make learning fun, they increase retention.

She ends each year with a poetry slam. "The kids write their own poetry, and I transform the room to look like a coffee shop," Haight said. "Parents bring in bakery items, and this year we actually had a vendor come in and set up his barista bar in my classroom." Parents and students attend wearing all black, and the audience members snap for the poets, and some even get to play the bongos.

The arts definitely drive her teaching style, but relationships are at the core of her teaching philosophy. Haight is known for attending student extracurricular activities after school and on weekends. "It shows the kids that I care about them," she said. "A former student recently asked me to look

at a paper she had written. It makes me smile that even though I haven't had her in my class for three years, she thinks of me as someone she can turn to for writing advice. Teaching has given me a chance to use who I am to have a positive impact on kids."

Alumni News

Please let us know when you or other alumni receive professional recognition by sending an email to PI2News@kennesaw.edu.

Join Our Social Network

Follow the Bagwell College of Education on Facebook, Twitter and Google+.



IMPACTING
LIVES

*through Faculty
and Staff*

Welcome New Faculty and Administrators

FACULTY



Felice Russell, Ph.D.
Assistant Professor of
TESOL
Inclusive Education



Joanne Simpson, Ed.D.
Assistant Professor of
Reading & Literacy
Secondary and Middle
Grades Education

ADMINISTRATORS



**Patricia Alvarez McHatton,
Ph.D.**
Department Chair
Inclusive Education



Harriet Bessette, Ph.D.
Director
Ed.D. & Ed.S. Programs



Mike L. Dishman, Ed.D., J.D.
Department Chair
Educational Leadership



Susan Stockdale, Ph.D.
Associate Dean for
Graduate Studies

Bagwell Associate Dean Receives National Award

Associate Dean for Graduate Studies Susan Stockdale recently won a national award for her scholarship.

Last November, Dr. Stockdale, along with her major professor, Ralph Brockett of the University of Tennessee, was presented with the Imogene Okes Award for Outstanding Research by the American Association for Adult and Continuing Education.

Their paper, "PRO-SDLS: A Measure of Self-Direction in Learning Based on the Personal Responsibility Orientation Model," created a scale that measures self-direction in college learners.

"Dr. Brockett wrote two books about self-direction and its relationship to learning, and

our research operationalized that into a scale," Stockdale said.

Stockdale's research and award have attracted global interest. She has been approached by researchers in 10 different countries to use the scale. Penn State University has reached out as well. The Center for Online Innovation in Learning at Penn State has partnered with Stockdale and KSU to work on one of their research grants.

"Penn State is one of the top 25 universities for online learning," Stockdale said. "We're going to investigate whether there is a relationship between levels of self-direction and certain teaching and learning behaviors. We're looking at how more or less self-directed students respond to online learning."



Faculty and Staff Recognition

FACULTY RECOGNITION

Dr. Patricia Alvarez McHatton (professor and chair, INED) is president of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children (CEC).

Dr. Susan Brown (professor, INED) is serving as the Institutes of Higher Education representative on the Georgia State Advisory Panel for Special Education.

Dr. Patricia Bullock (associate professor, EECE) is the chair-elect of the Governing Council of The Curriculum and Pedagogy Group.

Dr. T. C. Chan (professor, EDL) is the member-at-large of the Learning and Teaching in Educational Leadership SIG of the American Educational Research Association. He serves on the Board of Executive Directors of the International Society for Educational Planning; as an Evaluation Specialist of the Hong Kong Council for Academic Accreditation, Hong Kong, China; as a

Collaborating Scholar for the National Center for the 21st Century Schoolhouse; and on the Scientific Advisory Board of the Cyprus Educational Research Association.

Dr. Mary Chandler (associate professor, EDL) is the president-elect of the Southern Regional Council on Educational Administration (SRCEA).

Dr. Debra Coffey (associate professor, EECE) is the secretary of the Association of Literacy Educators and Researchers Teacher Education Division. She serves as state of Georgia coordinator for the International Association of Invitational Education, and as vice president of research for the Kennesaw Mountain Chapter of Phi Delta Kappa.

Dr. Corrie Davis (assistant professor, EECE) received a service award from the Georgia Educational Research Association (GERA) for her loyal and dedicated service as 2011-2012 president of the association.

Dr. Robert A. DeVillar (professor, EECE) participated in a faculty exchange program with Universidad de Cuenca in Cuenca, Ecuador. From February to August, he offered social research methods courses to graduate students engaged in thesis research.

Dr. Arlinda Eaton (dean, Bagwell College of Education) was the inaugural recipient of the Georgia Charter Schools Association (GSCA) *Bridge Impact Award*. Dean Eaton was honored for her efforts to bridge the gap between traditional and charter schools by creating a partnership between KSU, Lake Oconee Academy and the GCSA to start an Ed.S. program designed to prepare leaders from traditional and charter public schools. She serves as Region II representative on the executive committee of the Teacher Education Council of State Colleges and Universities and was elected to serve as an at-large member of the Board of Directors of the Georgia Association of Colleges for Teacher Education (GACTE).

Drs. Linda Evans (assistant professor; INED), **Karen Kuhel** (associate professor; INED), **Patricia Alvarez McHatton** (professor and chair; INED) and **Anete Vásquez** (director; CEPP) were invited to serve on the *Georgia Coalition for English Learners – 2020 Pathway to Literacy by Third Grade*. Funded by the Goizueta Foundation and organized by the Rollins Center for Language & Learning of the Atlanta Speech School, this coalition is charged with developing a plan to bring about significant, scalable change to improve education for ESOL students.

Dr. Leigh Funk (special assistant to the president for accreditation and associate professor; INED) was elected secretary of the Regents Administrative Committee on Effectiveness and Accreditation (RACEA), University System of Georgia Board of Regents.

Dr. Kimberly Gardner (assistant professor; mathematics education) served as director of exhibits for the 2009-2012 term and is the 2013 conference board president for the Georgia Council of Teachers of Mathematics.

Dr. Bryan Gillis (assistant professor; SMGE) has been named co-editor of ALAN Picks in the *ALAN Review Journal* (Assembly on Literature for Adolescents at the National Council for Teacher Education).

Dr. Diana Gregory (associate professor; art education) is the Georgia Art Association Teacher of the Year. She was also the recipient of the 2012 College of the Arts Distinguished Service Award and was selected for a two-year appointment as Fellow for Creativity & Innovation by the KSU Center for Excellence in Teaching and Learning.

Dr. Paula Guerra (assistant professor; EECE) was selected as a fellow of the 2012 class of Service, Teaching and Research (STaR) Program, a National Science Foundation project to support early-career mathematics educators.

Dr. Daphne Hubbard (associate professor; SMGE) is the editor of *Current Issues in Middle Level Education*. She is a reading SPA program reviewer for the Council for Accreditation of Educator Preparation, International Reading Association (CAEP/IRA). She serves as higher education liaison for the Kennesaw Mountain Chapter of Phi Delta Kappa.

Dr. Binbin Jiang (professor; EDL) participated in a faculty exchange program with Universidad de Cuenca in Cuenca, Ecuador. From February to August, she offered social research methods courses to graduate students engaged in thesis research.

Dr. Charlease Kelly-Jackson (assistant professor; EECE) was appointed to serve on the Distinguished Clinician in Teacher Education Committee for the Association for Teacher Educators (ATE). She was also selected as a Fellow of the ATOMS (Advancing the Teaching of Mathematics and Science) Center.

Dr. Karen Kuhel (associate professor; INED) is a member of the Editorial Review Board for the *International Journal of TESOL and Learning*. She serves on the Standards Committee of the *TESOL International Association*.

Dr. Woong Lim (assistant professor; SMGE) was selected as a fellow of the 2012 class of Service, Teaching and Research (STaR) Program, a National Science Foundation project to support early-career mathematics educators. He is also serving as a Fellow

of the ATOMS (Advancing the Teaching of Mathematics and Science) Center.

Dr. Feland Meadows (KSU Goizueta Endowed Chair; EECE) was honored at the Wisdom of the Elders Award Ceremony at the Montessori Teacher Educator Conference in Alexandria, Va. He was recognized for his leadership throughout the Montessori community as an educator, writer and innovator.

Dr. Traci Redish (professor and chair; IT) serves as the International Society for Technology in Education (ISTE) representative on the NCATE Specialty Areas Studies Board. She is a Board Member of the Georgia Educational Technology Consortium and serves on the Program Committee, which planned the Georgia Educational Technology Conference (GaETC) and the Georgia Tech Fair.

Dr. Scott Ritchie (assistant professor; EECE) serves as a member of the Editorial Review Board for Language Arts, a publication of the National Council of Teachers of English (NCTE). His joint presentation (with Drs. Karen Kraeger, Tiffany Proctor and Wendy Harris) at the NCTE International Literacies for All Institute received the Bell Ringer Session Honor.

Dr. Joanne Simpson (assistant professor; SMGE) won the Arizona School Administrators Outstanding Research Award for her dissertation. She was invited to the AZSA conference in June to accept the award.

Dr. Susan Stockdale (associate dean for Graduate Studies) is the 2012 recipient of the Imogene Okes Award for outstanding research in the field of adult education, given by the American Association for Adult and Continuing Education. (For more information, see page 36.)

Dr. Lynn Stallings (professor and chair, SMGE) is the treasurer of the Association of Mathematics Teacher Educators.

Dr. Peter St. Pierre (assistant professor, exercise and health science) is the vice president elect-general of the Georgia Association for Health, Physical Education, Recreation and Dance. He received the Distinguished Teaching Award from WellStar College of Health and Human Services.

Dr. Anete Vásquez (director, CEPP) is serving on the Executive Board of the Georgia Field Directors Association.

Mr. Hoke Wilcox (IT professional, iTeach Center) has been selected to chair the 2013 annual conference program for the Georgia Educational Technology Conference (GaETC).

Dr. Jo Williamson (associate professor, IT) has been named program chair for the 2014 Annual ISTE (International Society for Technology in Education) Conference.

Dr. J. M. Wright (assistant professor, SMGE) was a finalist for the Georgia Educational Research Association's Outstanding Student Research Award.

KSU FOUNDATION AWARDS

Dr. T. C. Chan (professor, EDL) was a finalist for the *Distinguished Faculty Award for Research*.

Drs. Robert A. DeVillar (professor, EECE) and **Binbin Jiang** (professor, EDL) received the *KSU Foundation Prize for Distinguished Publication* for co-authoring their book entitled *Transforming America: Cultural Cohesion, Educational Achievement, and Global Competitiveness*.

Dr. Nichole Guillory (associate professor, SMGE) was a finalist for the *Distinguished Faculty Award for Teaching*.

Dr. Leena Her (assistant professor, INED) received a \$5,500 Holder Professional Development Award for travel funding to support her ethnographic study of ethnic minority schooling in Laos.

Dr. Nita Paris (professor, SMGE) was a finalist for the *Distinguished Faculty Award for Graduate Service*.

Dr. Maria Shaheen (assistant professor, EECE) received a \$2,500 Holder Professional Development Award to further her study of innovative teaching practices.

Dr. Toni Strieker (professor, SMGE) was a finalist for the *Distinguished Faculty Award for Graduate Service*.

KSU GRADUATE COLLEGE FACULTY AWARDS

Dr. Nita Paris (professor, SMGE) was recognized as a 2013 Distinguished Graduate Faculty Award Winner in the category of Distinguished Teaching.

BCOE FACULTY AWARDS

Dr. Raynice Jean-Sigur (associate professor, EECE) - Distinguished Undergraduate Teaching Award

Dr. Nita Paris (professor, SMGE) - Distinguished Graduate Teaching Award

Dr. Mary Ursits (lecturer, EECE) - Distinguished Undergraduate Research and Creativity Award

Dr. Binyao Zheng (associate professor, SMGE) - Distinguished Graduate Research and Creativity Award

Dr. Nichole Guillory (associate professor, SMGE) - Distinguished Undergraduate Service Award

Dr. Desha Williams (associate professor, SMGE) - Distinguished Graduate Service Award

KSU & BCOE STAFF RECOGNITION

Ms. Patricia Beardsley (administrative associate, ESS) was the April 2013 *KSU Employee of the Month*.

Ms. Gail Dasher (administrative associate, IT) was the May 2013 *KSU Employee of the Month*.

Ms. Helen Maddox (IT systems support professional) became a STAR Discovery Educator with the Discovery Educator Network, a global community of educators that share resources, collaborate and network about teaching with digital media.

Ms. Tisha McCalla (administrative associate, EECE) was the 2012-2013 recipient of the *Bagwell College of Education Distinguished Staff Award*. She was also the November 2012 *KSU Employee of the Month*.

Ms. Denise Robbins (administrative associate, Office of the Dean) was the recipient of the 2012 *KSU Distinguished Academic Staff Support Award*.

Abbreviation Key:

BCOE = Bagwell College of Education

CEPP = Center for Education Placements and Partnerships

CETL = Center for Excellence in Teaching and Learning

EDL = Educational Leadership

EECE = Elementary and Early Childhood Education

INED = Inclusive Education

IT = Instructional Technology

SMGE = Secondary and Middle Grades Education

Faculty Research

External and Internal Grants and Awards

EXTERNAL FUNDING

Principal Investigators: **Dr. Arlinda Eaton**, Dean, Bagwell College of Education
Dr. Cheryl Hungerford, Deputy Superintendent,
 Cobb County School District

Project Directors: **Dr. Angela Blaver**, Assistant Professor, SMGE
Ms. Laura Kelley, Cobb County School District
Dr. Marie Holbein, Professor, EDL

Project Title: Teacher Quality Partnership Grant
 Funding Agency: U.S. Department of Education
 Award: \$8.9 million

Principal Investigators: **Dr. Desha Williams**, Associate Professor, SMGE
Dr. Adrian Epps, Associate Dean, College of Science and
 Mathematics
Dr. Karen Kuhel, Associate Professor, INED

Project Title: Increasing Mathematics Teachers for All Students
 Funding Agency: Robert Noyce Scholarship Program – National Science
 Foundation
 Award: \$896,705

Principal Investigators: **Dr. David Rosengrant**, Associate Professor, Biology and Physics
Dr. Charlease Kelly-Jackson, Assistant Professor, EECE

Project Title: Northwest Georgia Mathematics & Science Education
 Partnership

Funding Agency: Georgia Department of Education
 Award: \$472,252

Principal Investigator: **Dr. Anja Bernardy**, Associate Professor, Foreign Languages

Project Title: STARTALK: Intensive Summer Program for Chinese
 Teachers in P-12

Funding Agency: National Security Agency
 Award: \$125,000

Principal Investigator: **Dr. Virginia Watson**, Associate Professor of Mathematics

Project Title: KSU Statistics and Probability Math Teachers' Circle

Funding Agency: Federal flow-through, State of Georgia
 Award: \$51,881

Principal Investigators: **Dr. Darryl Corey**, Associate Professor, Mathematics Education
Dr. Nikita Patterson, Assistant Professor, Mathematics Education
Dr. Belinda Edwards, Assistant Professor, Mathematics Education

Project Title: **Dr. Kimberly Gardner**, Assistant Professor, Mathematics Education
Learners and Leaders: Developing Mathematics Teacher Leaders through Enhanced Content Knowledge
Funding Agency: Federal flow-through, University of Georgia
Award: \$50,495

Principal Investigator: **Dr. Mike Dishman**, Professor and Chair, Educational Leadership
Project Title: Lake Oconee Academy Charter School Dissemination Grant
Funding Agency: Federal flow-through, State of Georgia
Award: \$27,456

Principal Investigators: **Dr. Patricia Alvarez McHatton**, Professor and Chair, INED
Dr. Linda Evans, Assistant Professor, INED
Dr. Felice Russell, Assistant Professor, INED
Project Title: Coaching for EL Teachers
Funding Agency: Fulton County Schools
Award: \$18,550

Principal Investigators: **Dr. Darryl Corey**, Associate Professor, Mathematics Education
Dr. Nikita Patterson, Assistant Professor, Mathematics Education
Project Title: Technology and Problem Solving (TAPS) for Middle Grades
Funding Agency: Georgia Youth Science and Technology Centers, Inc.
Award: \$12,000

Principal Investigator: **Dr. Changnam Lee**, Associate Professor, INED
Project Title: Instructional Materials Grant
Funding Agency: Woodcock Munoz Foundation
Award: \$9,600

Principal Investigator: **Dr. Gita Taasoobshirazi**, Associate Professor, SMGE
Project Title: Multivariate Testing of the Components of Physics Problem Solving
Funding Agency: American Psychological Association Research Award
Award: \$7,000

Principal Investigator: **Dr. Stacy Delacruz**, Assistant Professor, EECE
Project Title: Empowering K-3 Students through Tablet Reading in Afterschool Programs
Funding Agency: Target
Award: \$2,000

Principal Investigator: **Dr. Joanne Simpson**, Assistant Professor, SMGE
Project Title: Scholarly Engagement Grant
Funding Agency: Grand Canyon University's Center for Innovation, Research & Teaching
Award: \$1,250

Principal Investigator: **Dr. Stacy Delacruz**, Assistant Professor, EECE
Project Title: Technology Integration in a Local Afterschool Program
Funding Agency: Walmart Foundation
Award: \$1,000

KSU FUNDING

Dr. Neporcha Cone (assistant professor; EECE) and **Dr. Ikechukwu Ukeje** (professor; EECE) - \$1,500 each in Global Learning Fee Committee Site Awards to visit Trinidad and Tobago to evaluate the viability of setting up a study abroad program for EDUC 2120 and 2130 students.

Dr. Stacy Delacruz (assistant professor; EECE) - \$310 to incorporate theater into a historical approach to learning. CETL Funds for Undergraduate Research and Creative Activity.

Dr. Woong Lim (assistant professor; SMGE) - \$2,000 in Global Learning Fee Committee Site Awards to visit Seoul and Kwangju, South Korea to evaluate the viability of setting up field experiences for pre-service teachers who will teach their content area in English to Korean pupils. Dr. Lim will examine the impact of this experience on the Korean pupils' second language abilities and how this experience affects the pre-service teachers' differentiated teaching strategies for ELs in the U.S.

Dr. Kim Loomis (professor; SMGE) - Funding through the CETL 2012 Tenured Faculty Enhancement Leave Program to write a science education textbook that will be published by Cengage Learning.

Dr. Nita Paris (professor, SMGE) - Funding through the CETL 2012 Tenured Faculty Enhancement Leave Program to support the writing of a book entitled *Metaphors We Teach By: Inside Embodied Pedagogy*, which explores the theoretical grounding, historical context and implications for metaphors of teaching in teacher education.

Dr. Ryan Rish (assistant professor, English education) - \$4,500 from CETL to support pre-service English teachers in the teaching of grammar.

Dr. Scott Ritchie (assistant professor, EECE) - \$11,062 KSU Graduate Research Assistant Award to support Teacher Research on Critical Literacy.

BAGWELL COLLEGE OF EDUCATION FUNDING

Global Learning Awards

Drs. Sohyun An (assistant professor, EECE) and **Guichun Zong** (professor, SMGE) - \$5,000 to support research about global interdependence and understanding diverse world societies, "Education about Asia in the Era of Globalization: An Analysis of Curriculum Standards in American Southern States."

Ms. Katy Basch (lecturer, EECE) - \$500 stipend to revise ECE 3313 – *The Preschool Curriculum* to offer a more global focus that addresses intercultural engagement and family participation in the preschool experience.

Drs. Debra Coffey (associate professor, EECE), **Neporcha Cone** (assistant professor, EECE), **Sohyun An** (assistant professor, EECE) and **Paula Guerra** (assistant professor, EECE) - \$5,000 to support "Global TOSS for Engaged Citizenship in the Community and the World." The goal is to prepare teacher candidates to effectively teach in diverse, multicultural settings.

Dr. Leena Her (assistant professor, INED) - \$3,500 to support "Gender Ideologies, Schooling and Ethnic Identity of the Hmong in Laos," an ongoing ethnographic study of ethnic minority schooling in Laos. This award will support a four-week field study in Laos that includes visiting schools in three villages and continuing to interview Hmong women about their educational experiences.

Dr. Yanghee Kim (associate professor, EECE) - \$5,000 to support "School Barriers to Minority Parental Involvement in Their Child's Education in South Korea." This study seeks to identify the barriers, explore solutions and compare results to a similar study done in the United States.

Dr. Jim Wright (assistant professor, SMGE) - \$2,500 to support and cultivate a new student teaching location in Kampala, Uganda, that will broaden the scope of Bagwell's existing partnership with Makerere University and introduce a new partnership with the Kampala International School.

Research/Scholarship Awards

Dr. Sohyun An (assistant professor, EECE) - \$1,750 to conduct a case study: The Impact of Co-Teaching in Elementary Math and Social Studies Methods Courses on Teacher Candidates' Teaching Effectiveness.

Dr. T. C. Chan (professor, EDL) - \$2,500 to conduct research: An Examination of Green School Practices in Atlanta Schools.

Dr. Neporcha Cone (assistant professor, EECE) - \$2,500 to conduct a case study: Gateway to STEM Literacy for Urban Elementary Students.

Dr. Stacy Delacruz (assistant professor, EECE) - \$2,500 to conduct a case study: Are We There Yet? Content Area Literacy via Virtual Field Trips.

Dr. Paula Guerra (assistant professor, EECE) - \$1,750 to conduct a case study: The Impact of Co-teaching in Elementary Math and Social Studies Methods Courses on Teacher Candidates' Teaching Effectiveness.

Dr. Daphne Hubbard (associate professor, SMGE) - \$2,500 to conduct research: Improving Reading Levels and Motivation to Read in Adolescents through Individualized Literacy Instruction.

Dr. Guichon Zong (professor, SMGE) - \$2,500 to conduct a case study: Teacher Preparation in China: A Study of University-Based Teacher Education Curriculum.

Abbreviation Key:

BCOE = Bagwell College of Education
CEPP = Center for Education Placements
and Partnerships
CETL = Center for Excellence in Teaching
and Learning
ESS = Education Student Services

EDL = Educational Leadership
EECE = Elementary and Early Childhood
Education
INED = Inclusive Education
IT = Instructional Technology
SMGE = Secondary and Middle Grades
Education

Faculty Scholarship Publications

BOOKS

Chan, T. C., Jiang, B., & Ouyang, R. (2013). *Administration of elementary and secondary schools in the United States*. Beijing, China: People's University Press.

Coffey, D., & Roberts, E. (2013). *Keys for literacy instruction in the elementary grades* (2nd Ed.). Dubuque, IA: Kendall/Hunt.

Delacruz, S., Roberts, E., & Coffey, D. (2013). *Digital literacy for 21st century learners. Keys to literacy instruction for the next generation: Grades 4 to 12*. Dubuque, IA: Kendall/Hunt.

Dias, M., Eick, C. J., & Brantley-Dias, L. (2013). *Science teacher educators as K-12 teachers: Practicing what we teach*. New York, NY: Springer.

Gillis, B., & Cole, P. B. (2012). *Chris Crutcher: A stotan for young adults*. Lanham, MD: Scarecrow Press.

Kirby, D., & Crovitz, D. (2012). *Inside out: Strategies for teaching writing*. (4th Ed.). Portsmouth, NH: Heinemann.

McGovern, B., & Steward, P. (2013). *The fenians: Irish rebellion in the North Atlantic world, 1858-1876*. Knoxville, TN: University of Tennessee Press.

Richey, A., & Evans, L. S. (2013). *Mothering and literacies*. Toronto, Ontario: Demeter Press.

Roberts, E., & Coffey, D. (2013). *Keys for literacy instruction for the next generation: Grades 4 to 12*. Dubuque, IA: Kendall/Hunt.

Snyder, A. F., & Coffey, D. (2012). *Sailing across the content areas with literacy strategies in the elementary grades*. Dubuque, IA: Kendall/Hunt.

Swanson, P. B., & Hoyt, K. (Eds.). (2013). *Dimension 2013: World language learning: Setting the global standard*. Annual volume of peer-reviewed articles sponsored by 2013 Joint Conference of the Southern Conference on Language Teaching, the Alabama Association of Foreign Language Teachers and the Southeastern Association of Language Learning Technology. Valdosta, GA: Southern Conference on Language Teaching.

Vásquez, A., Hansen, A. L., & Smith, P. C. (2012). *Teaching language arts to English language learners*. (2nd Ed.). New York, NY: Rutledge.

BOOK CHAPTERS

Agosto, V., Dias, L., Kaiza, N., Alvarez McHatton, P., & Elam, D. (2013). Culture-based leadership and preparation: A qualitative meta-synthesis of the literature. In L. C.

Tillman & J. J. Scheurich (Eds.), *American Education Research Association (AERA) division handbook of research on educational leadership for diversity and equity*. (pp. 625-650). New York, NY: Rutledge.

Coffey, D., Hubbard, D., Holbein, M., & Delacruz S. (2013). Creating a university-based literacy center. In E. Ortlieg, & H. E. Cheek, Jr. (Eds.), *Literacy research, practice, and evaluation, Vol.2: Advanced literacy practices*. (pp. 21-41). Bingley, United Kingdom: Emerald Group Publishing Limited.

Holliday, H. E. (2013). Repairing the human spirit through structured and unstructured sports programs. *Peace & policy sports, peace building, and ethics*. Toda Institute for Global Peace and Policy Research by Transaction. Vol. 18. New Brunswick, NJ: Rutgers University.

Lim, W., & Kim, D. (2013). Do technologies support the implementation of the common core state standards in mathematics of high school probability and statistics? In D. Polly (Ed.), *Common core mathematics standards and implementing digital technologies*. Hershey, PA: IGI Global.

Meyjes, G. (2012). Multi-ethnic conflicts in U.S. military theatres overseas: Intercultural imperatives. In F. Volker & R. Dorff (Eds.), *Conflict management and whole of government: Useful tools for U.S. national security strategy*. (pp. 381-438). Carlisle, PA: Strategic Studies Institute, U.S. Army War College.

Middleton, J., Llamas-Flores, S., & **Guerra, P.** (2013). English language learning and learning academic language in mathematics. In M. B. Arias & C. Faltis (Eds.), *Academic language in second language learning*. (pp. 201-224). Charlotte, NC: Information Age Publishing.

Tekiner Tolu, A., & **Evans, L. S.** (2013). From distance education to communities of inquiry: A review of historical developments. In Z. Akyol & R. Garrison, (Eds.), *Educational communities of inquiry: Theoretical framework research and practice*. Hershey, PA: IGI Global.

Zagumny, L., & **Richey, A.** (2012). Textbook orientalism: Critical visibility and representations of Southwest Asia and North Africa. In H. Hickman & B. Porfilio (Eds.), *The new politics of the textbook: A project of critical examination and resistance*. Rotterdam, The Netherlands: Sense.

JOURNAL ARTICLES

Alvarez McHatton, P., Bradshaw, W., & Winneker, A. (2013). Introduction to working with families through performance: Using ethnodrama as an instructional tool. *Action in Teacher Education*, 35, 38–55. doi: 10.1080/01626620.2012.743444

Alvarez McHatton, P., Parker, A. K., & Vallice, R. (2013). Critically reflective practitioners: Exploring our intentions as teacher educators. *Reflective Practice*, 14(3), 392-405. doi:10.1080/14623943.2013.767235

An, S., & Suh, Y. (2013). Simple yet complicated: U.S. history represented in South Korean history textbooks. *Social Studies*, 104(2), 57-66. doi: 10.1080/00377996.2012.687410

Besette, H. J. (2012). Doctoral candidates' perceptions of their teacher leadership preparation program: A Vygotskian perspective. *Critical Issues in Teacher Education*, XIX 2012, 84-93.

Bogan, B. (2012). Decodable and predictable texts: Forgotten resources to teach the beginning reader. *International Journal of Arts and Commerce*, 1(6), 1-8.

Bogan, B., King-McKenzie, E., & Bantwini, B. D. (2012): Integrating reading, science, and social studies: Using the 'Bogan differentiated instruction model'. *US-China Education Review*, 2(12), 1053-1060.

Chandler, M., & Chan, T. C. (2012). Implementation of professional learning standards in Georgia schools: An examination of the current reality. *Journal of Educational Research-New Waves*, 15(1), 89-106.

Cutts, Q., Love, B., & **Davis, C.** (2013). Being uprooted: Autobiographical reflections of learning in the [new] South. *Journal of Curriculum Theorizing*, 28(2), 57-72.

Delacruz, S. (2013). Using interactive read-alouds to increase K-2 students' reading comprehension. *The Journal of Reading Education*, 38(3), 21-27.

Delacruz, S. (2012). Visual literacy: A picture can be worth ten thousand words. *Georgia Journal of Reading*, 35(1), 12-17.

Devereaux, M., & Wheeler, R. (2012). Code-switching and language ideologies: Exploring identity, power, and society in dialectally diverse literature. *English Journal*, 102(2), 93-100.

Gardner, K. (2012). A data generating review that bops, twists and pulls at misconceptions. *Teaching Statistics*, 35(1), 8-13.

Hickey, D., **Taasoobshirazi, G.,** & Cross, D. (2012). Assessment as learning: Enhancing discourse, understanding, and achievement in innovative science curricula. *Journal of Research in Science Teaching*, 49, 1240-1270.

Hillen, A. F., & Malik, L. (2013). Sorting out ideas about function. *The Mathematics Teacher*, 106(7), 526-533.

Johnson, P. H., Porter, K. J., & McPherson, I. (2012). Autism knowledge among pre-service teachers specialized in children birth through age five: Implications for health education. *American Journal of Health Education*, 43(5), 279-291.

Kuhel, K., McAlpine, G., & Coffey, D. (2012). Best practice strategies for English language learners in elementary schools. *Studies in Educational Leadership, Series 2*, 164-170.

Lee, C. (2012). Essential elements of effective teaching in Korean reading. *Journal of Korean-American Education*, 29, 84-87.

Lee, C., & Picanco, K. E. (2013). Accommodating diversity by analyzing practices of teaching (ADAPT). *Teacher Education and Special Education*, 36(2), 132-144. doi:10.1177/0888406413483327

Letseka, M., Bantwini, B. D., & King-McKenzie, E. (2012). Public-sector union politics and the crisis of education in South Africa. *Creative Education Journal*, 3(1), 1-25.

Lim, W. (2013). College algebra student organization of knowledge through cheat sheets. *MathAMATYC Educator*, 4(3), 47-51.

Patterson, J. P., Jiang, B., Chandler, M., & Chan, T. C. (2012). Educational leadership program effectiveness: Evaluation from graduates and their principals. *Georgia Educational Researcher*, 9(1), 40-60.

Ritchie, S. (2013). Reclaiming sociopolitical critique within culturally relevant pedagogy. *What's the IDEA?: A Publication of the Georgia Chapter of the National Association for Multicultural Education*, 2(4), 1-5.

Russell, F. A. (2012). A culture of collaboration: Meeting the instructional needs of adolescent English language learners. *TESOL Journal*, 3(3), 445-468.

Smith, M. E., Swars, S. L., Smith, S. Z., Hart, L. C., & Haardörfer, R. (2012). Effects of an additional mathematics content course on elementary teachers' mathematical beliefs and knowledge for teaching. *Action in Teacher Education*, 34(4), 336-348. doi:10.1080/01626620.2012.712745

Steele, M. D., & Hillen, A. F. (2012). The content-focused methods course: A model for integrating pedagogy and mathematics content. *Mathematics Teacher Educator*, 1(1), 53-70.

Strieker, T., Logan, K., & Kuhel, K. (2012). Effects of job-embedded professional development on inclusion of students with disabilities in content area classrooms: Results of a three-year study. *International Journal of Inclusive Education*, 16(10), 1047-1065.

Taasobshirazi, G., & Farley, J. (2013). Construct validation of the physics metacognition inventory. *International Journal of Science Education*, 3, 447-459.

Zagumny, L., & Richey, A. (2012). Orientalism(s), world geography textbooks, and temporal paradox: Questioning representations of Southwest Asia and North Africa. *International Journal of Qualitative Studies in Education*, 10, 1-19. doi:10.1080/09518398.2012.731534

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Blaver, A. D. (2012, July). The gendered mind. In C. L. Lin, D. Ness, & M. Shigemitsu, (Eds.), *International education and human development: An encyclopedia*. Armonk, NY: M. E. Sharpe.

REVIEWS

Gillis, B. (2013, March). Interview with Chris Crutcher. *ALAN Review Journal Online*

Gillis, B. (2013, March). [Review of the book *Period 8* by Chris Crutcher]. *ALAN Review Journal Online*

ONLINE PUBLICATIONS

Chan, T. C., Crain-Dorough, M., & Richardson, M. D. (2012). Educational accountability: The role of efficiency, effectiveness, and productivity. *Southern Journal of Educational Administration*, 1(1), 19-26. http://cstl-coe.semo.edu/pwatkins/SRCEA_jrl/Index.htm

Evans, L. S., & Gunn, A. (2012). It's not just the language: Culture as an essential element in pre-service teacher education. *The Journal of Multiculturalism in Education*, 7(1). <http://www.wtamu.edu/journal/volume-7-number-1.aspx#9>

Gunn, A., Bennett, S., Evans, L. S., Peterson, B., & Welsh, J. (2013). Autobiographies in pre-service teacher education: A snapshot tool for building to culturally responsive pedagogy. *International Journal of Multicultural Education*, <http://hdl.handle.net/10806/6087>

Heckert, J., Strieker, T., & Shaheen, M. (2013). Collaborative clinical practice. *Educational Renaissance*, 1(2), <http://educationalrenaissance.org/index.php/edren>

Terry, A. W., & Head, C. (2013). The early impact of an urban education teacher preparation program: A case study. *Educational Renaissance*, 2(1), <http://educationalrenaissance.org/index.php/edren>

Williams, D., Gray, K., & Stockdale, S. (2012). Ready, set, go: It's middle school. *Current Issues in Middle Level Education*, 17(2), http://www.napomle.org/past_issues.html

Zong, G. (2012). Personal and professional journeys toward global teaching and learning. *Association of American Colleges and Universities, On Campus with Women*, 41(1), http://www.aacu.org/ocww/volume41_1/global.cfm

PROCEEDINGS

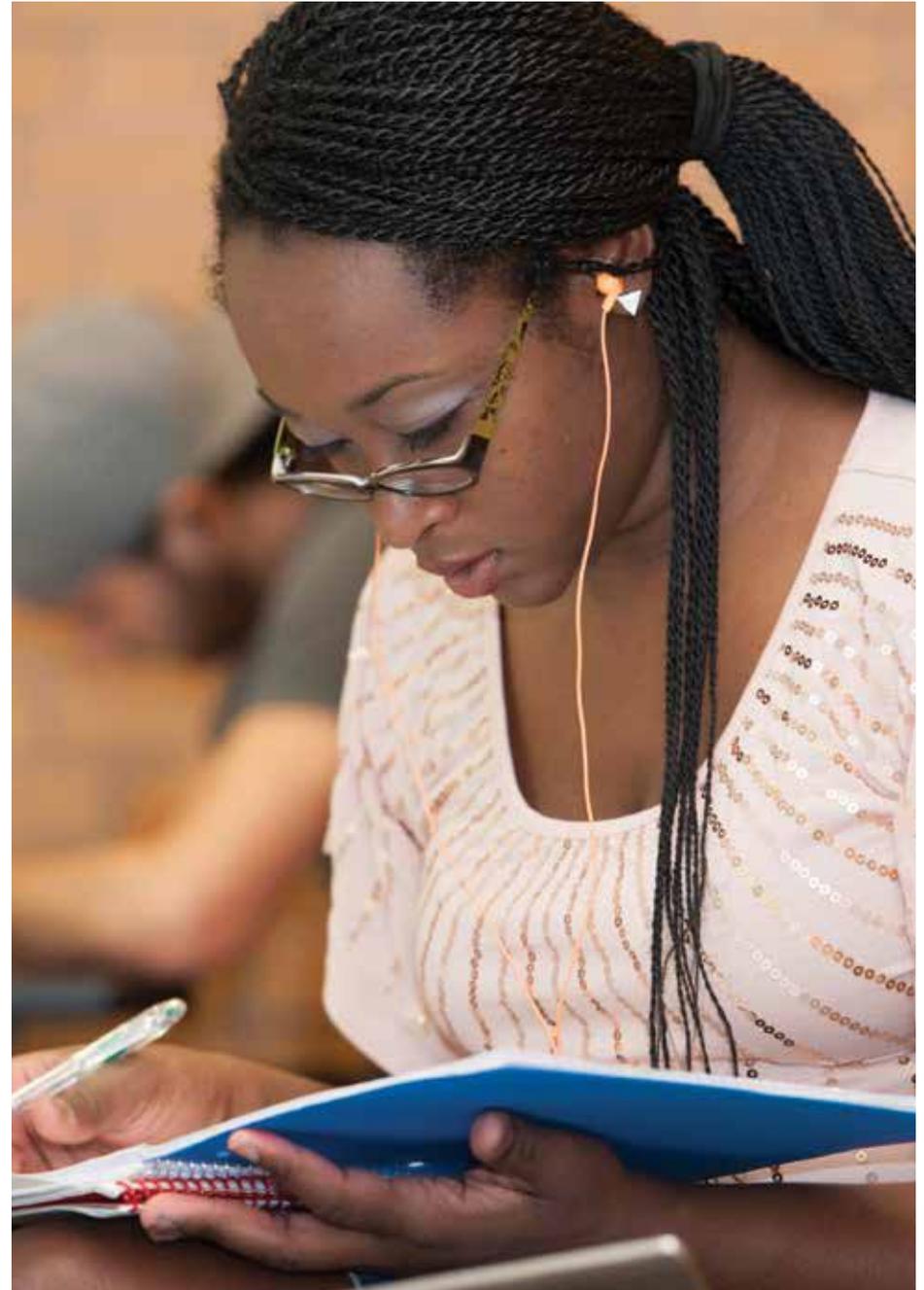
Callahan, K. M., & Hillen, A. F. (2012). Prospective teachers' transition from thinking arithmetically to thinking algebraically about even and odd numbers. In L. R. Van Zoest, J. J. Lo, & J. L. Kratky (Eds.), *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 584-590). Kalamazoo, MI: Western Michigan University.

Corey, D., & Patterson, N. (2012). Analysis of student learning experiences in an undergraduate biostatistics course: Online vs. hybrid. vs. face-to-face, *EDULEARN12 Proceedings*, (pp. 2621-2629). Barcelona, Spain.

Corey, D., & Stokes, C. (2013). Cognitive and social presence while problem solving in an online geometry course for elementary education majors. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013*, (pp. 343-349). Chesapeake, VA: AACE.

Corey, D., & Stokes, C. (2013). Pre-service elementary teachers' creative thinking while problem solving in an online geometry course. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013*, (pp. 350-355). Chesapeake, VA: AACE.

Patterson, N., & Corey, D. (2012). Thinking outside the box: Cultivating mathematics teachers' divergent thinking and creativity in a hybrid geometry course, *EDULEARN12 Proceedings*, (pp. 2636-2643). Barcelona, Spain.



Faculty Scholarship Presentations

Alvarez McHatton, P., Glenn, T., & Thomas, D. (2012, November). *Engaging teacher candidates in critical analysis of schooling: Intersection of self and practice*. Council for Exceptional Children Teacher Education Division National Conference, Grand Rapids, MI.

Alvarez McHatton, P., Harris, P., Peoples, W., & Perleoni, G. (2013, March). *MissRepresentation: Intergenerational conversation exploring mainstream media's dominant messages about women*. Siegel Institute for Leadership, Ethics, and Character; Phenomenal Women's Conference, Kennesaw, GA.

Alvarez McHatton, P., & Parker, A. (2013, April). *Purposeful preparation: Longitudinally exploring elementary and special education pre-service teachers' attitudes toward inclusion*. American Educational Research Association, San Francisco, CA.

Alvarez McHatton, P., & Williams, J. (2013, March). *Poverty and students with disabilities*. Committee on Teaching about the United Nations (CTAUN) Conference, Atlanta, GA.

Baker, M., & **Blaver, A.** (2013, February). *Data analysis: The discovery pathway*. 12th Annual ESOL Conference, Kennesaw, GA.

Basch, K., Bell, D., Steffen, C., & Jean-Sigur, R. (2013, February). *Incorporating technology and diversity into early childhood education through the use of digital literacy*. Association of Teacher Educators, Atlanta, GA.

Batthey, D., & **Guerra, P.** (2013, April). *Young Latinas and their construction of successful mathematical identities*. National Council of Teachers of Mathematics, Denver, CO.

Bay-Williams, J., Hirsch, C., **Stallings, L.**, & Star, J. (2013, January). *What I wish I knew when I started my career as a mathematics educator: Advice for early career mathematics educators*. Project STaR (Service, Teaching, and Research in Mathematics Education), Orlando, FL.

Bessette, H. (2013, March). *Collaborating with administrators: How all stakeholders influence our work*. Massachusetts Title I Conference, Marlborough, MA.

Bessette, H. (2013, March). *Collaboration is not a "thing": It's how we work together*. Massachusetts Title I Conference, Marlborough, MA.

Blaver, A., & Kelley, L. (2012, October). *Further reform in teacher preparation: School and university based*. Georgia Educational Research Association (GERA) Conference, Savannah, GA.

Blaver, A., & Kelley, L. (2012, October). *Reform in teacher preparation within a professional development school model*. Georgia Educational Research Association (GERA) Conference, Savannah, GA.

Blaver, A., & Kelley, L. (2013, February). *Professional development schools: An environment to explore and promote reform in teacher preparation*. National Association of Professional Development Schools (NAPDS) Conference, New Orleans, LA.

Blaver, A., & Kelley, L. (2013, February). *Teacher preparation program reforms as they grow beyond a Professional Development School Model*. Association of Teacher Educators, Middle Level Educators Special Interest Group, Atlanta, GA.

Blaver, A., & Kelley, L. (2013, February). *Teacher preparation reform: Partnerships and professional development schools in high need areas*. Association of Teacher Educators, Atlanta, GA.

Bowen, C. (2012, September). *Developing a framework for ethical decision making*. Southern Regional Council on Educational Administration, New Orleans, LA.

Bowen, C. (2012, October). *Kernels of wisdom for educational leaders*. International Organization of Social Sciences and Behavioral Research, Las Vegas, NV.

Brown, S. (2012, November). *RTI and teacher education*. Teacher Education Division of the Council for Exceptional Children, Grand Rapids, MI.

Bryan, S., & Sherman, A. (2013, April). *Developing culturally responsive teachers through international student teaching*. Global Perspectives on College and University Teaching Symposium, Auburn, AL.

Bryan, S., Sherman, A., Jiang, B., & DeVillar, R.A. (2013, February). *International student teaching and its impact on pre-service teachers and collaborating teachers*. Association of Teacher Educators, Atlanta, GA.

Bullock, P. L. (2012, November). *Nice white lady? One teacher educator's reflections on the creation of a disposition rubric*. Curriculum & Pedagogy Conference, New Orleans, LA.

Bullock, P. L. (2013, January). *Exploring teacher education candidates' perceptions of preparedness to incorporate diversity within their teaching practices*. Hawaiian International Conference on Education, Honolulu, HI.

Callahan, B. E. (2013, January). *Development of a community of inquiry using blended learning and socioscientific issues*. Association for Science Teacher Education International Conference, Charleston, SC.

Callahan, B. E., & Fowler, S. R. (2013, April). *The relationship between college students' epistemic beliefs and their socio-cultural views of science*. NARST Annual International Conference, Rio Grande, Puerto Rico.

Callahan, K. M. (2012, July). *Prospective middle school teachers' generalizing actions as they reason about algebraic and geometric representations of even and odd numbers*. International Congress on Mathematics Education (ICME), Seoul, South Korea.

Callahan, K. M. (2012, July). *Prospective middle school teachers' reasoning about algebraic and geometric representations of even numbers*. International Congress on Mathematical Education (ICME), Seoul, South Korea.

Callahan, K. M., & Hillen, A. F. (2012, November). *Prospective teachers' transition from thinking arithmetically to thinking algebraically about even and odd numbers*. North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Kalamazoo, MI.

Carter Hicks, J. (2013, February). *Digital stories and 21st century skills for preparing special education teachers*. Association of Teacher Educators, Atlanta, GA.

Carter Hicks, J. (2013, April). *Exploring social contexts for publishing in teacher education: Impacts of writing groups for Africana scholars*. Faculty Women of Color in the Academy Conference, Champaign, IL.

Chan, T. C., Jiang, B., & Shu, Z. D. (2012, September). *Chinese principals' roles in new teacher induction*. Southern Regional Council on Educational Administration, New Orleans, LA.

Chan, T. C., Jiang, B., & Shu, Z. D. (2013, May). *Perceptions of Chinese educators on school community relations*. Chinese American Educational Research and Development Association, San Francisco, CA.

Chan, T. C., & Kpeglo, S. (2012, September). *Ghana teacher college principals: Self-perception of their roles and responsibilities*. Southern Regional Council for Educational Administration, New Orleans, LA.

Chan, T. C., & Kpeglo, S. (2012, October). *How principals of teacher colleges in Ghana perceive their roles and responsibilities*. Georgia Educational Research Association, Savannah, GA.

Chan, T. C., & Kpeglo, S. (2012, October). *Teacher college principalship in Ghana: Principals' self-perception*. International Society for Educational Planning, Kansas City, MO.

Chan, T. C., Kpeglo, S., & Morris, R. (2013, April). *Perceptions of Ghana Teacher College principals on their roles and responsibilities*. American Educational Research Association, San Francisco, CA.

Coffey, D. (2012, November). *Collaborative literacy instruction in an urban setting*. Association of Literacy Educators and Researchers Conference, Grand Rapids, MI.

Coffey, D., Haid, L., Marasco, J., & Williams, R. (2012, November). *Response to intervention: New challenges and new literacies*. Literacy Research Association Conference, Study Group Organizers, San Diego, CA.

Coffey, D., Holbein, M., Hubbard, D., & Strieker, T. (2012, November). *Opening new doors and building a literacy center*. Association of Literacy Educators and Researchers, Grand Rapids, MI.

Coffey, D., Hubbard, D., Holbein M., & Delacruz, S. (2012, November). *Creating a university-based literacy center*. Association of Literacy Educators and Researchers, Grand Rapids, MI.

Corey, D. (2012, July). *Blended learning*. International Conference on Education and New Learning Technologies, EDULEARN12, Barcelona, Spain.

Corey, D., & Patterson, N. (2012, July). *Analysis of student learning experiences in an undergraduate biostatistics course: Online vs. hybrid vs. face-to-face*. International Conference on Education and New Learning Technologies, EDULEARN12, Barcelona, Spain.

Corey, D., & Stokes, C. (2013, March). *Cognitive and social presence while problem solving in an online geometry course for elementary education majors*. Society for Information Technology & Teacher Education International Conference, New Orleans, LA.

Corey, D., & Stokes, C. (2013, March). *Pre-service elementary teachers' creative thinking while problem solving in an online geometry course*. Society for Information Technology & Teacher Education International Conference, New Orleans, LA.

Davis, C. (2012, October). *Presidential address: Education and poverty: Theory, research, policy, and praxis*. Georgia Educational Research Association, Savannah, GA.

Davis, C. (2013, May). *Gang related: Qualitative inquiry with rival gang members*. International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

Delacruz, S., An S., & Elie, J. (KSU student teacher). (2013, February). *Engaging ESOL students in learning history through theater*. 12th Annual ESOL Conference, Kennesaw, GA.

Delacruz, S., & Elie, J. (KSU student teacher). (2013, March). *Fourth graders creating scripts on Colonial Times: An integrated project across the curriculum*. Conference on Literature for Children and Young Adults, Kennesaw, GA.

Delacruz, S., King-McKenzie, E., Bogan, B., & Bantwini, B. (2013, April). *Reflections of university professors on their co-teaching with K-5 school teachers in the pre-service teachers' program*. International Journal of Arts and Sciences Conference, Vienna, Austria.

Delacruz, S., & Scarborough, K. (2013, February). *Sharing and exploring multicultural literature in K-3: Together for ALL children*. 12th Annual ESOL Conference, Kennesaw, GA.

Delacruz, S., & Scarborough, K. (2013, February). *Sharing and exploring multicultural literature in K-3: Together for ALL children*. Georgia Association on Young Children, Atlanta, GA.

Delacruz, S., & Shaheen, M. (2012, November). *21st century field trips: Digital journeys with young children*. National Association for the Education of Young Children, Atlanta, GA.

Devereaux, M., Klein, S., Lobeck, A., Scott, J., & Wheeler, R. (2012, November). *LSA, Language collaborative session*. National Council for Teachers of English Conference, Las Vegas, NV.

Devereaux, M., & Tillman, S. (2013, February). *Not quite back to basics—This isn't your momma's grammar instruction*. Georgia Council for Teachers of English Conference, Young Harris, GA.

Devereaux, M., & Tillman, S. (2013, February). *Not quite back to basics—This isn't your momma's grammar instruction.* National Association of Professional Development Schools Conference, New Orleans, LA.

DeVillar, R. (2013, April). Discussant of symposium on *Transforming teacher education to improve learning for all students: Global perspectives, experiences, and implications.* American Educational Research Association Conference, San Francisco, CA.

Dias, M., Eick, C., & Brantley-Dias, L. (2013, January). *Science teacher educators teaching K-12 students as professional development: An interactive panel discussion on various approaches, goals, and benefits.* Association of Science Teacher Education, Charleston, SC.

DiCicco, M., & Alvarez McHatton, P. (2013, January). *Using photovoice to engage students in their learning.* The Qualitative Report Fourth National Conference, Ft. Lauderdale, FL.

DiCicco, M., & Alvarez McHatton, P. (2013, May). *Learning is like a trap: Using photovoice to gather student perspectives on schooling and learning.* Ninth International Congress for Qualitative Inquiry, Urbana-Champaign, IL.

Digiovanni, L.W. (2012, October). *We get to choose? Student choice as a means to teach principles of differentiation.* Georgia Association of Teacher Educators, Atlanta, GA.

Edwards, B., & Williams, D. (2012, November). *The language of mathematics: Helping ELLs make sense of mathematics.* Curriculum and Pedagogy Conference, New Orleans, LA.

Eick, C. J., Dias, M., & Brantley-Dias, L. (2012, October). *Practicing what we teach: Thematic analysis of learning across contexts.* Southeastern Association for Science Teacher Education, Macon, GA.

Evans, L. S. (2012, October). *The incredible advantage of bilingualism: What teachers need to know about students' native language proficiencies.* Georgia TESOL, Atlanta, GA.

Ford, J. (2012, November). *Using sexualities in education to inform practice: A guide for teacher education.* College and University Faculty Assembly (CUFA) of the National Council for the Social Studies, Seattle, WA.

Ford, J. (2013, April). *Marginalized youth civic socialization.* American Educational Research Association, San Francisco, CA.



Gillis, B., & Laveen, T. (2012, November). *Edgy YA: Using contemporary fiction to un-reluctant a reader*. National Council of Teachers of English (NCTE) Convention, Las Vegas, NV.

Glenn, T., **Alvarez McHatton, P.**, & Thomas, D. (2012, November). *Examining the ethic of care in high-poverty schools through school-university partnerships*. Council for Exceptional Children Teacher Education Division National Conference, Grand Rapids, MI.

Gray, K., & Williams, D. (2013, February). *Using self-efficacy to investigate the effectiveness of a yearlong internship*. Association of Teacher Educators, Atlanta, GA.

Gray, K., Williams, D., & Stockdale, S. (2013, April). *It takes a village to raise a teacher: Investigating the effectiveness of a yearlong internship*. American Educational Research Association, San Francisco, CA.

Gregory, D., Dibble, V., Robson, D., & Mauge-Lewis, C. (2013, March). *Evolution of evidence: Redefining visual art student learning outcomes*. The Scholarship of Teaching and Learning (SoTL) Commons Conference, Savannah, GA.

Guerra P., Delacruz, S., & Phillips, M. (2013, February). *Novice teacher experiences conducting lessons and analyzing peer practice*. National Association of Professional Development Schools, New Orleans, LA.

Guerra P., Delacruz, S., & Phillips, M. (2013, February). *Pre-service teachers' first experiences teaching children and analyzing peer practice*. Professional Development School's National Conference, New Orleans, LA.

Guerra, P., & Lim, W. (2013, April). *What successful young Latinas say and do in problem solving*. National Council of Teachers of Mathematics Research, Denver, CO.

Heckert, J. (2012, November). *Clinical co-teaching: Preparing general educators to instruct students with diverse learning needs*. Teacher Education Division Annual Conference, Council for Exceptional Children, Grand Rapids, MI.

Heckert, J. (2012, November). *Instructional leadership strategies for students with diverse learning needs*. Teacher Education Division Annual Conference, Council for Exceptional Children, Grand Rapids, MI.

Heckert, J., Strieker, T., & Shaheen, M. (2012, October). *Collaborative model of clinical practice: Pre-service co-teaching*. Renaissance Group/Teacher Education Council of State Colleges and Universities Joint Conference, Arlington, VA.

Heckert, J., Strieker, T., & Shaheen, M. (2012, October). *KSU collaborative model of clinical practice: Classroom coaches and innovative professional development*. Renaissance Group/Teacher Education Council of State Colleges and Universities Joint Conference, Arlington, VA.

Heckert, J., Strieker, T., & Shaheen, M., & Zong, G. (2013, February). *Collaborative clinical practice: Innovations in teacher preparation*. Association of Teacher Educators, Atlanta, GA.

Her, L. (2012, November). *Re-presenting Hmong women's educational lives in academic text: The constraint of tradition, culture and patriarchy*. National Women's Studies Association, Oakland, CA.

Hillen, A., & Edenfield, K. (2013, April). *Beyond "y=mx+b": Deepening students' understanding of linear relationships*. National Council of Teachers of Mathematics, Denver, CO.

Hillen, A., Sanchez, W., Watanabe, T., & Lischka, A. (2013, January). *Reading and writing group: A tool to support the scholarship of mathematics teacher educators*. Association of Mathematics Teacher Educators, Orlando, FL.

Hollebrands, K., Lee, H., Dick, T., Jones, D., Berry, R., Mohr-Schroeder, M., & **Stallings, L.** (2013, January). *Technology-based tasks in mathematics teacher education*. Association of Mathematics Teacher Educators, Orlando, FL.

Hoyt, K. (2013, May). *Getting lost in the scramble for accountability: Getting back on course via uncharted routes*. Ninth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Jean-Sigur, R. (2012, September). *Children with birth defects and early childhood education: What preschool and kindergarten teachers should know based on case studies*. GAYC Research Symposium, Georgia Association on Young Children Annual Conference, Duluth, GA.

Jean-Sigur, R. (2013, January). *Anti-bias and multicultural education in early learning environments*. Southern Conference on Children, Statesboro, GA.

Jean-Sigur, R. (2013, January). *Responding and working with diverse families of young children who have chronic illnesses*. Southern Conference on Children, Statesboro, GA.

- Jean-Sigur, R., Bell, D.,** Saxton, R., McCall, M., Ratajczak, B, & Thomas-Fair, U. (2012, September). *Undergraduate birth through five programs*. Georgia Association on Young Children Annual Conference, Duluth, GA.
- Jiang, B.** (2013, April). Organizer and chair of symposium on *Transforming teacher education to improve learning for all students: Global perspectives, experiences, and implications*. American Educational Research Association, San Francisco, CA.
- Johnson, P. H., Porter, K., & Petrillo, J.** (2012, October). *A study of school lunch consumption among elementary school students*. 86th National Conference of the American School Health Association, San Antonio, TX.
- Kim, Y.** (2012, October). *Imported teachers' teaching efficacy and job satisfaction*. Georgia Educational Research Association (GERA), Savannah, GA.
- Kim, Y.** (2012, October). *Promoting involvement using Joye Epstein's model*. Georgia Association for Education of Young Children (GAEYC), Atlanta, GA.
- King-McKenzie, E. L.** (2013, April). *Neglect teaching social studies at our peril*. International Journal of Arts & Sciences (IJAS) Conference, Vienna, Austria.
- Kpeglo, S., **Chan, T. C.,** & Morris, R. (2012, May). *Self-perceptions of roles and responsibilities of teacher college principals at Ghana*. American Educational Research Association, San Francisco, CA.
- Lee, C.** (2012, July). *Taking off smoothly: Teaching beginning reading in Korean in an easy and effective way*. National Conference of the National Association for Korean Schools, Reston, VA.
- Lee, C.** (2012, October). *The dilemma of measurement issues for research in vocabulary instruction*. Georgia Education Research Association, Savannah, GA.
- Lee, C.,** & Kociencki, T. (2012, September). *Positive behavior support with competing behavior intervention*. Southeastern Disability Conference and Expo: Embracing Exceptionalities, Duluth, GA.
- Lim, W.** (2013, January). *Effective ways to teach test validity and reliability to pre-service teachers*. Association of Mathematics Teacher Educators (AMTE) Conference. Orlando, FL.
- Lim, W.** (2013, February). *An effective way to influence teacher attitudes toward English learners*. 12th Annual ESOL Conference, Kennesaw, GA.
- Lim, W.** (2013, April). *Giving effective feedback for students to help refine their reasoning*. National Council of Teachers of Mathematics, Denver, CO.
- Lim, W.** (2013, April). *Mathematical thinking and reasoning*. The Georgia Chapter of Korean-American Scientists and Engineers Association, Lawrenceville, GA.
- Lim, W., & Guerra, P.** (2012, October). *Improving teaching through effective feedback*. Georgia Educational Research Association, Savannah, GA.
- McGovern, B.** (2013, April). *Young Ireland and the North Atlantic world*. American Conference for Irish Studies, Chicago, IL.
- McKinzey, J.,** Page, D., & **Reeve, K.** (2012, October). *Picture this: Teaching history with visual images*. Georgia Council for the Social Studies, Athens, GA.
- McKinzey, J.,** Page, D., & **Reeve, K.** (2012, October). *This land is our land: Territorial disputes in relation to place, scale, and 'the other'*. National Conference on Geographic Education, San Marcos, TX.
- Morris, R., & **Chan, T. C.** (2012, September). *Technology decision making by school leaders*. Southern Regional Council on Educational Administration, New Orleans, LA.
- Parker, A., **Alvarez McHatton, P.,** & Mickelson, A. (2013, February). *Shaping pre-service teachers' attitudes toward inclusion: The role of cross-departmental collaboration in course and field experiences*. Association of Teacher Educators, Atlanta, GA.
- Patterson, N., & Corey, D.** (2012, July). *Thinking outside the box: Cultivating mathematics teachers' divergent thinking and creativity in a hybrid geometry course*. International Conference on Education and New Learning Technologies, EDULEARN12 Conference, Barcelona, Spain.
- Petrillo, J., Johnson, P. H., & Porter, K.** (2012, October). *An examination of bipolar disorder among youth: Diagnostic, treatment and school-based considerations*. American School Health Association Conference, San Antonio, TX.

Porter, K., & Williams, S. (2012, October). *Trends in health and physical education certification: Implications for teacher preparation*. American School Health Association Conference, San Antonio, TX.

Redish, T. (2012, November). *Newcomer's presentation*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Richey, A. (2013, April). *"That's not part of the interview": Narrative relationships and voice in feminist literacy research*. American Educational Research Association, San Francisco, CA.

Richey, A. (2013, June). *Mothering with/through/against literacies*. Motherhood Initiative for Research and Community Involvement Conference: Communicating Motherhood/Mothers Communicating "High Culture" to Pop Culture to New Social Media, Toronto, Canada.

Richey, A., Her, L., & Evans, L. S. (2012, November). *Is the postcolonial possible?: Shifting from diversity education to a global-local framework in teacher education*. National Association for Multicultural Education Conference, Philadelphia, PA.

Rish, R. (2012, November). *Reciprocal composition of written and multimodal texts*. National Council of Teachers of English Annual Convention, Las Vegas, NV.

Rish, R. (2013, February). *Constructing multimodal counternarratives of place with pre-service teachers*. National Council of Teachers of English Assembly of Research, Columbus, OH.

Rish, R. (2013, April). *What do you want added on here? Authorship and ownership in online collaborative writing*. Writing & Literacies SIG, American Educational Research Association, San Francisco, CA.

Ritchie, S. (2012, November). *Negotiating critical literacy in the middle grades: Interrogating stereotypes with Latino students*. National Council of Teachers of English Annual Convention, Las Vegas, NV.

Ritchie, S. (2013, April). *Teaching for social justice in three voices*. American Educational Research Association, San Francisco, CA.

Ritchie, S., & Fine, D. (2013, April). *Multicultural education in the classroom: Challenges, possibilities, and practices*. Annual Sources of Urban Educational Excellence Conference, Atlanta, GA.

Ritchie, S., Harris, W., Kraeger, K., & Proctor, T. (2012, July). *Co-constructing spaces for student agency: Critical discourse analysis in K-8 settings*. International Whole Language Umbrella's Literacies for All Summer Institute, St. Louis, MO.

Ritchie, S., & Spooner, W. (2012, July). *Critical literacy with first graders: Reclaiming joy through inquiry, collaboration, and action*. International Whole Language Umbrella's Literacies for All Summer Institute, St. Louis, MO.

Russell, F. A. (2013, February). *Teacher leader and principal collaboration to meet the needs of English learners*. 12th Annual ESOL Conference, Kennesaw, GA.

Russell, F. A. (2013, February). *The role of an ELL facilitator: Developing a culture of collaboration*. National Association for Bilingual Education Conference, Lake Buena Vista, FL.

Russell, F. A. (2013, April). *Collaborative literacy work in a high school: Enhancing teacher capacity for English learner instruction in the mainstream*. American Educational Research Association Annual Meeting, San Francisco, CA.

Scarborough K., & Delacruz, S. (2013, February). *Sharing and exploring multicultural literature in K-3*. 12th Annual ESOL Conference, Kennesaw, GA.

Shaheen, M., Delacruz, S., & Danner, C. (KSU student teacher), Elie, J. (KSU student teacher), Ogburn, S. (KSU student teacher), & Tham, K. E. (KSU student teacher). (2012, November). *Virtually there: Global virtual field trips in the elementary classroom*. International Global Conference on Education (webinar), Kennesaw, GA.

Shaheen, M., Delacruz, S., & Ogburn, S. (KSU student teacher), Elie, J. (KSU student teacher), & Danner, K. (KSU student teacher). (2013, June). *Explore the world without leaving your classroom: Virtual field trips*. International Society for Technology in Education Conference (ISTE), San Antonio, TX.

Shaunessy-Dedrick, E., **Evans, L. S.**, Homan, S. P., Ferron, J. M., Lindo, M., Cao, C., & Baek, E. K. (2013, April). *Gains in reading comprehension and attitudes toward reading among gifted and general education students in Title I Schools*. American Educational Research Association, San Francisco, CA.

Simpson, J. (2013, April). *Conducting qualitative dissertation research*. Grand Canyon University's Emerging Scholar Practitioner's Conference, Atlanta, GA.

Simpson, J. (2013, June). *Conducting case study research*. Arizona School Administrator's Summer Conference, Tucson, AZ.

Smith, S. Z., **Smith, M. E.**, Swars, S. L., & Carothers, J. (2013, April). *Effects of a K-5 mathematics endorsement program for elementary teachers*. American Educational Research Association, San Francisco, CA.

St. Pierre, P. E., & Smith, M. A. (2012, October). *Perceptions of course importance*. Semi-annual Physical Education Teacher Education Conference, Las Vegas, NV.

Steffen, C., & **McAlpine, G.** (2013, February). *Connecting elementary students at home and abroad through gardening*. Association of Teacher Educators, Atlanta, GA.

Steffen, C., **McAlpine, G.**, **Peery, B.**, **Kelly-Jackson, C.**, & **An, S.** (2012, August). *Improving teacher education through year-long internships and careful pairings of teacher candidates and collaborating teachers*. Association of Teacher Educators, Cambridge, MA.

Steffen, C., **Warner, M.**, & **Cope, J.** (2013, February). *Meeting the students where they are: Preparing pre-service teachers to teach in the 21st century*. Association of Teacher Educators, Atlanta, GA.

Strieker, T., **Heckert, J.**, & **Shaheen, M.** (2012, September). *Collaborative models of teacher preparation in urban schools*. The Renaissance Group (TRG) and the Teacher Education Council of State Colleges and Universities (TESCU) Fall Conference, Arlington, VA.

Sykora, C., **Williamson, J.**, & **Redish, T.** (2012, June). *Refreshed NCATE standards and program reviews*. International Society for Technology in Education (ISTE), San Diego, CA.

Terry, A. W. (2012, October). *Autoethnography: From chaos to catharsis*. Georgia Educational Research Association, Savannah, GA.

Vásquez, A. (October, 2012). *One university office for all teacher candidate field experiences and school partnerships: Policies, procedures, opportunities and challenges*. Georgia Association of Teacher Educators, Atlanta, GA.

Vásquez, A., & Cooke, K. (February, 2013). *Professional development: From needs assessment to delivery*. National Association of Professional Development Schools Conference, New Orleans, LA.

Vásquez, A., & **Evans, L. S.** (February, 2013). *How to write a conference proposal*. 12th Annual ESOL Conference, Kennesaw, GA.

Vega, A., & **Redish, T.** (2012, November). *The state of K-12 online learning and becoming qualified to teach online in Georgia*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Williams, D., & **Edwards, B.** (2012, November). *Impact of the "extra" on pre-service teachers' dispositions*. Curriculum and Pedagogy Conference, New Orleans, LA.

Williams, D., & Turk, D. (2013, May). *Increasing mathematics teachers for ALL students*. National Science Foundation, Robert Noyce Annual Conference, Washington, DC.

Williamson, J., & **Redish, T.** (2012, November). *Standards for us! The new ISTE NETS-C for technology coaches*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Wright, J. M. (2012, October). *Planning and implementing online instruction: Faculty perceptions of one university*. Georgia Educational Research Association, Savannah, GA.

Wright, J. M. (2012, November). *Tools to flip your classroom*. Georgia Educational Technology Conference, College Park, GA.

Zheng, B. (2013, February). *Cultural identity and its influence upon communication*. An interactive workshop conducted at the 12th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education, Savannah, GA.

Zong, G. (2012, October). *Effective strategies to build globalization into teacher education curriculum: An autoethnography study*. Georgia Association of Teacher Educators (GATE), Atlanta, GA.

Zong, G., & **An, S.** (2013, February). *Education about Asia in the era of globalization: An analysis of curriculum standards in American southern states*. Annual Conference of the International Society for Social Studies, Orlando, FL.

Zong, G., Borders, L., Muntaka, G., & Johnson, W. (2013, April). *East meets west: Rethinking marketing education in the era of globalization*. Symposium on ASIA-USA Partnership Opportunities, Atlanta, GA.

LELAND & CLARICE BAGWELL COLLEGE OF EDUCATION

Approved Educator Preparation Programs

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Birth-through-Kindergarten

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Traditional Concentration

Early Childhood Education (P-5)

Middle Grades Education (4-8)

Concentration in Language Arts
Concentration in Mathematics
Concentration in Reading
Concentration in Science
Concentration in Social Studies

Secondary Education (6-12)

Biology Education
Chemistry Education
English Education
History Education
Mathematics Education

P-12

Art Education
Health & Physical Education
Modern Language & Culture
 Concentration in French
 Concentration in German
 Concentration in Spanish
Music Education

MASTER OF ARTS IN TEACHING (M.A.T.)

Art (P-12)
Biology (6-12)
Chemistry (6-12)
English (6-12)
Foreign Languages: Chinese Education
(P-12)
Foreign Languages: Spanish Education
(P-12)
Mathematics (6-12)
Physics (6-12)
Special Education (P-12)
TESOL (P-12)

MASTER OF EDUCATION (M.Ed.)

Early Childhood Education*
Early Childhood Education: Montessori
Educational Leadership: Technology
 Leadership*
Educational Leadership: Ethics &
 Multicultural Leadership
English to Speakers of Other Languages
(ESOL)*
Instructional Technology*
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades Education: Science
Middle Grades Education: Social Studies
Reading

Secondary Education: English
Secondary Education: History
Secondary Education: Mathematics
Secondary Education: Science
Special Education: General Curriculum*
Teacher Leadership

EDUCATION SPECIALIST (Ed.S.)

Curriculum and Instruction
Early Childhood Education
Educational Leadership
Instructional Technology*
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades: Social Studies
Secondary Education: English
Secondary Education: Mathematics
Secondary Education: History
Secondary Education: Chemistry
Special Education
Teacher Leadership

DOCTORATE (Ed.D.)

Early Childhood Education
Educational Leadership
Instructional Technology
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades: Social Studies

Secondary Education: English
Secondary Education: Mathematics
Secondary Education: Chemistry
Special Education
Teacher Leadership

NON-DEGREE PROGRAMS

Graduate

Assessment Certificate*
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Curriculum and Instruction Certification
Educational Leadership (certification only)
ESOL Endorsement*
Gifted Endorsement
Leadership Preservice Endorsement
Online Teaching Certificate*
Preschool Special Education Endorsement
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